

# FLORIDA DEPARTMENT OF EDUCATION



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Division of Community Colleges

March 6, 2009

## MEMORANDUM

**TO:** Community College Vice Presidents for Academic Affairs  
Community College Vice Presidents for Student Affairs  
District School Superintendents  
District Assistant Superintendents for Instruction  
District Test Administrators

**FROM:** Judith Bilsky, Ed.D., Executive Vice Chancellor, The Florida College System  
Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services,  
Division of Public Schools

**SUBJECT:** Senate Bill 1908: High School Writing for College Success – Placement  
and Exit Requirements

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On November 14, 2008, we sent you information regarding the High School *Math for College Success* and *Mathematics for College Readiness* courses that were approved and included in the High School Course Code Directory (CCD) for use by any school district. These courses were added to the CCD in response to the passage of Senate Bill 1908 last legislative session. For details regarding the new provisions related to expanded postsecondary readiness assessment and remediation opportunities for high school students, you may want to consult section 1008.30(3), Florida Statutes (attached).

The Department has recently approved another .5 high school elective postsecondary readiness course titled *Writing for College Success* (course number 1009370, course description attached). This course is targeted for 12<sup>th</sup> graders whose placement scores are below the established cut score indicating that they are not "college-ready" in Writing. State Board Rule 6-A-10.0315 (attached) establishes the approved placement assessments and cut scores in the table below.



Senate Bill 1908: High School Writing for College Success

Placement and Exit Requirements

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Placement Assessment	Cut Score, Writing
Florida College Entry-Level Placement Test (CPT)	83
SAT	440
ACT	17

Successful completion of this course while in high school, will exempt students from further CPT testing/postsecondary remediation in writing if they enroll in a community college within 2 years of completion. Successful completion requires a grade of “C” or better in the course **to include** a passing score, as determined by the partnering postsecondary institution, on the Florida College Basic Skills Exit Test. This is the same exit examination administered to students enrolling in the postsecondary developmental education writing course at the college.

The Department has developed the Common Placement Testing and Remediation for High School Students web page (<http://www.fldoe.org/schools/CommonPlacementTesting.asp>) to assist with the implementation of the expanded postsecondary readiness testing and high school “readiness” opportunities. The page includes a link to the statute, technical assistance memos and high school remediation course descriptions, as well as other useful information to help district high schools and partnering colleges develop policies and procedures in accordance with the statutory provisions.

*Reading for College Success* is currently under review by the Division of Public Schools and the Just Read, Florida! office. You will receive notification once it has been approved and a course number assigned.

If you have questions, please contact Ms. Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services, Division of Public Schools: at [mary.tappen@fldoe.org](mailto:mary.tappen@fldoe.org), or Dr. Judy Bilsky, Executive Vice Chancellor, The Florida College System, at [judith.bilsky@fldoe.org](mailto:judith.bilsky@fldoe.org).

JB/MJT/jac

Attachments

- c: Dr. Eric J. Smith, Commissioner, Florida Department of Education
- Ms. Sandy Cho, Chief Strategy Officer, Office of the Commissioner
- Dr. Frances Haithcock, Chancellor, K-12 Public Schools
- Dr. Willis N. Holcombe, Chancellor, The Florida College System (FCS)
- Ms. Lucy Hadi, Chancellor, Division of Workforce Education
- Dr. Cornelia Orr, Assistant Deputy Commissioner for Accountability, Research and Measurement
- Dr. Michael Jones, Bureau Chief, Postsecondary Assessment
- Ms. Julie Alexander, Director, Articulation and Educational Services, FCS
- Dr. Heather Sherry, Director, Office of Articulation
- Mr. Todd Clark, Bureau Chief, Bureau of Instruction and Innovation
- Ms. Loretta Costin, Vice Chancellor, Division of Workforce Education
- Ms. Holly Edenfield, Executive Director, K-12 Legislative and Public Affairs
- High School Principals
- High School Language Arts Liaisons

## The 2008 Florida Statutes

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[Title XLVIII](#)  
K-20 EDUCATION CODE

[Chapter 1008](#)  
ASSESSMENT AND ACCOUNTABILITY

[View Entire Chapter](#)

### 1008.30 Common placement testing for public postsecondary education.--

(1) The State Board of Education, in conjunction with the Board of Governors, shall develop and implement a common placement test for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary educational institution. Public postsecondary educational institutions shall provide appropriate modifications of the test instruments or test procedures for students with disabilities.

(2) The common placement testing program shall include at a minimum the following: the capacity to diagnose basic competencies in the areas of English, reading, and mathematics which are essential to perform college-level work; prerequisite skills that relate to progressively advanced instruction in mathematics, such as algebra and geometry; prerequisite skills that relate to progressively advanced instruction in language arts, such as English composition and literature; prerequisite skills which relate to the College Level Academic Skills Test (CLAST); and provision of test information to students on the specific deficiencies.

(3) The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT. High schools shall perform this evaluation using results from the corresponding component of the common placement test prescribed in this section, or an equivalent test identified by the State Board of Education. The Department of Education shall purchase or develop the assessments necessary to perform the evaluations required by this subsection and shall work with the school districts to administer the assessments. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide 12th grade students access to appropriate remedial instruction prior to high school graduation. The remedial instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available, the Florida Virtual School may be used to provide the remedial instruction required by this subsection.

(4)(a) Public postsecondary educational institution students who have been identified as requiring additional preparation pursuant to subsection (1) shall enroll in college-preparatory or other adult education pursuant to s. [1004.93](#) in community colleges to develop needed college-entry skills. These students shall be permitted to take courses within their degree program concurrently in other curriculum areas for which they are qualified while enrolled in college-preparatory instruction courses. A student enrolled in a college-preparatory course may concurrently enroll only in college credit courses that do not require the skills addressed in the college-preparatory course. The State Board of Education, in conjunction with the Board of Governors, shall specify the college credit courses that are acceptable for students enrolled in each college-preparatory skill area. A student who wishes to earn an associate in arts or a baccalaureate degree, but who is required to complete a college-preparatory course, must successfully complete the required college-preparatory studies by the time the student has accumulated 12 hours of lower-division college credit degree coursework; however, a student may continue enrollment in degree-earning coursework provided the student maintains enrollment in college-preparatory coursework for each subsequent semester until college-preparatory coursework requirements are completed, and the student demonstrates satisfactory performance in degree-earning coursework. A passing score on a standardized, institutionally developed test must be achieved before a student is considered to have met basic computation and communication skills requirements; however, no student shall be required to retake

any test or subtest that was previously passed by said student. Credit awarded for college-preparatory instruction may not be counted toward fulfilling the number of credits required for a degree.

(b) A university board of trustees may contract with a community college board of trustees for the community college to provide such instruction on the state university campus. Any state university in which the percentage of incoming students requiring college-preparatory instruction equals or exceeds the average percentage of such students for the community college system may offer college-preparatory instruction without contracting with a community college; however, any state university offering college-preparatory instruction as of January 1, 1996, may continue to provide such services.

(5) A student may not be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection (1) that is appropriate for successful student participation in the course.

**History.**--s. 373, ch. 2002-387; s. 124, ch. 2007-217; s. 19, ch. 2008-235.

## Course Description – Grades 9 – 12, ADULT

Subject Area: Language Arts  
Course Number: 1009370  
Course Title: Writing for College Success  
Credit: 0.5 elective

### **Basic Assumptions for English Education:**

- All students have access to computers.
- Classroom activities are student-centered, emphasizing concrete experiences and active/experiential learning.
- Evaluation includes alternative methods of assessment.
- All strands addressed in the Sunshine State Standards are developed across the PreK-12 curriculum.

A. **Major Concepts/Content:** This course prepares students for entry level College English. Major topics include writing effective sentences, using patterns of paragraph development, solving common sentence problems, reading essays, and understanding basic grammar and mechanics.

The content should include, but not be limited to, the following:

- Identify and correctly use the parts of speech
- Demonstrate the correct use of mechanics
- Construct a grammatically correct sentence
- Construct a well-developed paragraph
- Construct a well-developed essay
- Demonstrate effective proofreading and editing techniques

B. **Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course. The benchmarks printed in regular type are required for this course.

### **1. Identify complete subjects, complete verbs, and prepositions**

LA.8.3.4.4                      The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective,

conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

**2. Differentiate between complete sentences and fragments.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

**3. Recognize and demonstrate subject verb agreement.**

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

**4. Identify and correctly punctuate compound sentences.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and the use of fragments for effect.

**5. Identify and correctly punctuate complex sentences.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and the use of fragments for effect.

**6. Demonstrate the correct use of verb tenses.**

LA.7.3.4.5 The student will edit for consistency in verb tense in simple, compound, and complex sentences.

LA.8.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

**7. Identify misplaced and dangling modifiers, and be able to correct them.**

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and the use of fragments for effect.

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

**8. Demonstrate correct use of commas.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

**9. Demonstrate correct use of apostrophes.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

**10. Exhibit an understanding of mechanics.**

LA.912.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*).

LA.912.3.4.2 The student will edit for correct use of capitalization, including names of academic courses and proper adjectives.

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and the use of fragments for effect.

**11. Identify and demonstrate the correct use of pronouns.**

LA.912.3.4.4 The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.

**12. Write a grammatically correct sentence.**

LA.912.3.4.3 The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.

LA.912.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and the use of fragments for effect.

**13. Construct a well developed paragraph with a clear topic sentence, supporting details, and a concluding sentence.**

LA.912.3.1.1 The student will prewrite by generating ideas from multiple sources (eg, brainstorming, notes, journals, discussions, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.

LA.912.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

LA.912.3.1.3 The student will prewrite by using organizational strategies and tools (eg, technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story

- map, plot pyramid) to develop a personal organizational style.
- LA.912.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.
- LA.912.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
- LA.912.3.2.3 The student will draft writing by analyzing language techniques of professional authors (eg, figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
- LA.912.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (eg, how-to-manuals, procedures, assembly directions).

#### **14. Demonstrate effective proofreading and editing skills.**

- LA.912.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.
- LA.912.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.
- LA.912.3.3.3 The student will revise by creating precision and interest by elaborating ideas through supporting details (eg, facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (eg, dictionary, thesaurus) to select more effective and precise language.
- LA.912.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (eg, peer review, checklists, rubrics).

**15. Construct a well developed essay with a clear introduction and thesis statement, three supporting paragraphs with clear topic sentences, and an effective concluding paragraph.**

- LA.912.3.1.1 The student will prewrite by generating ideas from multiple sources (eg, brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.912.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.
- LA.912.3.1.3 The student will prewrite by using organizational strategies and tools (eg, technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.912.3.2.1 The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.
- LA.912.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
- LA.912.3.2.3 The student will draft writing by analyzing language techniques of professional authors (eg, figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
- LA.912.4.2.1 The student will write in a variety of informational/expository forms, including a variety of technical documents (eg, how-to-manuals, procedures, assembly directions).
- LA.910.4.3.2 The student will include persuasive techniques.
- LA.912.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.

LA.912.4.2.3

The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.

**6A-10.0315 College Preparatory Testing, Placement, and Instruction.**

(1) For admissions after October 1, 1991, for enrollment for the academic terms beginning January 1992 through July 31, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using one (1) or more of the tests listed in this subsection, and shall enroll in college preparatory communication and computation instruction if the test scores are lower than those listed below.

(a) ACT Assessment, American College Testing Program.

Composite	14
English	15
Mathematics	13

(b) Enhanced ACT, American College Testing Program.

Reading	16
English	16
Mathematics	16

(c) SAT, The College Board.

Verbal	340
TSWE	31
Mathematics	400

(d) SAT I, The College Board administrations between March 1, 1994, and March 31, 1995.

Verbal	340*
Mathematics	400
Administrations after March 31, 1995.	
Verbal	420*
Mathematics	440

\*Students with scores below the cut score on the verbal subtest of the SAT I shall be considered to have fallen below the cut score in both reading and writing for placement and reporting purposes.

(e) MAPS, The College Board.

Reading	13
Comprehension	
TSWE	31
Elementary	209
Algebra	

(f) New MAPS, The College Board.

Reading Comprehension	109
Conventions of Written	
English	311
Elementary Algebra	613

(g) CPT, Computerized Placement Tests, The College Board.

Reading Comprehension	72
Sentence Skills	78
Elementary Algebra	51

(h) ASSET, American College Testing Program.

Reading Skills	22
Language Usage	43
Elementary Algebra	12

(i) New ASSET, American College Testing Program.

Reading Skills	37
Writing Skills	37
Elementary Algebra	37

(2) For admissions beginning August 1, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	72
(b) Sentence Skills	78
(c) Elementary Algebra	51

(3) For admissions beginning with the academic term in the fall 1996, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	83
(b) Sentence Skills	83
(c) Elementary Algebra	72

(4) Community colleges and universities shall have the option of delaying implementation of the provisions of subsection (3) of this rule upon notification by the president of the institution to the Commissioner. No institution shall be permitted to exempt the provisions of subsection (3) of this rule for more than one (1) academic year, and no exemptions may be in effect past June 30, 1997.

(5) Community colleges and universities may identify optional placement tests to supplement those listed in subsection (2) of this rule that may be useful. If such optional tests are identified, each institution shall be responsible for designating the scores that will be used for placement purposes and the courses into which the student will be placed.

(6) For admissions prior to the fall 2000 academic term, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	420
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	16
English	16
Mathematics	16

(7) For admissions beginning with the academic term in the fall of 2000, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	440
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	18
English	17
Mathematics	19

(8) Community colleges and universities may negotiate agreements with local school districts to permit, on a voluntary basis, high school students to take the Florida College Entry-Level Placement Test at the beginning of the tenth grade before enrollment in the eleventh grade for the purpose of obtaining remedial instruction prior to entering postsecondary education.

(9) Each community college president shall negotiate agreements with its local service area school district to permit the Florida College Entry-Level Placement Test to be administered to high school students. The agreement shall provide the opportunity for students to have the option of taking the Placement Test at the beginning of the tenth grade for the purpose of obtaining counseling regarding future college and career planning and for the purpose of providing remedial instruction that may be appropriate. High school eleventh or twelfth grade students also may be given the option of taking the Placement Test.

(10) Each state public university president may negotiate an agreement with local school districts to permit the Florida College Entry-Level Placement Test to be administered to high school students. The negotiations with the school district shall take into consideration any previous or anticipated agreement negotiated by the community college president as described in subsection (9) of this rule to minimize any confusion in the administration of the test to high school students. The agreement negotiated by a university president shall be subject to the conditions of subsections (11) and (12) of this rule except that the test administration responsibilities would be assumed by the university.

(11) The agreement shall provide for the administration of the Placement Test under the control and supervision of the community college. The agreement shall incorporate plans to administer the Placement Test according to specifications developed by the Commissioner. These specifications shall include how the test is to be administered, when, to whom, at what cost, how the costs will be paid, and how the test results will be reported.

(12) The agreement shall be sent to the Commissioner for review and approval prior to implementation. If the agreement does not adhere to the specifications defined in subsection (11) of this rule, it shall not be approved.

(13) Nothing provided in subsection 6A-10.0315(1), F.A.C., shall be construed to prevent the enrollment of a student in college preparatory instruction if the community college or university determines that such enrollment would enhance the student's opportunity for future academic success. The determination of enrollment would be made after counseling with the student and the analysis and consideration of other assessment techniques and measurements, which may include transcripts, grade evaluations, diagnostic, placement or psychological instruments, or other proven indicators or predictors of academic performance. Students who are initially placed in college preparatory instruction and subsequent performance indicates the students have been misplaced may be moved into college level courses if they meet the requirements of paragraph (19)(b) of this rule.

(14) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(15) Test modifications and exemptions in subsection 6A-10.0311(5), F.A.C., shall apply in the case of applicants with records of physiological disorders.

(16) Institutions affected by this rule shall accept test scores on any one of the tests identified in subsection 6A-10.0315(1), F.A.C., Individual student scores shall be valid for two (2) years.

(17) During their first term, full-time students who are registered for at least twelve (12) credits, shall begin competency-based preparatory instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(18) Students shall not enroll for more than three (3) attempts in each course to complete college preparatory instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the boards of trustees or the Board of Regents. Students enrolled in English as a second language may be exempted from this limitation based on a plan submitted by the institution and approved by the Board of Regents or the State Board of Community Colleges for their respective institutions.

(19) Uniform standards for completion of competency-based college preparatory instruction shall correspond to those listed herein for placement in college credit instruction. Once competence has been certified, other public community colleges and universities shall accept the certification upon student transfer. Competence shall be certified upon:

(a) Successful completion of courses in which the competencies specified in subparagraph 6A-10.033(1)(c)1., F.A.C., are taught, and

(b) Passing a criterion-referenced assessment which tests the competencies specified in subparagraph 6A-10.033(1)(c)1., F.A.C., or

(20) Students enrolled in college preparatory instruction shall be permitted to take courses concurrently in other curriculum areas for which they are qualified. Pursuant to Section 1008.30(4), Florida Statutes, students who test into college preparatory

instruction and subsequently enroll in college preparatory instruction must successfully complete the required college preparatory studies by the time they have accumulated twelve (12) hours of college credit coursework or they must maintain continuous enrollment in college preparatory coursework each semester until the requirements are completed while performing satisfactorily in the degree earning coursework.

(a) College preparatory students may not enroll in the following categories of college credit courses while completing their college preparatory coursework:

1. College preparatory students who are deficient in mathematics may not enroll in any mathematics courses that meet the requirements of Rule 6A-10.030, F.A.C., or other courses that require mathematics skills that are beyond the skill level of the student.

2. College preparatory students who are deficient in English and/or reading skills may not enroll in English or humanities courses that meet the requirements of Rule 6A-10.030, F.A.C., or other courses that require communication skills that are beyond the skill level of the student.

3. College preparatory students who are deficient in all three (3) areas may enroll in college-level courses such as orientation courses, college success courses, or other courses that are not dependent on college-level computation and communication skills.

(21) The Commissioner shall report to the State Board of Education by November 30 each year the results of the common placement testing.

*Specific Authority 1001.02(6), 1008.30(3) FS. Law Implemented 1001.02, 1008.30 FS. History—New 7-15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-17-88, 7-25-91, 10-18-94, 8-28-95, 6-25-96, 3-28-00.*