

By Senator Kirkpatrick

5-1124-00

See HB

1 A bill to be entitled
2 An act relating to dual enrollment; amending s.
3 229.551, F.S.; clarifying the duty of the
4 Commissioner of Education regarding the common
5 course designation and numbering system for
6 postsecondary education in school districts;
7 revising the membership of the Articulation
8 Coordinating Committee; requiring the
9 Articulation Coordinating Committee to identify
10 and recommend to the State Board of Education
11 postsecondary courses that meet high school
12 graduation requirements; amending s. 232.246,
13 F.S.; providing for the award of credit toward
14 graduation requirements for equivalent courses
15 taken through dual enrollment; prohibiting
16 increased graduation requirements from applying
17 to dual enrollment students; deleting the
18 requirement that certain special instruction be
19 funded from the state compensatory education
20 funds of the district; amending s. 232.2462,
21 F.S.; requiring the Articulation Coordinating
22 Committee to define credit for purposes of
23 articulated acceleration programs; amending s.
24 236.081, F.S.; providing community college
25 reimbursement for high school student
26 coenrollment, regardless of whether the
27 instruction counts as credit toward high school
28 graduation; removing an obsolete cross
29 reference; amending s. 240.116, F.S.;
30 clarifying the intent of articulated
31 acceleration programs; clarifying funding for

1 dual enrollment; authorizing community college
2 boards of trustees to adopt additional
3 admissions criteria for dual enrollment
4 programs; requiring that certain information be
5 provided to students regarding dual enrollment
6 programs; deleting the requirement that
7 participating in the early admission program be
8 limited to students who have completed a
9 certain number of semesters in secondary
10 school; providing for credit earned by home
11 education students through dual enrollment
12 courses to apply toward the completion of a
13 home education program; authorizing the
14 adoption of rules; amending s. 240.1161, F.S.;
15 requiring superintendents of schools and
16 community college presidents to jointly develop
17 and implement comprehensive articulated
18 acceleration programs; requiring district
19 interinstitutional articulation agreements to
20 include additional provisions regarding dual
21 enrollment programs; requiring the Articulation
22 Coordinating Committee to review articulation
23 agreements and certify common course code
24 numbers of postsecondary courses that meet high
25 school graduation requirements; requiring the
26 Articulation Coordinating Committee, rather
27 than the Department of Education, to approve
28 courses for inclusion in the dual enrollment
29 program that are contained within the common
30 course designation and numbering system;
31 requiring the Department of Education to

1 provide the Articulation Coordinating Committee
2 with staff support and resources; authorizing
3 the adoption of rules; providing an effective
4 date.

5
6 Be It Enacted by the Legislature of the State of Florida:

7
8 Section 1. Paragraph (f) of subsection (1) of section
9 229.551, Florida Statutes, is amended to read:

10 229.551 Educational management.--

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

21 (f) Development and coordination of a common course
22 designation and numbering system for postsecondary and dual
23 enrollment education in school districts, community colleges,
24 participating nonpublic postsecondary education institutions,
25 and the State University System which will improve program
26 planning, increase communication among all ~~postsecondary~~
27 delivery systems, and facilitate student acceleration and the
28 transfer of students. The system shall not encourage or
29 require course content prescription or standardization or
30 uniform course testing, and the continuing maintenance of the
31 system shall be accomplished by appropriate faculty committees

1 representing public and participating nonpublic institutions.
2 The Articulation Coordinating Committee, whose membership
3 represents public and nonpublic ~~postsecondary~~ institutions,
4 shall:

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

7 2. Conduct a study of courses offered by universities
8 and accepted for credit toward a degree. The study shall
9 identify courses designated as either general education or
10 required as a prerequisite for a degree. The study shall also
11 identify these courses as upper-division level or
12 lower-division level.

13 3. Appoint faculty committees representing both
14 community college and university faculties to recommend a
15 single level for each course included in the common course
16 numbering and designation system. Any course designated as an
17 upper-division level course must be characterized by a need
18 for advanced academic preparation and skills that a student
19 would be unlikely to achieve without significant prior
20 coursework. A course that is offered as part of an associate
21 in science degree program and as an upper-division course for
22 a baccalaureate degree shall be designated for both the lower
23 and upper division. Of the courses required for each
24 baccalaureate degree, at least half of the credit hours
25 required for the degree shall be achievable through courses
26 designated as lower-division courses, except in degree
27 programs approved by the Board of Regents pursuant to s.
28 240.209(5)(e). A course designated as lower-division may be
29 offered by any community college. The Articulation
30 Coordinating Committee shall recommend to the State Board of
31 Education the levels for the courses. The common course

1 numbering and designation system shall include the courses at
2 the recommended levels, and, by fall semester of 1996, the
3 registration process at each state university and community
4 college shall include the courses at their designated levels
5 and common course numbers.

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

16 5. Appoint faculty committees representing both
17 community colleges and universities to recommend common
18 prerequisite courses and identify course substitutions when
19 common prerequisites cannot be established for degree programs
20 across all institutions. Faculty work groups shall adopt a
21 strategy for addressing significant differences in
22 prerequisites, including course substitutions. The Board of
23 Regents shall be notified by the Articulation Coordinating
24 Committee when significant differences remain. Common degree
25 program prerequisites shall be offered and accepted by all
26 state universities and community colleges, except in cases
27 approved by the Board of Regents pursuant to s. 240.209(5)(f).
28 The Board of Regents shall work with the State Board of
29 Community Colleges on the development of a centralized
30 database containing the list of courses and course

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1 substitutions that meet the prerequisite requirements for each
2 baccalaureate degree program.†

3 6. Appoint faculty committees representing public
4 school, community college, and university faculties to
5 identify postsecondary courses that meet the high school
6 graduation requirements of s. 232.246, and to establish the
7 number of postsecondary semester credit hours of instruction
8 and equivalent high school credits earned through dual
9 enrollment pursuant to s. 240.116 that are necessary to meet
10 high school graduation requirements. The Articulation
11 Coordinating Committee shall recommend to the State Board of
12 Education those courses identified to meet high school
13 graduation requirements, based on mastery of course outcomes,
14 by their common course code number, and all high schools shall
15 accept these postsecondary education courses toward meeting
16 the requirements of s. 232.246;

17 Section 2. Subsection (1), paragraph (c) of subsection
18 (4), and subsection (9) of section 232.246, Florida Statutes,
19 are amended to read:

20 232.246 General requirements for high school
21 graduation.--

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

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

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

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

10 (d) One credit in American history.

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

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

20 (g) One-half credit in American government, including
21 study of the Constitution of the United States. school year
22 and thereafter, the study of Florida government, including
23 study of the State Constitution, the three branches of state
24 government, and municipal and county government, shall be
25 included as part of the required study of American government.

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

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

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

11
12 Such credit for practical arts career education or exploratory
13 career education or for performing fine arts shall be made
14 available in the 9th grade, and students shall be scheduled
15 into a 9th grade course as a priority.

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

27 (j) One credit in physical education to include
28 assessment, improvement, and maintenance of personal fitness.
29 Participation in an interscholastic sport at the junior
30 varsity or varsity level, for two full seasons, shall satisfy
31 the one-credit requirement in physical education if the

1 student passes a competency test on personal fitness with a
2 score of "C" or better. The competency test on personal
3 fitness must be developed by the Department of Education. A
4 school board may not require that the one credit in physical
5 education be taken during the 9th grade year.

6 (k) Eight and one-half elective credits.

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8 School boards may award a maximum of one-half credit in social
9 studies and one-half elective credit for student completion of
10 nonpaid voluntary community or school service work. Students
11 choosing this option must complete a minimum of 75 hours of
12 service in order to earn the one-half credit in either
13 category of instruction. Credit may not be earned for service
14 provided as a result of court action. School boards that
15 approve the award of credit for student volunteer service
16 shall develop guidelines regarding the award of the credit,
17 and school principals are responsible for approving specific
18 volunteer activities. A course designated in the Course Code
19 Directory as grade 9 through grade 12 which is taken below the
20 9th grade may be used to satisfy high school graduation
21 requirements or Florida Academic Scholars award requirements
22 as specified in a district's pupil progression plan. A student
23 shall be granted credit toward meeting the requirements of
24 this subsection for equivalent courses, as identified pursuant
25 to s. 229.551(1)(f)6., taken through dual enrollment.

26 (4)

27 (c) District school boards are authorized and
28 encouraged to establish requirements for high school
29 graduation in excess of the minimum requirements; however, an
30 increase in academic credit or minimum grade point average
31 requirements shall not apply to those students enrolled in

1 grades 9 through 12 at the time the district school board
2 increases the requirements. In addition, any increase in
3 academic credit or minimum grade point average requirements
4 shall not apply to a student who earns credit toward the
5 graduation requirements of this section for equivalent courses
6 taken through dual enrollment.

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

25 Section 3. Paragraph (a) of subsection (1) of section
26 232.2462, Florida Statutes, is amended to read:

27 232.2462 Definition of "credit".--

28 (1)(a) For the purposes of requirements for high
29 school graduation, one full credit means a minimum of 150
30 hours of bona fide instruction in a designated course of study
31 which contains student performance standards as provided for

1 in s. 232.2454. The Articulation Coordinating Committee shall
2 determine the number of postsecondary ~~Six semester~~ credit
3 hours of instruction which are earned through dual enrollment
4 pursuant to s. 240.116 and which satisfy the requirements of a
5 district's interinstitutional articulation agreement according
6 to s. 240.1161 that also equal one full credit of the
7 equivalent high school course identified pursuant to s.
8 229.551(1)(f)6.

9 Section 4. Paragraphs (h) and (i) of subsection (1) of
10 section 236.081, Florida Statutes, are amended to read:

11 236.081 Funds for operation of schools.--If the annual
12 allocation from the Florida Education Finance Program to each
13 district for operation of schools is not determined in the
14 annual appropriations act or the substantive bill implementing
15 the annual appropriations act, it shall be determined as
16 follows:

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

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

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

7 Section 5. Subsections (1), (2), and (3), and
8 paragraph (a) of subsection (7) of section 240.116, Florida
9 Statutes, are amended, and subsection (8) is added to that
10 section, to read:

11 240.116 Articulated acceleration.--

12 (1) It is the intent of the Legislature that a variety
13 of articulated acceleration mechanisms be available for
14 secondary and postsecondary students attending public
15 educational institutions. It is intended that articulated
16 acceleration serve to shorten the time necessary for a student
17 to complete the requirements associated with the conference of
18 a high school diploma and a postsecondary degree, broaden the
19 scope of curricular options available to students, or increase
20 the depth of study available for a particular subject. It is
21 the intent of the Legislature that students who meet the
22 eligibility requirements of this subsection and who choose to
23 participate in dual enrollment programs be exempt from the
24 payment of registration, matriculation, and laboratory fees.
25 Tuition for dually enrolled students shall be reimbursed to
26 participating postsecondary institutions as provided annually
27 in the General Appropriations Act. Articulated acceleration
28 mechanisms shall include, but not be limited to, dual
29 enrollment, early admission, advanced placement, credit by
30 examination, and the International Baccalaureate Program. The
31 State Board of Education shall adopt rules for any dual

1 enrollment programs involving requirements for high school
2 graduation.

3 (2)(a)1. The dual enrollment program is the enrollment
4 of an eligible secondary student in a postsecondary course
5 creditable toward a vocational certificate or an associate or
6 baccalaureate degree. For the purpose of this subparagraph,
7 an eligible secondary student is a student who is enrolled in
8 a Florida public secondary school or in a Florida nonpublic
9 secondary school which is in compliance with s. 229.808 and
10 conducts a secondary curriculum pursuant to s. 232.246.
11 Students enrolled in postsecondary instruction that is not
12 creditable toward the high school diploma shall not be
13 classified as dual enrollments. Students who are eligible for
14 dual enrollment pursuant to this section shall be permitted to
15 enroll in dual enrollment courses ~~may take courses~~ conducted
16 during school hours, after school hours, and during the summer
17 term. Instructional time for such enrollment may exceed 900
18 hours; however, the school district may only report the
19 student for a maximum of 1.0 FTE, as provided in s.
20 236.013(5).Any student so enrolled is exempt from the payment
21 of registration, matriculation, and laboratory fees. With the
22 exception of vocational-preparatory instruction,
23 college-preparatory instruction and other forms of
24 precollegiate instruction, as well as physical education
25 courses that focus on the physical execution of a skill rather
26 than the intellectual attributes of the activity, are
27 ineligible for inclusion in the dual enrollment program.
28 Recreation and leisure studies courses shall be evaluated
29 individually in the same manner as physical education courses
30 for potential inclusion in the program.
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1 2. The Department of Education shall adopt guidelines
2 designed to achieve comparability across school districts of
3 both student qualifications and teacher qualifications for
4 dual enrollment courses. Student qualifications must
5 demonstrate readiness for college-level coursework if the
6 student is to be enrolled in college courses. Student
7 qualifications must demonstrate readiness for vocational-level
8 coursework if the student is to be enrolled in vocational
9 courses. In addition to the common placement examination,
10 student qualifications for enrollment in college credit dual
11 enrollment courses must include a 3.0 unweighted grade point
12 average, and student qualifications for enrollment in
13 vocational certificate dual enrollment courses must include a
14 2.0 unweighted grade point average. Exceptions to the required
15 grade point averages may be granted if the educational
16 entities agree and the terms of the agreement are contained
17 within the dual enrollment interinstitutional articulation
18 agreement. Community college boards of trustees may establish
19 additional admissions criteria, which shall be included in the
20 district interinstitutional articulation agreement developed
21 according to s. 240.1161, to ensure student readiness for
22 postsecondary instruction.

23 (b) Vocational dual enrollment shall be provided as a
24 curricular option for secondary students to pursue in order to
25 earn a series of elective credits toward the high school
26 diploma. However, vocational dual enrollment shall not
27 supplant student acquisition of the diploma. Vocational dual
28 enrollment shall be available for secondary students seeking a
29 degree or certificate from a complete job-preparatory program,
30 but shall not sustain student enrollment in isolated
31 vocational courses. It is the intent of the Legislature that

1 vocational dual enrollment be implemented as a positive
2 measure. The provision of a comprehensive academic and
3 vocational dual enrollment program within the
4 vocational-technical center or community college is supportive
5 of legislative intent; however, such provision is not
6 mandatory.

7 (c) Each school district shall inform all secondary
8 students of dual enrollment as an educational option and
9 mechanism for acceleration. Students shall be informed of
10 eligibility criteria, the option for taking dual enrollment
11 courses beyond the regular school year, and the 24 minimum
12 academic credits required for graduation.

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

24 (7)(a) It is the intent of the Legislature to provide
25 articulated acceleration mechanisms for students who are in
26 home education programs, as defined in s. 228.041(34),
27 consistent with the educational opportunities available to
28 public and private secondary school students. Home education
29 students may participate in dual enrollment, vocational dual
30 enrollment, early admission, and credit by examination. Credit
31 earned by home education students through dual enrollment

1 shall apply toward the completion of a home education program
2 that meets the requirements of s. 232.0201.

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

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

10 240.1161 District interinstitutional articulation
11 agreements.--

12 (1) Superintendents of schools and community college
13 presidents shall jointly develop and implement ~~are responsible~~
14 ~~for the development and implementation of~~ a comprehensive
15 articulated acceleration program for the students enrolled in
16 their respective school districts and service areas. Within
17 this general responsibility, each superintendent and president
18 shall develop a comprehensive interinstitutional articulation
19 agreement for the school district and community college that
20 serves the school district. The superintendent and president
21 shall establish an articulation committee for the purpose of
22 developing this agreement. Each state university president is
23 encouraged to designate a university representative to
24 participate in the development of the interinstitutional
25 articulation agreements for each school district within the
26 university service area.

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

1 (b)1. A delineation of courses and programs available
2 to students eligible to participate in ~~composed of~~ dual
3 enrollment.

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

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

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

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

16 ~~6.2.~~ An identification of eligibility criteria for
17 student participation in dual enrollment courses and programs.

18 ~~7.3.~~ A delineation of institutional responsibilities
19 regarding student screening prior to enrollment and monitoring
20 student performance subsequent to enrollment in dual
21 enrollment courses and programs.

22 ~~8.4.~~ An identification of the criteria by which the
23 quality of dual enrollment courses and programs are to be
24 judged and a delineation of institutional responsibilities for
25 the maintenance of instructional quality.

26 ~~9.5.~~ A delineation of institutional responsibilities
27 for assuming the cost of dual enrollment courses and programs
28 that includes such responsibilities for student instructional
29 materials.

30 ~~10.6.~~ An identification of responsibility for
31 providing student transportation if the dual enrollment

1 instruction is conducted at a facility other than the high
2 school campus.

3 11.7. A delineation of the process for converting
4 college credit hours earned through dual enrollment and early
5 admission programs to high school credit based on mastery of
6 course outcomes as determined by the Articulation Coordinating
7 Committee in accordance with s. 229.551(1)(f)6.

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

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

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

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

4 Section 7. This act shall take effect July 1, 2000.

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7 LEGISLATIVE SUMMARY

8
9 Clarifies the duty of the Commissioner of Education
10 regarding the common course designation and numbering
11 system for postsecondary education in school districts.
12 Revises the membership of the Articulation Coordinating
13 Committee. Requires the Articulation Coordinating
14 Committee to identify and recommend to the State Board of
15 Education postsecondary courses that meet high school
16 graduation requirements. Provides for the award of credit
17 toward graduation requirements for equivalent courses
18 taken through dual enrollment. Prohibits increased
19 graduation requirements from applying to dual enrollment
20 students. Deletes the requirement that certain special
21 instruction be funded from the state compensatory
22 education funds of the district. Requires the
23 Articulation Coordinating Committee to define credit for
24 purposes of articulated acceleration programs. Provides
25 for community college reimbursement for high school
26 student coenrollment, regardless of whether the
27 instruction counts as credit toward high school
28 graduation. Clarifies the intent of articulated
29 acceleration programs. Clarifies funding for dual
30 enrollment. Authorizes community college boards of
31 trustees to adopt additional admissions criteria for dual
enrollment programs. Requires that certain information be
provided to students regarding dual enrollment programs.
Deletes the requirement that participating in the early
admission program be limited to students who have
completed a certain number of semesters in secondary
school. Provides for credit earned by home education
students through dual enrollment courses to apply toward
the completion of a home education program. Requires
superintendents of schools and community college
presidents to jointly develop and implement comprehensive
articulated acceleration programs. Requires district
interinstitutional articulation agreements to include
additional provisions regarding dual enrollment programs.
Requires the Articulation Coordinating Committee to
review articulation agreements and certify common course
code numbers of postsecondary courses that meet high
school graduation requirements. Requires 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. Requires the
Department of Education to provide the Articulation
Coordinating Committee with staff support and resources.
Authorizes the adoption of rules.