

JOINT MEETING
BOARD OF REGENTS
AND
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

December 5, 2013

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:10 a.m. on Thursday, December 5, 2013, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. W. Clinton Rasberry, Jr., Chair, Board of Regents.

The rolls were called and quorums established.

Board of Regents

Present:

Mr. Mark Abraham
Ms. Charlotte Bollinger, Secretary
Ms. Brooksie Bonvillain, Student
Ms. Pamela Egan
Mr. Joseph Farr
Mr. William Fenstermaker
Mr. Robert Levy
Mr. Roy Martin III
Mr. Clinton Rasberry, Jr., Chair
Mr. Joseph Wiley, Vice Chair

Absent:

Mr. Raymond Brandt
Mr. Joel Dupré
Mr. Chris Gorman
Mr. Richard Lipsey
Mr. Edward Markle
Dr. Albert Sam II

Board of Elementary and Secondary Education

Present:

Ms. Holly Boffy, Secretary-Treasurer
Ms. Connie Bradford
Mr. Jim Garvey, Vice-President
Ms. Carolyn Hill
Ms. Kira Orange Jones
Dr. Judith Miranti
Mr. Chas Roemer, President
Ms. Jane Smith

Absent:

Dr. Lottie Beebe
Mr. Jay Guillot
Mr. Walter Lee

APPROVAL OF BoR/BESE MINUTES OF DECEMBER 6, 2012, AND JUNE 19, 2013

On motion of BESE Member Boffy, seconded by Regent Martin, the Boards approved the minutes of the joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) held on December 6, 2012, and June 19, 2013.

LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) 2013 ANNUAL REPORT BY THE STATE TREASURER'S OFFICE

Chair Rasberry welcomed representatives of the State Treasurer's Office to the meeting.

Mr. John Kennedy, State Treasurer; Mr. John Broussard, Assistant State Treasurer and Chief Investment Officer; and Ms. Amy Mathews, State Treasury Investment Officer, provided the Board members with a PowerPoint overview of the *Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) 2013 Annual Report*.

Mr. Broussard gave a presentation on the investment and status of the LEQTF, the Support Fund, and the START Savings program.

A question and answer period followed.

Regent Fenstermaker commended the Treasurer's office on an outstanding job in stewardship of the monies flowing to BESE/BoR in support of higher education. Regent Martin echoed his sentiments.

Mr. Broussard said there is uncertainty over the market for the next quarter or next year, but if things stay the same and there is normal growth in the stock market, the Treasurer's office should exceed its goal.

BESE Member Bradford noted that she had heard reports of discrepancies in the amount of money paid based on the boundary areas of different states. She inquired if Louisiana is receiving less money than other states. Mr. Broussard affirmed that there is a discrepancy for Louisiana and has been for many years. BESE Member Bradford offered assistance from the Board to facilitate any efforts to correct the matter.

On motion of BESE Member Boffy, seconded by BESE Member Orange Jones, the Board of Regents and the Board of Elementary and Secondary Education received the 2013 Annual Report on the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) by State Treasurer John Kennedy, Assistant State Treasurer John Broussard, and State Treasury Investment Officer Amy Mathews.

CONSIDERATION OF COURSE APPROVALS PER ACT 359 OF THE 2013 LEGISLATIVE SESSION BY STATE SUPERINTENDENT OF EDUCATION JOHN WHITE

State Superintendent of Education John White gave a brief background on Act 359 of the 2013 Legislative Session. He thanked Commissioner of Higher Education Jim Purcell for his assistance during the process of responding to Act 359.

State Superintendent of Education White said the intent of the legislation was to ensure that the Taylor Opportunity Program for Students (TOPS) maintains its rigor while at the same time not discouraging students from taking the more rigorous courses in high school for college credit. He noted that Act 359 indicates that students will be rewarded in their TOPS GPA if they take Advanced Placement, International Baccalaureate, or Dual Enrollment courses that lead to advanced standing in college.

State Superintendent of Education White called attention to the relevant document in the members' packet: a spreadsheet of dual enrollment, advanced placement, and international baccalaureate courses that would be alternate TOPS Core courses. He appealed to BESE and BoR to approve the list, creating an incentive for students to take advanced courses in high school to raise their grade point average (GPA) for TOPS. State Superintendent of Education White noted there may be other courses developed in the future that would be presented for consideration.

There were no public comments from the audience on this discussion.

A question and answer session followed.

BESE Member Bradford said K-12 has been asking for quite some time to allow students to take advanced courses and receive TOPS credit for those courses. She expressed great appreciation to both boards in their collaborative efforts.

BESE Member Boffy thanked State Superintendent of Education White for encouraging students to make the hard choices to achieve higher standards.

BESE President Roemer questioned where the weight is given. State Superintendent of Education White said that Act 359 of 2013 is for TOPS calculation only. He added that it is a local district decision whether or not to calculate a weighted GPA.

BESE Member Smith asked about the timelines for these initiatives to impact students. Superintendent White said the bill goes into effect in Fall 2014.

On motion of BESE Member Boffy, seconded by BESE Member Bradford, the Board of Regents and the Board of Elementary and Secondary Education received the report and approved the Course Approvals (Advanced Placement, International Baccalaureate, Gifted and Talented, and Dual Enrollment), per Act 359 of the 2013 Regular Legislative Session, as presented by State Superintendent of Education John White.

GEAUX TO COLLEGE BY MR. JARED AVERY, CORE TO COLLEGE COORDINATOR,
BOARD OF REGENTS

Mr. Jared Avery, Core to College Coordinator, Board of Regents, presented two of the most recent initiatives undertaken by the Louisiana Board of Regents and the Louisiana Department of Education.

Mr. Avery described the first initiative, *Geaux to College*, a multifaceted campaign, which targets middle and high school students; non-traditional students; and parents, grandparents, guardians, and mentors interested in the college-going process. Mr. Avery noted that statistics imply that Louisiana students have the ability and willingness to pursue a degree in higher education and that even greater attention must be geared toward helping students complete certificates or degrees while going to college.

He spoke regarding the *Geaux to College* campaign, which has brought together multiple state agency partners such as the Louisiana Office of Student Financial Assistance and the Louisiana Workforce Commission. These agencies will assist in directing the public to important resources to help new/returning students and families plan for college.

Mr. Avery presented the *Geaux to College* website, which offers the following:

- Geaux Questions and Answers (identifies a series of frequently asked questions to help students more easily navigate the site and their path to college);
- Student Financial Resources (TOPS and links to other student financial aid programs); and
- Directory of Louisiana Colleges and Universities.

In November 2013, the *Geaux to College* theme was displayed at the 2013 Louisiana STEM Expo—a yearly event designed to expose young learners to the exciting world of science, technology, engineering, and mathematics (STEM). During the expo, representatives from the Board of Regents served as ambassadors by promoting the *Geaux to College* campaign through the display of magazine ads and t-shirts. Additionally, with opening remarks from Commissioner Jim Purcell and a keynote address from former NASA Astronaut Duane "Digger" Carey, the first outreach effort for the campaign reminded everyone that “all students need a plan for success in college and a rewarding career!”

Mr. Avery next discussed the second initiative, which focused on addressing the “readiness gap” that many students experience. Representatives from the Louisiana Board of Regents and the Louisiana Department of Education have joined other southern states to participate in a consortium formed by the Southern Regional Education Board (SREB) to pilot two transitional courses in mathematics and English language arts. Grant money has been obtained to provide support for the three piloting districts in Calcasieu, Iberville, and Jefferson school districts. To date, a total of 85 students are enrolled in the transitional courses.

On motion of BESE Member Bradford, seconded by BESE Member Boffy, the Board of Regents and the Board of Elementary and Secondary Education received the report on *Geaux to College*.

CONSIDERATION OF AN OVERVIEW FROM THE LOUISIANA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (LACTE) REGARDING RECENT ACCOMPLISHMENTS AND UPDATES TO UNIVERSITY-BASED TEACHER PREPARATION BY DR. GERALD CARLSON, UNIVERSITY OF LOUISIANA AT LAFAYETTE

Dr. Gerald Carlson, College of Education, University of Louisiana at Lafayette, thanked the boards for the opportunity to present an update on the initiatives that public and private colleges and universities have undertaken over the last decade to better prepare teachers.

He pointed out that a chronology of initiatives (attached) provided by Dr. Jeanne Burns, Board of Regents, was in their packet of information. The Office of the Governor, the Board of Regents, the Board of Elementary and Secondary Education, public and private universities, and the Blue Ribbon Commission noted that changes in teacher preparation programs were necessary. The PK-16 initiative was created at this time. Teams were formed on campuses to redesign the undergraduate, alternative certification, and graduate programs. To move forward, all changed programs were evaluated by national experts and approved by the Board of Regents, the Louisiana Department of Education, and the Board of Elementary and Secondary Education. Professional development opportunities and workshops have been conducted for faculty, education leaders, and others. Students have been encouraged to use the "Tool Box and Video Library" provided by the Louisiana Department of Education.

Dr. Carlson said that there is a 100 percent passage rate of completers on teacher licensure tests. There are now a higher number of students teaching in their area of certification. Various campuses have conducted surveys of their candidates and employers, and results have shown satisfaction among both parties.

Dr. Carlson said universities will continue to cooperate more closely with school districts and continue to revise curricula. The Board of Regents has provided grants for universities to continue providing professional development for faculty to better prepare teacher candidates.

He thanked the Board of Regents, the Louisiana Department of Education, and the Board of Elementary and Secondary Education for all their collaborative efforts with these initiatives.

A question and answer session followed.

Chair Raspberry concluded the presentation by saying that the higher education community understands its responsibility to send prepared teachers to K-12 classrooms. He said that higher education will do everything possible to improve and validate the credentials of teachers coming into the classroom.

On motion of BESE Member Boffy, seconded by BESE Member Smith, the Board of Regents and the Board of Elementary and Secondary Education received the overview from the Louisiana Association of Colleges for Teacher Education (LACTE) regarding recent accomplishments and updates to university-based teacher preparation.

REMARKS BY JIM PURCELL, COMMISSIONER OF HIGHER EDUCATION, BOARD OF REGENTS, AND JOHN WHITE, STATE SUPERINTENDENT OF EDUCATION, LOUISIANA DEPARTMENT OF EDUCATION

Commissioner of Higher Education Jim Purcell looked back on a few of the accomplishments from this past year and expressed gratitude for the collaborative efforts of K-12 and higher education. His comments included:

- Dr. Jeanne Burns, with the Board of Regents, was invited to speak on a panel for a Congressional staff briefing on “Preparing and Advancing Teachers and School Leaders.”
- The *Geaux to College* initiative seeks to promote the importance of college by directing both students and parents to important resources that will help them to make good decisions during the college search process.
- The Dual Enrollment activity gives students an early start to their college careers while in high schools. It continues to be one of the best collaborative efforts between K-12 and higher education.
- Significant strides have been made in both K-12 and higher education. Higher education looks forward to a continued relationship with K-12 with outcomes that show a more skilled and educated workforce and, most importantly, a stronger Louisiana economy.

State Superintendent of Education White thanked the BoR and BESE for its support of the basic literacy and math standards. He said the work done with higher education, the Louisiana Workforce Commission, and the Louisiana Department of Economic Development to create viable regional pathways to careers and further higher education has been powerful. State Superintendent of Education White said he hoped by the next meeting that BESE and the Legislature will have adopted policies that are more attuned to the needs of Louisiana’s workforce and economic opportunities for Louisiana’s graduates.

State Superintendent of Education White noted some of the working policies for the next six months:

- (1) A productive 8th to 9th grade transition;
- (2) Pathways to careers that allow access for students to the developing technical workforce;
- (3) An accountability system that rewards the attainment of 3-, 4-, and 5-Star Job credentials;
- (4) Rewards in the workforce arena;
- (5) A funding system or MFP Task Force to bring recommendations related to adequately funding the facilities, equipment, and necessary training for certain trades/careers; and
- (6) A look at TOPS Tech.

On motion of BESE Member Bradford, seconded by Regent Egan, the Board of Regents and the Board of Elementary and Secondary Education received the remarks from Commissioner of Higher Education James Purcell and State Superintendent of Education John White.

OTHER BUSINESS

Chair Rasberry said collaboration between BoR and BESE is a must for success. He looks forward to working with K-12 during his tenure as Chair of the Board of Regents.

ADJOURNMENT

On motion of Regents' Chair Rasberry, seconded by BESE President Roemer, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 10:16 a.m.

UNOFFICIAL

Attachment A

Louisiana Teacher Preparation Reform 1.0 (1999-2012)



LOUISIANA TEACHER PREPARATION REFORM 1.0 (1999-2012)

Elements	Descriptions
Concerns/Needs in 1999-2000:	<ul style="list-style-type: none"> • Low passage rates on teacher licensure examinations at some institutions (i.e., 33%, 38%, 65%); • Low percentage of teachers teaching in their areas of certification (i.e., 87%); • Low percentage of teacher preparation programs fully accredited by national bodies (i.e., 58%); • Inability to link growth of student learning to new teachers who completed programs; and • Negative public opinion about teacher preparation programs.
Primary Purpose of Teacher Preparation Reform 1.0:	To create a cohesive PK-16+ system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.
Primary Stakeholders Engaged in the Reform:	Office of Governor, Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, public universities, private universities, private providers, K-12 partners, and Blue Ribbon Commission for Educational Excellence.
Aspects of Teacher Preparation Programs that Mattered the Most for Teacher Preparation Reform 1.0:	<ul style="list-style-type: none"> • Completers pass teacher licensure examinations; • Programs produce a greater number of new teachers who meet all state certification requirements; • Programs produce more new teachers in teacher shortage areas; • K-12 students taught by new teachers demonstrate growth in achievement; and • New teachers and schools have a positive perception about teacher preparation programs.
Reforms 1.0 Implemented:	<ul style="list-style-type: none"> • Creation and implementation of more rigorous state policies for teacher licensure and teacher preparation program approval; • Identification of inputs to create guidelines for the redesign of all teacher preparation programs; • Creation of redesign teams that included college of education faculty, college of arts/sciences/humanities faculty, and K-12 school/district partners; • Redesign of all undergraduate, alternate, and graduate teacher preparation programs by redesign teams using State guidelines; • Use of national experts to evaluate all redesigned programs based upon higher state expectations; • Termination by Board of Regents and Board of Elementary and Secondary Education of all pre-design programs (i.e., Nursery, Kindergarten, Grades 1-8, Grades 7-12, Grades K-12, and Grades K-12 Special Education) by specific dates; • Approval by Board of Regents and Board of Elementary and Secondary Education of all redesigned programs (i.e., Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, Grades K-12, Integrated to Merged Special Education/Regular Education, and Early Intervention - Birth to 5) that met more rigorous state expectations; • Identification and implementation of screens/assessments for teacher preparation decision points for electronic portfolio systems for candidates; • Implementation of a Teacher Preparation Accountability System (Note: The system was temporarily suspended in 2005 due to Hurricane Katrina impacting baselines; discussion have been ongoing about revisions); • Development/piloting of a Value-added Teacher Preparation Assessment Model (Noell, 2003-2006); • Implementation of a Value-added Teacher Preparation Assessment Model and public reporting of results for redesigned programs (Noell, 2006-2011); • Implementation of Programmatic Interventions when redesigned programs demonstrated weak value-added results in specific content areas; and • Adoption by higher education of a new value-added model developed by the Louisiana Department of Education for a statewide teacher evaluation system (i.e., Compass). (2011-Future)
Outcomes in 2012-2013:	<ul style="list-style-type: none"> • 100% State passage rate of completers on teacher licensure examinations; • Higher percentage of teachers teaching in their areas of certification (i.e., 94%); • 100% of public and private universities nationally accredited by NCATE or TEAC; • Higher percentage than anticipated of new teachers who completed teacher preparation programs in Louisiana who obtained value-added scores in the Effective-Proficient and Highly Effective ranges based upon growth of achievement of their students; and • Positive public opinion of teacher preparation programs.
Web Site Information:	http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/



(DRAFT) LOUISIANA TEACHER PREPARATION REFORM 2.0 (2012-Future)

Elements	Descriptions
Concerns/Needs in 2012-14:	<ul style="list-style-type: none"> • Need for greater depth of collaboration between teacher preparation programs and schools/districts to ensure that candidates are provided high quality clinical experiences while being supervised by highly effective teachers; • Need to create a coherent system that blends multiple systems currently being used to evaluate teacher preparation programs (e.g., national accreditation; Programmatic Intervention; Teacher Preparation Accountability System; Value-Added Assessment, Title II, etc.); • Need for a strong teacher preparation curriculum that provides in-depth instruction as new resources are being developed to prepare new teachers whose students meet college and career ready standards; • Need to understand and communicate the purpose and expected outcomes for Teacher Preparation Reform 2.0 with an awareness that Louisiana's teacher preparation programs in 2012-13 demonstrate greater effectiveness than Louisiana's teacher preparation programs in 1999-2000. • Other needs to be identified.
Potential Purpose of Teacher Preparation Reform 2.0:	To prepare new teachers whose students demonstrate growth in learning for success in college and careers.
Primary Stakeholders Engaged in the Reform:	Currently being identified.
Aspects of Teacher Preparation Programs that Matter the Most for Teacher Preparation Reform 2.0:	Currently being identified.
Characteristics of "Learner Ready" New Teachers:	Currently being identified.
Reforms 2.0 Being Implemented:	<p>Currently Being Implemented:</p> <ul style="list-style-type: none"> • Creation of PARCC Campus Leadership Teams on all campuses to engage higher education faculty and leaders in discussions and decisions about the Common Core State Standards (CCSS) and PARCC assessments (2011 to present); • University faculty involvement in the development of PARCC assessment items; • Professional development of university faculty to implement the CCSS and Compass teacher evaluation system within teacher preparation programs (2011 to present); • Faculty engagement in the alignment of the teacher preparation curriculum to new State standards (e.g., CCSS, Compass) (2011 to present); • Implementation of the aligned curriculum to new State standards during fall 2013; and • Creation and implementation of workshops for parents and schools about the CCSS & PARCC. <p>Future:</p> <ul style="list-style-type: none"> • To be identified.
Evidence for Future Outcomes:	Currently being identified.
Web Site Information:	http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/ http://regents.la.gov/onestopshop
Reports to Guide Teacher Preparation Reform 2.0:	<ul style="list-style-type: none"> • <i>Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options</i> (National Academy of Education, 2013) • <i>Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession.</i> (CCSSO, 2013) • <i>Preparing and Advancing Teachers and School Leaders.</i> (The Education Trust, 2013)

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core (for increased weights when calculating TOPS GPA, for incoming freshmen beginning Fall 2014)

Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment
ENGLISH = 4 Units ENGLISH I – 1 unit ENGLISH II – 1 unit			Common Course Name
			Common Course Code

1 Unit from the following:

ENGLISH III – 1 unit	AP English Language and Composition IB English III Language A: Language and Literature IB Literature IB Language & Literature IB Literature and Perf	English III	English Composition I English Composition II American Literature I American Literature II Major American Writers
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1 Unit from the following:

ENGLISH IV – 1 unit	AP English Literature and Composition IB Language IV Language A: Language and Literature IB Literature IB Language & Literature IB Literature & Perf	English IV	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama
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MATHEMATICS = 4 Units

ALGEBRA I – 1 unit
GEOMETRY – 1 unit
ALGEBRA II – 1 unit

Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment
			Common Course Name
			Common Course Code

**Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence*

1 Unit from the following:

ALGEBRA III			College Algebra
ADV MATH-PRE CALC	IB Math Studies (Math Methods)		Trigonometry
PRE-CALCULUS	IB Math Studies (Math Methods)		Algebra & Trigonometry
ADV MATH-FUNCTIONS			Introductory Statistics
ADV STATISTICS			Introductory Statistics
PROB & STATISTICS	AP Statistics		Applied Calculus
		Calculus I	Calculus I
CALCULUS	AP Calculus AB	Calculus II	Calculus II
I	AP Calculus BC		
I			

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
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SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment
				Common Course Name
BIOLOGY I – 1 unit				General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit			Chemistry I	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)

2 Units from the following:

BIOLOGY II	AP Biology	IB Biology I IB Biology II	Biology II	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors)
EARTH SCIENCE				Physical Geology Historical Geology
ENVIRONMENTAL SCI	AP Environmental Science	IB Environmental Systems	Environmental Science	Environmental Science
PHYSICAL SCIENCE				Physical Science I
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II	General Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors)
PHYSICS I	AP Physics I: Algebra Based AP Physics II: Algebra Based AP Physics-B AP Physics C: Electricity and Magnetism AP Physics C: Mechanics	IB Physics I IB Physics II	Physics	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRISCIENCE I and II (completion of both courses is required for 1 unit of credit)				

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
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SOCIAL STUDIES = 4 Units		Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment
US HISTORY - 1 unit	AP U.S. History	AP U.S. History	IB U.S. History IB History of the Americas I	U.S. History	American History I or II

1 Unit from the following:

US GOVT or CIVICS (½)	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States	Government			Intro to American Govt Intro to State & Local Govt Intro to Comparative Govt
ECONOMICS (½)	AP Macroeconomics AP Microeconomics	Economics	IB Economics		Economic Principles Macroeconomics Microeconomics Economic Principles
IB-ECONOMICS					

2 Units from the following:

WESTERN CIVILIZATION					Western Civilization I or II
EUROPEAN HISTORY	AP European History	European History			
WORLD GEOGRAPHY	AP Human Geography	World/Human Geog	IB Geography		World Regional Geography
WORLD HISTORY	AP World History		IB World History IB Economics IB History of the Americas II		World Civilization I or II
HIST OF RELIGION (non-publics only)					World Religions
US GOVERNMENT	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States	Government			Intro to American Govt Intro to State & Local Govt Intro to Comparative Govt
ECONOMICS	AP Macroeconomics AP Microeconomics	Economics	IB Economics		Economic Principles Macroeconomics Microeconomics

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
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FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment	
				Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic		CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB-French-IV IB-French-V IB Language ab initio: French IB Language B: French	French III French IV	CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German III German IV	GGRM 1013/1014 GGRM 1023/1024 GGRM 2013 GGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language	Latin III Latin IV	CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB-Spanish-IV IB-Spanish-V IB Language ab initio: Spanish IB Language B: Spanish	Spanish III Spanish IV	CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese III Chinese IV		
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian	Italian III Italian IV		
JAPANESE	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese III Japanese IV		

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
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ART = 1 Unit	Advanced Placement	International Baccalaureate	Gifted and Talented	Dual Enrollment
				Common Course Name
Music (Perf)		IB Music-I IB Music-II IB Music	Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced	Common Course Code
Fine Arts Survey	AP Music Theory			CART 1013 CART 1023 CDNC 1013 CMUS 1013
AP Art History Art	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Art Design-III IB Art Design-IV IB Visual Arts	Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation Art History I or II Art Structure/2-D Design Beginning Drawing
Theatre (Perf)		IB Film Study-I IB Film Study-II IB Theatre-I IB Film Study IB Theatre IB Dance	Introduction to Film Studies Talented Theater I, II, III, IV	Acting I or II Introduction to Theatre

