

House Bill No. 2105

An act relating to high school diplomas; amending s. 232.246, F.S.; providing for the award of a high school diploma to certain honorably discharged World War II veterans; amending s. 229.551, F.S.; clarifying the duty of the Commissioner of Education regarding the common course designation and numbering system for postsecondary education in school districts; revising the membership of the Articulation Coordinating Committee; requiring the Articulation Coordinating Committee to identify and recommend to the State Board of Education postsecondary courses that meet high school graduation requirements; amending s. 232.246, F.S.; providing for the award of credit toward graduation requirements for equivalent courses taken through dual enrollment; prohibiting increased graduation requirements from applying to dual enrollment students; deleting the requirement that certain special instruction be funded from the state compensatory education funds of the district; amending s. 232.2462, F.S.; requiring the Articulation Coordinating Committee to define credit for purposes of articulated acceleration programs; amending s. 236.081, F.S.; providing community college reimbursement for high school student coenrollment, regardless of whether the instruction counts as credit toward high school graduation; removing an obsolete cross reference; amending s. 240.116, F.S.; clarifying the intent of articulated acceleration programs; clarifying funding for dual enrollment; authorizing community college boards of trustees to adopt additional admissions criteria for dual enrollment programs; requiring that certain information be provided to students regarding dual enrollment programs; requiring an annual assessment and planning to meet the demand for dual enrollment; deleting the requirement that participating in the early admission program be limited to students who have completed a certain number of semesters in secondary school; providing for credit earned by home education students through dual enrollment courses to apply toward the completion of a home education program; authorizing the adoption of rules; amending s. 240.1161, F.S.; requiring superintendents of schools and community college presidents to jointly develop and implement comprehensive articulated acceleration programs; requiring a plan by which a community college will provide guidance services to dually enrolled students; encouraging a postsecondary education objective to be identified by the students; requiring the advisement process to identify specific courses to meet the student objective; requiring use of a certain automated system; requiring district interinstitutional articulation agreements to include additional provisions regarding dual enrollment programs; requiring the Articulation Coordinating Committee to review articulation agreements and certify common course code numbers of postsecondary courses that meet high school graduation requirements; requiring the Articulation Coordinating Committee, rather than the Department of Education, to approve courses for inclusion in the dual enrollment program that are contained within the common course

designation and numbering system; requiring the Department of Education to provide the Articulation Coordinating Committee with staff support and resources; authorizing the adoption of rules; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (11) is added to section 232.246, Florida Statutes, to read:

232.246 General requirements for high school graduation.—

(11) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950 but were inducted into the United States Armed Forces between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

Section 2. Paragraph (f) of subsection (1) of section 229.551, Florida Statutes, is amended to read:

229.551 Educational management.—

(1) The department is directed to identify all functions which under the provisions of this act contribute to, or comprise a part of, the state system of educational accountability and to establish within the department the necessary organizational structure, policies, and procedures for effectively coordinating such functions. Such policies and procedures shall clearly fix and delineate responsibilities for various aspects of the system and for overall coordination of the total system. The commissioner shall perform the following duties and functions:

(f) Development and coordination of a common course designation and numbering system for postsecondary and dual enrollment education in school districts, community colleges, participating nonpublic postsecondary education institutions, and the State University System which will improve program planning, increase communication among all postsecondary delivery systems, and facilitate student acceleration and the transfer of students. The system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees representing public and participating nonpublic institutions. The Articulation Coordinating Committee, whose membership represents public and nonpublic postsecondary institutions, shall:

1. Identify the highest demand degree programs within the State University System.

2. Conduct a study of courses offered by universities and accepted for credit toward a degree. The study shall identify courses designated as either

general education or required as a prerequisite for a degree. The study shall also identify these courses as upper-division level or lower-division level.

3. Appoint faculty committees representing both community college and university faculties to recommend a single level for each course included in the common course numbering and designation system. Any course designated as an upper-division level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework. A course that is offered as part of an associate in science degree program and as an upper-division course for a baccalaureate degree shall be designated for both the lower and upper division. Of the courses required for each baccalaureate degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower-division courses, except in degree programs approved by the Board of Regents pursuant to s. 240.209(5)(e). A course designated as lower-division may be offered by any community college. The Articulation Coordinating Committee shall recommend to the State Board of Education the levels for the courses. The common course numbering and designation system shall include the courses at the recommended levels, and, by fall semester of 1996, the registration process at each state university and community college shall include the courses at their designated levels and common course numbers.

4. Appoint faculty committees representing both community college and university faculties to recommend those courses identified to meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The Articulation Coordinating Committee shall recommend to the State Board of Education those courses identified to meet these general education requirements by their common course code number. All community colleges and state universities shall accept these general education courses.

5. Appoint faculty committees representing both community colleges and universities to recommend common prerequisite courses and identify course substitutions when common prerequisites cannot be established for degree programs across all institutions. Faculty work groups shall adopt a strategy for addressing significant differences in prerequisites, including course substitutions. The Board of Regents shall be notified by the Articulation Coordinating Committee when significant differences remain. Common degree program prerequisites shall be offered and accepted by all state universities and community colleges, except in cases approved by the Board of Regents pursuant to s. 240.209(5)(f). The Board of Regents shall work with the State Board of Community Colleges on the development of a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.;

6. Appoint faculty committees representing public school, community college, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 232.246, and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to s. 240.116 that are necessary to meet high school graduation requirements.

Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Articulation Coordinating Committee shall recommend to the State Board of Education those courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their common course code number, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 232.246.

Section 3. Subsection (1), paragraph (c) of subsection (4), and subsection (9) of section 232.246, Florida Statutes, are amended to read:

232.246 General requirements for high school graduation.—

(1) Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The 24 credits shall be distributed as follows:

(a) Four credits in English, with major concentration in composition and literature.

(b) Three credits in mathematics. Effective for students entering the 9th grade in the 1997-1998 school year and thereafter, one of these credits must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course.

(c) Three credits in science, two of which must have a laboratory component. The State Board of Education may grant an annual waiver of the laboratory requirement to a school district that certifies that its laboratory facilities are inadequate, provided the district submits a capital outlay plan to provide adequate facilities and makes the funding of this plan a priority of the school board.

(d) One credit in American history.

(e) One credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems.

(f) One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems. The Florida Council on Economic Education shall provide technical assistance to the department and local school boards in developing curriculum materials for the study of economics.

(g) One-half credit in American government, including study of the Constitution of the United States. For students entering the 9th grade in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government, shall be included as part of the required study of American government.

(h)1. One credit in practical arts career education or exploratory career education. Any vocational course as defined in s. 228.041(22) may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career education provided in this subparagraph;

2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or

3. One-half credit each in practical arts career education or exploratory career education and performing fine arts, as defined in this paragraph.

Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.

(i) One-half credit in life management skills to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking. Such credit shall be given for a course to be taken by all students in either the 9th or 10th grade.

(j) One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A school board may not require that the one credit in physical education be taken during the 9th grade year.

(k) Eight and one-half elective credits.

School boards may award a maximum of one-half credit in social studies and one-half elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. School boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities. A course designated in the Course Code Directory as grade 9 through grade 12 which is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district's pupil progression plan. A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s. 229.551(1)(f)6., taken through dual enrollment.

(4)

(c) District school boards are authorized and encouraged to establish requirements for high school graduation in excess of the minimum requirements; however, an increase in academic credit or minimum grade point average requirements shall not apply to those students enrolled in grades 9 through 12 at the time the district school board increases the requirements. In addition, any increase in academic credit or minimum grade point average requirements shall not apply to a student who earns credit toward the graduation requirements of this section for equivalent courses taken through dual enrollment.

(9) A student who meets all requirements prescribed in subsections (1), (4), and (5) shall be awarded a standard diploma in a form prescribed by the state board. A school board may attach the Florida gold seal vocational endorsement to a standard diploma or, instead of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums. A student who completes the minimum number of credits and other requirements prescribed by subsections (1) and (4), but who is unable to meet the standards of paragraph (5)(a), paragraph (5)(b), or paragraph (5)(c), shall be awarded a certificate of completion in a form prescribed by the state board. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. ~~This special instruction shall be funded from the state compensatory education funds of the district.~~

Section 4. Paragraph (a) of subsection (1) of section 232.2462, Florida Statutes, is amended to read:

232.2462 Definition of "credit".—

(1)(a) For the purposes of requirements for high school graduation, one full credit means a minimum of ~~135~~ 150 hours of bona fide instruction in a designated course of study which contains student performance standards as provided for in s. 232.2454. The Articulation Coordinating Committee shall determine the number of postsecondary Six semester credit hours of instruction which are earned through dual enrollment pursuant to s. 240.116 and which satisfy the requirements of a district's interinstitutional articulation agreement according to s. 240.1161 that also equal one full credit of the equivalent high school course identified pursuant to s. 229.551(1)(f)6.

Section 5. Paragraphs (h) and (i) of subsection (1) of section 236.081, Florida Statutes, are amended to read:

236.081 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

~~(h) Coenrollment Instruction outside required number of school days.—Students in grades 9 through 12 may be counted as full-time equivalent students for instruction provided outside the required school days or year if such instruction counts as credit toward high school graduation. However, If a high school student wishes to earn high school credits from a community college and enrolls in one or more adult secondary education courses at the community college, the community college shall be reimbursed for the costs incurred because of the high school student's coenrollment as provided in the General Appropriations Act.~~

(i) Instruction in family and consumer sciences.—Students in grades K through 12 who are enrolled for more than six semesters in practical arts family and consumer sciences courses ~~as defined in s. 228.041(22)(a)4.~~ may not be counted as full-time equivalent students for this instruction.

Section 6. Subsections (1), (2), and (3), and paragraph (a) of subsection (7) of section 240.116, Florida Statutes, are amended, and subsection (8) is added to that section, to read:

240.116 Articulated acceleration.—

(1) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. It is the intent of the Legislature that students who meet the eligibility requirements of this subsection and who choose to participate in dual enrollment programs be exempt from the payment of registration, matriculation, and laboratory fees. Such fees for dually enrolled students shall be reimbursed to participating postsecondary institutions as provided annually in the General Appropriations Act; however, a postsecondary institution that earns dual enrollment FTE funds from the Florida Education Finance Program as a charter school shall not be eligible for the tuition reimbursement. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program. The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

(2)(a)1. The dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. For the purpose of this subparagraph, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida nonpublic secondary school which is in compliance with s. 229.808 and conducts a secondary curriculum pursuant to s. 232.246. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment pursuant to this section shall be permitted to enroll in dual enrollment courses may

~~take courses~~ conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may exceed 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE, as provided in s. 236.013(5). Any student so enrolled is exempt from the payment of registration, matriculation, and laboratory fees. With the exception of vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

2. The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for vocational-level coursework if the student is to be enrolled in vocational courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in vocational certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement. Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed according to s. 240.1161, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. School districts may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

(b) Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, vocational dual enrollment shall not supplant student acquisition of the diploma. Vocational dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job-preparatory program, but shall not sustain student enrollment in isolated vocational courses. It is the intent of the Legislature that vocational dual enrollment be implemented as a positive measure. The provision of a comprehensive academic and vocational dual enrollment program within the vocational-technical center or community college is supportive of legislative intent; however, such provision is not mandatory.

(c)1. Each school district shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the 24 minimum

academic credits required for graduation. School districts shall annually assess the demand for dual enrollment and other advanced courses and the district school board shall consider strategies and programs to meet that demand.

2. The Articulation Coordinating Committee shall develop a statement on transfer guarantees which will inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district superintendent of schools, who shall include the statement in the information provided to all secondary students as required pursuant to this paragraph. The statement may also include additional information including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(3) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. ~~Participation in the early admission program shall be limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.~~ Students enrolled pursuant to this subsection shall be exempt from the payment of registration, matriculation, and laboratory fees.

(7)(a) It is the intent of the Legislature to provide articulated acceleration mechanisms for students who are in home education programs, as defined in s. 228.041(34), consistent with the educational opportunities available to public and private secondary school students. Home education students may participate in dual enrollment, vocational dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of s. 232.0201.

(8) The State Board of Education may adopt rules necessary to implement the provisions of this section pursuant to ss. 120.536(1) and 120.54.

Section 7. Subsections (1), (4), and (6), and paragraph (b) of subsection (2) of section 240.1161, Florida Statutes, are amended, and subsections (7) and (8) are added to said section, to read:

240.1161 District interinstitutional articulation agreements.—

(1) Superintendents of schools and community college presidents shall jointly develop and implement ~~are responsible for the development and implementation of~~ a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the

development of the interinstitutional articulation agreements for each school district within the university service area.

(2) The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

(b)1. A delineation of courses and programs available to students eligible to participate in ~~composed of~~ dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate-degree program.

2. A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.

3. A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

4. A delineation of high school credits earned for completion of each dual enrollment course.

5. Provision for postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program to be counted toward meeting the graduation requirements of s. 232.246.

~~6.2.~~ An identification of eligibility criteria for student participation in dual enrollment courses and programs.

~~7.3.~~ A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

~~8.4.~~ An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

~~9.5.~~ A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

~~10.6.~~ An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

11.7. A delineation of the process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes as determined by the Articulation Coordinating Committee in accordance with s. 229.551(1)(f)6.

~~(4) The Articulation Coordinating Committee shall review each articulation agreement and certify the common course code number of postsecondary courses that meet each district's graduation requirements. Courses and programs may be added to or deleted from the district interinstitutional articulation agreement at any time. Such additions and deletions must be mutually approved by the superintendent of schools and community college president before incorporation into the agreement.~~

(6) The Articulation Coordinating Committee Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the common course designation and numbering system. However, college-preparatory and other forms of precollegiate instruction, and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved, but must be evaluated individually for potential inclusion in the dual enrollment program.

(7) The Department of Education shall provide the Articulation Coordinating Committee with the staff support and resources necessary to implement the provisions of this section.

(8) The State Board of Education may adopt rules necessary to implement the provisions of this section pursuant to ss. 120.536(1) and 120.54.

Section 8. This act shall take effect upon becoming a law.

Approved by the Governor June 5, 2000.

Filed in Office Secretary of State June 5, 2000.