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LEGISLATIVE ACTION

Senate

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House

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The Committee on Appropriations (Stargel) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

Section 1. Section 683.1455, Florida Statutes, is created  
to read:

683.1455 American Founders' Month.—

(1) The month of September of each year is designated as  
"American Founders' Month."

(2) The Governor may annually issue a proclamation



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11 designating the month of September as "American Founders' Month"  
12 and urging all civic, fraternal, and religious organizations and  
13 public and private educational institutions to recognize and  
14 observe this occasion through appropriate programs, meetings,  
15 services, or celebrations in which state, county, and local  
16 governmental officials are invited to participate.

17 Section 2. Present paragraphs (c) through (g) of subsection  
18 (5) of section 1000.03, Florida Statutes, are redesignated as  
19 paragraphs (d) through (h), respectively, and a new paragraph  
20 (c) is added to that subsection, to read:

21 1000.03 Function, mission, and goals of the Florida K-20  
22 education system.—

23 (5) The priorities of Florida's K-20 education system  
24 include:

25 (c) Civic literacy.—Students are prepared to become  
26 civically engaged and knowledgeable adults who make positive  
27 contributions to their communities.

28 Section 3. Section 1001.215, Florida Statutes, is amended  
29 to read:

30 1001.215 Just Read, Florida! Office.—There is created in  
31 the Department of Education the Just Read, Florida! Office. The  
32 office is ~~shall be~~ fully accountable to the Commissioner of  
33 Education and shall:

34 (1) Train ~~highly effective~~ reading coaches.

35 (2) Create multiple designations of effective reading  
36 instruction, with accompanying credentials, to enable ~~which~~  
37 ~~encourage~~ all teachers to integrate reading instruction into  
38 their content areas.

39 (3) Work with the Lastinger Center for Learning at the



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40 University of Florida to develop training for ~~train~~ K-12  
41 teachers, reading coaches, and school principals on effective  
42 content-area-specific reading strategies; the integration of  
43 content knowledge-rich texts from other core subject areas into  
44 reading instruction; evidence-based reading strategies  
45 identified in subsection (7); and technology tools to improve  
46 student reading performance. For secondary teachers, emphasis  
47 shall be on technical text. These strategies must be developed  
48 for all content areas in the K-12 curriculum.

49 (4) Develop and provide access to sequenced, content-rich  
50 curriculum programming, instructional practices, and resources  
51 that help elementary schools use state-adopted instructional  
52 materials to increase students' core knowledge and literacy  
53 skills, including student attainment of the Next Generation  
54 Sunshine State Standards for social studies, science, and the  
55 arts.

56 (5)~~(4)~~ Provide parents with information and strategies for  
57 assisting their children in reading, including reading in ~~the~~  
58 content areas ~~area~~.

59 (6)~~(5)~~ Provide technical assistance to school districts in  
60 the development and implementation of district plans for use of  
61 the research-based reading instruction allocation provided in s.  
62 1011.62(9) and annually review and approve such plans.

63 (7)~~(6)~~ Review, evaluate, and provide technical assistance  
64 to school districts' implementation of the K-12 comprehensive  
65 reading plan required in s. 1011.62(9).

66 (8)~~(7)~~ Work with the Florida Center for Reading Research to  
67 identify scientifically researched and evidence-based reading  
68 instructional and intervention programs that incorporate



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69 explicit, systematic, and sequential approaches to teaching  
70 phonemic awareness, phonics, vocabulary, fluency, and text  
71 comprehension and incorporate decodable or phonetic text  
72 instructional ~~provide information on research-based reading~~  
73 ~~programs and effective reading in the content area strategies.~~  
74 Reading intervention includes evidence-based strategies  
75 frequently used to remediate reading deficiencies and includes,  
76 but is not limited to, individual instruction, multisensory  
77 approaches, tutoring, mentoring, or the use of technology that  
78 targets specific reading skills and abilities.

79 ~~(9)-(8)~~ Periodically review the Next Generation Sunshine  
80 State Standards for English Language Arts to determine their  
81 appropriateness at each grade level ~~reading at all grade levels.~~

82 ~~(10)-(9)~~ Periodically review teacher certification  
83 requirements and examinations, including alternative  
84 certification requirements and examinations ~~exams~~, to ascertain  
85 whether the examinations measure the skills needed for evidence-  
86 based ~~research-based~~ reading instruction and instructional  
87 strategies for teaching reading, including reading in the  
88 content areas.

89 ~~(11)-(10)~~ Work with teacher preparation programs approved  
90 pursuant to ss. s- 1004.04 and 1004.85 to integrate effective,  
91 research-based and evidence-based reading instructional and  
92 intervention strategies, including explicit, systematic, and  
93 sequential and reading strategies, multisensory intervention  
94 strategies, and reading in the content area instructional  
95 strategies into teacher preparation programs.

96 ~~(12)-(11)~~ Administer grants and perform other functions as  
97 necessary to help ~~meet the goal that all~~ students read at their



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98 highest potential grade level.

99 Section 4. Sections 5 and 6 of this act may be cited as the  
100 "Dorothy L. Hukill Financial Literacy Education Act."

101 Section 5. Paragraph (d) of subsection (2) of section  
102 1003.41, Florida Statutes, is amended, and paragraph (f) is  
103 added to that subsection, to read:

104 1003.41 Next Generation Sunshine State Standards.—

105 (2) Next Generation Sunshine State Standards must meet the  
106 following requirements:

107 (d) Social Studies standards must establish specific  
108 curricular content for, at a minimum, geography, United States  
109 and world history, government, civics, humanities, and  
110 economics, including financial literacy. Financial literacy  
111 includes the knowledge, understanding, skills, behaviors,  
112 attitudes, and values that will enable a student to make  
113 responsible and effective financial decisions on a daily basis.  
114 Financial literacy instruction shall be an integral part of  
115 instruction throughout the entire economics course and include  
116 information regarding earning income; buying goods and services;  
117 saving and financial investing; taxes; the use of credit and  
118 credit cards; budgeting and debt management, including student  
119 loans and secured loans; banking and financial services;  
120 planning for one's financial future, including higher education  
121 and career planning; credit reports and scores; and fraud and  
122 identity theft prevention. The requirements for financial  
123 literacy specified under this paragraph do not apply to students  
124 entering grade 9 in the 2017-2018 school year and thereafter.

125 (f) Effective for students entering grade 9 in the 2017-  
126 2018 school year and thereafter, financial literacy standards



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127 must establish specific curricular content for, at a minimum,  
128 personal financial literacy and money management. Financial  
129 literacy includes instruction in the areas specified in s.  
130 1003.4282(3)(h).

131 Section 6. Paragraphs (d) and (g) of subsection (3) of  
132 section 1003.4282, Florida Statutes, are amended, and paragraph  
133 (h) is added to that subsection, to read:

134 1003.4282 Requirements for a standard high school diploma.—

135 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
136 REQUIREMENTS.—

137 (d) *Three credits in social studies.*—A student must earn  
138 one credit in United States History; one credit in World  
139 History; one-half credit in economics, which must include  
140 financial literacy; and one-half credit in United States  
141 Government. The United States History EOC assessment constitutes  
142 30 percent of the student's final course grade. However, for a  
143 student entering grade 9 in the 2017-2018 school year or  
144 thereafter, financial literacy is not a required component of  
145 the one-half credit in economics.

146 (g) ~~Eight~~ *Credits in Electives.*—School districts must  
147 develop and offer coordinated electives so that a student may  
148 develop knowledge and skills in his or her area of interest,  
149 such as electives with a STEM or liberal arts focus. Such  
150 electives must include opportunities for students to earn  
151 college credit, including industry-certified career education  
152 programs or series of career-themed courses that result in  
153 industry certification or articulate into the award of college  
154 credit, or career education courses for which there is a  
155 statewide or local articulation agreement and which lead to



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156 college credit. A student entering grade 9 before the 2017-2018  
157 school year must earn eight credits in electives. A student  
158 entering grade 9 in the 2017-2018 school year or thereafter must  
159 earn seven and one-half credits in electives.

160 (h) *One-half credit in personal financial literacy.*—  
161 Beginning with students entering grade 9 in the 2017-2018 school  
162 year, each student shall earn one-half credit in personal  
163 financial literacy and money management. A student may satisfy  
164 the one-half credit in personal financial literacy by taking an  
165 exam or test as determined by the department. The personal  
166 financial literacy instruction must include discussion of or  
167 instruction in the following:

168 1. Types of bank accounts offered, opening and managing a  
169 bank account, and assessing the quality of a depository  
170 institution's services.

171 2. Balancing a checkbook.

172 3. Basic principles of money management, such as spending,  
173 credit, credit scores, and managing debt, including retail and  
174 credit card debt.

175 4. Completing a loan application.

176 5. Receiving an inheritance and related implications.

177 6. Basic principles of personal insurance policies.

178 7. Computing federal income taxes.

179 8. Local tax assessments.

180 9. Computing interest rates by various mechanisms.

181 10. Simple contracts.

182 11. Contesting an incorrect billing statement.

183 12. Types of savings and investments.

184 13. State and federal laws concerning finance.



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185           Section 7. Comprehensive study on middle school  
186 performance.—

187           (1) The Department of Education shall issue a competitive  
188 solicitation for a contract to conduct a comprehensive study of  
189 states with high-performing students in grades 6 through 8 in  
190 reading and mathematics, based on the states' performance on the  
191 National Assessment of Educational Progress.

192           (2) The study must include a review, at a minimum, of all  
193 of the following:

194           (a) Academic expectations and instructional strategies,  
195 including:

196           1. Alignment of elementary and middle grades expectations  
197 with high school graduation requirements;

198           2. Strategies used to improve reading comprehension through  
199 the use of background knowledge and the use of sequenced  
200 curriculum programming and content-rich texts to increase  
201 literacy skills in kindergarten through grade 8;

202           3. Research-based instructional practices in reading and  
203 mathematics, including those targeting low-performing students;

204           4. The rigor of the curriculum and courses and the  
205 availability of accelerated courses;

206           5. The availability of student support services;

207           6. Course sequencing and prerequisites for advanced  
208 courses; and

209           7. The availability of other academic and noncore classes,  
210 and electives.

211           (b) Attendance policies and student mobility issues.

212           (c) Teacher quality, including:

213           1. Teacher certification and recertification requirements;





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- 214        2. Teacher preparedness to teach rigorous courses;  
215        3. Teacher preparation specific to teaching middle school  
216 students;  
217        4. Teacher recruitment and vacancy issues;  
218        5. Staff development requirements and the availability of  
219 effective training;  
220        6. Teacher collaboration and planning at the school and  
221 district levels; and  
222        7. Student performance data collection and dissemination.  
223        (d) Middle school administrator leadership and performance.  
224        (e) Parental and community involvement.  
225        (3) The department shall submit a report on the findings of  
226 the comprehensive study and make recommendations to improve  
227 middle school student performance to the Governor, the State  
228 Board of Education, the President of the Senate, and the Speaker  
229 of the House of Representatives by December 2017.  
230        (4) This section expires upon submission of the final  
231 report.

232        Section 8. Subsection (1) of section 1003.4156, Florida  
233 Statutes, is amended to read:

234        1003.4156 General requirements for middle grades  
235 promotion.—

236        (1) In order for a student to be promoted to high school  
237 from a school that includes middle grades 6, 7, and 8, the  
238 student must successfully complete the following courses:

239        (a) Three middle grades or higher courses in English  
240 Language Arts (ELA).

241        (b) Three middle grades or higher courses in mathematics.

242 Each school that includes middle grades must offer at least one



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243 high school level mathematics course for which students may earn  
244 high school credit. Successful completion of a high school level  
245 Algebra I or Geometry course is not contingent upon the  
246 student's performance on the statewide, standardized end-of-  
247 course (EOC) assessment. To earn high school credit for Algebra  
248 I, a middle grades student must take the statewide, standardized  
249 Algebra I EOC assessment and pass the course, and in addition,  
250 beginning with the 2013-2014 school year and thereafter, a  
251 student's performance on the Algebra I EOC assessment  
252 constitutes 30 percent of the student's final course grade. To  
253 earn high school credit for a Geometry course, a middle grades  
254 student must take the statewide, standardized Geometry EOC  
255 assessment, which constitutes 30 percent of the student's final  
256 course grade, and earn a passing grade in the course.

257 (c) Three middle grades or higher courses in social  
258 studies. Beginning with students entering grade 6 in the 2012-  
259 2013 school year, one of these courses must be at least a one-  
260 semester civics education course that includes the roles and  
261 responsibilities of federal, state, and local governments; the  
262 structures and functions of the legislative, executive, and  
263 judicial branches of government; and the meaning and  
264 significance of historic documents, such as the Articles of  
265 Confederation, the Declaration of Independence, and the  
266 Constitution of the United States. Beginning with the 2013-2014  
267 school year, each student's performance on the statewide,  
268 standardized EOC assessment in civics education required under  
269 s. 1008.22 constitutes 30 percent of the student's final course  
270 grade. A middle grades student who transfers into the state's  
271 public school system from out of country, out of state, a



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272 private school, or a home education program after the beginning  
273 of the second term of grade 8 is not required to meet the civics  
274 education requirement for promotion from the middle grades if  
275 the student's transcript documents passage of three courses in  
276 social studies or two year-long courses in social studies that  
277 include coverage of civics education.

278 (d) Three middle grades or higher courses in science.  
279 Successful completion of a high school level Biology I course is  
280 not contingent upon the student's performance on the statewide,  
281 standardized EOC assessment required under s. 1008.22. However,  
282 beginning with the 2012-2013 school year, to earn high school  
283 credit for a Biology I course, a middle grades student must take  
284 the statewide, standardized Biology I EOC assessment, which  
285 constitutes 30 percent of the student's final course grade, and  
286 earn a passing grade in the course.

287 ~~(e) One course in career and education planning to be~~  
288 ~~completed in 6th, 7th, or 8th grade. The course may be taught by~~  
289 ~~any member of the instructional staff. At a minimum, the course~~  
290 ~~must be Internet-based, easy to use, and customizable to each~~  
291 ~~student and include research-based assessments to assist~~  
292 ~~students in determining educational and career options and~~  
293 ~~goals. In addition, the course must result in a completed~~  
294 ~~personalized academic and career plan for the student; must~~  
295 ~~emphasize the importance of entrepreneurship skills; must~~  
296 ~~emphasize technology or the application of technology in career~~  
297 ~~fields; and, beginning in the 2014-2015 academic year, must~~  
298 ~~include information from the Department of Economic~~  
299 ~~Opportunity's economic security report as described in s.~~  
300 ~~445.07. The required personalized academic and career plan must~~



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301 ~~inform students of high school graduation requirements,~~  
302 ~~including a detailed explanation of the diploma designation~~  
303 ~~options provided under s. 1003.4285; high school assessment and~~  
304 ~~college entrance test requirements; Florida Bright Futures~~  
305 ~~Scholarship Program requirements; state university and Florida~~  
306 ~~College System institution admission requirements; available~~  
307 ~~opportunities to earn college credit in high school, including~~  
308 ~~Advanced Placement courses; the International Baccalaureate~~  
309 ~~Program; the Advanced International Certificate of Education~~  
310 ~~Program; dual enrollment, including career dual enrollment; and~~  
311 ~~career education courses, including career-themed courses and~~  
312 ~~courses that lead to industry certification pursuant to s.~~  
313 ~~1003.492 or s. 1008.44.~~

314  
315 ~~Each school must inform parents about the course curriculum and~~  
316 ~~activities. Each student shall complete a personal education~~  
317 ~~plan that must be signed by the student and the student's~~  
318 ~~parent. The Department of Education shall develop course~~  
319 ~~frameworks and professional development materials for the career~~  
320 ~~and education planning course. The course may be implemented as~~  
321 ~~a stand-alone course or integrated into another course or~~  
322 ~~courses. The Commissioner of Education shall collect~~  
323 ~~longitudinal high school course enrollment data by student~~  
324 ~~ethnicity in order to analyze course-taking patterns.~~

325 Section 9. Subsection (3) is added to section 1003.44,  
326 Florida Statutes, to read:

327 1003.44 Patriotic programs; rules.—

328 (3) All public schools in the state are encouraged to  
329 coordinate, at all grade levels, instruction related to our



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330 nation's Founding Fathers with "American Founders' Month"  
331 pursuant to s. 683.1455.

332 Section 10. Paragraph (b) of subsection (2) of section  
333 1004.04, Florida Statutes, is amended to read:

334 1004.04 Public accountability and state approval for  
335 teacher preparation programs.—

336 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

337 (b) The rules to establish uniform core curricula for each  
338 state-approved teacher preparation program must include, but are  
339 not limited to, the following:

340 1. The Florida Educator Accomplished Practices.

341 2. The state-adopted content standards.

342 3. Scientifically researched and evidence-based reading  
343 instructional strategies that improve reading performance for  
344 all students, including explicit, systematic, and sequential  
345 approaches to teaching phonemic awareness, phonics, vocabulary,  
346 fluency, and text comprehension, and multisensory intervention  
347 strategies instruction.

348 4. Content literacy and mathematics practices.

349 5. Strategies appropriate for the instruction of English  
350 language learners.

351 6. Strategies appropriate for the instruction of students  
352 with disabilities.

353 7. School safety.

354 Section 11. Paragraph (a) of subsection (3) of section  
355 1004.85, Florida Statutes, is amended to read:

356 1004.85 Postsecondary educator preparation institutes.—

357 (3) Educator preparation institutes approved pursuant to  
358 this section may offer competency-based certification programs



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359 specifically designed for noneducation major baccalaureate  
360 degree holders to enable program participants to meet the  
361 educator certification requirements of s. 1012.56. An educator  
362 preparation institute choosing to offer a competency-based  
363 certification program pursuant to the provisions of this section  
364 must implement a program previously approved by the Department  
365 of Education for this purpose or a program developed by the  
366 institute and approved by the department for this purpose.  
367 Approved programs shall be available for use by other approved  
368 educator preparation institutes.

369 (a) Within 90 days after receipt of a request for approval,  
370 the Department of Education shall approve a preparation program  
371 pursuant to the requirements of this subsection or issue a  
372 statement of the deficiencies in the request for approval. The  
373 department shall approve a certification program if the  
374 institute provides evidence of the institute's capacity to  
375 implement a competency-based program that includes each of the  
376 following:

377 1.a. Participant instruction and assessment in the Florida  
378 Educator Accomplished Practices.

379 b. The state-adopted student content standards.

380 c. Scientifically researched and evidence-based reading  
381 instructional strategies that improve reading performance for  
382 all students, including explicit, systematic, and sequential  
383 approaches to teaching phonemic awareness, phonics, vocabulary,  
384 fluency, and text comprehension, and multisensory intervention  
385 strategies instruction.

386 d. Content literacy and mathematical practices.

387 e. Strategies appropriate for instruction of English



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388 language learners.

389 f. Strategies appropriate for instruction of students with  
390 disabilities.

391 g. School safety.

392 2. An educational plan for each participant to meet  
393 certification requirements and demonstrate his or her ability to  
394 teach the subject area for which the participant is seeking  
395 certification, which is based on an assessment of his or her  
396 competency in the areas listed in subparagraph 1.

397 3. Field experiences appropriate to the certification  
398 subject area specified in the educational plan with a diverse  
399 population of students in a variety of settings under the  
400 supervision of qualified educators.

401 4. A certification ombudsman to facilitate the process and  
402 procedures required for participants who complete the program to  
403 meet any requirements related to the background screening  
404 pursuant to s. 1012.32 and educator professional or temporary  
405 certification pursuant to s. 1012.56.

406 Section 12. Present subsections (4) through (11) of section  
407 1007.25, Florida Statutes, are redesignated as subsections (5)  
408 through (12), respectively, and a new subsection (4) is added to  
409 that section, to read:

410 1007.25 General education courses; common prerequisites;  
411 other degree requirements.—

412 (4) Beginning with students initially entering a Florida  
413 College System institution or state university in 2018-2019 and  
414 thereafter, each student must demonstrate competency in civic  
415 literacy. A student must have the option to demonstrate  
416 competency through successful completion of a civic literacy



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417 course or by achieving a passing score on an assessment. The  
418 State Board of Education must adopt in rule and the Board of  
419 Governors must adopt in regulation at least one existing  
420 assessment that measures competencies consistent with the  
421 required course competencies outlined in paragraph (b). The  
422 chair of the State Board of Education and the chair of the Board  
423 of Governors, or their respective designees, shall jointly  
424 appoint a faculty committee to:

425 (a) Develop a new course in civic literacy or revise an  
426 existing general education core course in American History or  
427 American Government to include civic literacy; and

428 (b) Establish course competencies and identify outcomes  
429 that include, at a minimum, an understanding of the basic  
430 principles of American democracy and how they are applied in our  
431 republican form of government, an understanding of the United  
432 States Constitution, knowledge of the founding documents and how  
433 they have shaped the nature and functions of our institutions of  
434 self-governance, and an understanding of landmark Supreme Court  
435 cases and their impact on law and society.

436 Section 13. Paragraph (c) of subsection (1) of section  
437 943.22, Florida Statutes, is amended to read:

438 943.22 Salary incentive program for full-time officers.—

439 (1) For the purpose of this section, the term:

440 (c) "Community college degree or equivalent" means  
441 graduation from an accredited community college or having been  
442 granted a degree pursuant to s. 1007.25(11) ~~s. 1007.25(10)~~ or  
443 successful completion of 60 semester hours or 90 quarter hours  
444 and eligibility to receive an associate degree from an  
445 accredited college, university, or community college.





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446 Section 14. Subsection (7) and paragraph (d) of subsection  
447 (8) of section 1001.64, Florida Statutes, are amended to read:

448 1001.64 Florida College System institution boards of  
449 trustees; powers and duties.—

450 (7) Each board of trustees has responsibility for: ensuring  
451 that students have access to general education courses as  
452 identified in rule; requiring no more than 60 semester hours of  
453 degree program coursework, including 36 semester hours of  
454 general education coursework, for an associate in arts degree;  
455 notifying students that earned hours in excess of 60 semester  
456 hours may not be accepted by state universities; notifying  
457 students of unique program prerequisites; and ensuring that  
458 degree program coursework beyond general education coursework is  
459 consistent with degree program prerequisite requirements adopted  
460 pursuant to s. 1007.25(6) ~~s. 1007.25(5)~~.

461 (8) Each board of trustees has authority for policies  
462 related to students, enrollment of students, student records,  
463 student activities, financial assistance, and other student  
464 services.

465 (d) Boards of trustees shall identify their general  
466 education curricula pursuant to s. 1007.25(7) ~~s. 1007.25(6)~~.

467 Section 15. This act shall take effect July 1, 2017.

468  
469 ===== T I T L E A M E N D M E N T =====

470 And the title is amended as follows:

471 Delete everything before the enacting clause  
472 and insert:

473 A bill to be entitled

474 An act relating to education; creating s. 683.1455,



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475 F.S.; designating the month of September as "American  
476 Founders' Month"; amending s. 1000.03, F.S.; revising  
477 the priorities of Florida's K-20 education system;  
478 amending s. 1001.215, F.S.; revising the duties of the  
479 Just Read, Florida! Office; providing a short title;  
480 amending s. 1003.41, F.S.; revising the financial  
481 literacy requirements for the Next Generation Sunshine  
482 State Standards; amending s. 1003.4282, F.S.; revising  
483 the social studies requirements for a standard high  
484 school diploma; revising the required credits for a  
485 standard high school diploma to seven and one-half,  
486 rather than eight, credits in electives and to include  
487 one-half credit of instruction in personal financial  
488 literacy and money management; requiring the  
489 Department of Education to solicit for a contract to  
490 conduct a comprehensive study of states with  
491 nationally recognized high-performing middle schools  
492 in reading and mathematics; requiring a report to the  
493 Governor, the State Board of Education, and the  
494 Legislature by a specified time; providing for  
495 expiration; amending s. 1003.4156, F.S.; deleting  
496 requirements related to the career and education  
497 planning course for middle grades promotion; providing  
498 an appropriation; amending s. 1003.44, F.S.;  
499 encouraging schools to provide certain instruction;  
500 amending s. 1004.04, F.S.; revising core curricula  
501 requirements for certain teacher preparation programs  
502 to include certain reading instruction and  
503 interventions; amending s. 1004.85, F.S.; requiring



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504 certain educator preparation institutes to provide  
505 evidence of specified reading instruction as a  
506 condition of program approval and continued approval;  
507 amending s. 1007.25, F.S.; requiring postsecondary  
508 students to demonstrate civic literacy; requiring the  
509 chairs of the State Board of Education and the Board  
510 of Governors to jointly appoint a faculty committee to  
511 develop a civic literacy course, or revise an existing  
512 general education core course, and establish the  
513 course competencies; amending ss. 943.22 and 1001.64,  
514 F.S.; conforming cross-references; providing an  
515 effective date.