



Florida Counseling for Future Education Handbook

2017-2018 Edition

Prepared by the Florida Department of Education

The Florida Counseling for Future Education Handbook is annually updated to provide school counselors and advisors with a comprehensive academic advising resource to guide student planning for postsecondary education in Florida. This edition includes information and answers to questions about middle and high school progression and promotion requirements, career planning, Florida's college readiness initiatives, acceleration mechanisms, diploma designations, credit-by-exam, financial aid and updated postsecondary programs, degrees and requirements.

School counselors are a key resource for providing appropriate advising relating to secondary course selection and postsecondary planning. Data on student course taking patterns in high school and subsequent success in postsecondary education is a useful tool to assist counselors and secondary administrators in future planning. The Florida Department of Education's (FDOE) Office of Articulation, using data collected and reported by the K-20 Education Data Warehouse, produces online college readiness reports, available through the High School Feedback Report and Performance on Common Placement Tests. The latest performance data for the 2015 Florida public high school graduate cohort collected by colleges and universities can be accessed at <http://www.fldoe.org/policy/articulation>.

We thank Florida's school counselors and academic advisors for their support and continued efforts to encourage students to pursue relevance and rigor throughout their academic experiences.

The 2017-2018 Handbook is available online through the FloridaShines website at www.floridashines.org, along with a variety of other useful guidance tools. Many thanks to all that contributed to the new edition.

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GENERAL ADVISING

FLORIDASHINES

The FloridaShines website, www.floridashines.org, is the state's student hub of innovative educational services, providing a variety of online services for students from Florida's public high schools, colleges and universities. The site's academic advising services make it easy for high school students to prepare for college or a career after graduation by exploring Florida's college and university offerings (both traditional and distance learning programs), learning about financial aid and applying for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities.

The following section highlights some of the academic advising services available through FloridaShines and outlines changes impacting counselors, students and families for the 2017-18 academic school year.

High School Academic Progress Evaluation

The High School Academic Progress Evaluation helps currently enrolled public high school students measure their credits, achievements and progress in high school to prepare for success in college and careers. Evaluations are based on information from school districts and the Florida Department of Education and provide students with access to records including their transcripts, grade point average (GPA) and assessments such as the Postsecondary Education Readiness Test (PERT), the SAT and the ACT. To access the tool, students must provide their Florida Student Identifier Number, their school district and their last name. The High School Academic Progress Evaluation can be found at <https://www.floridashines.org/go-to-college/get-ready-for-college>.

College & Career Planner

The College & Career Planner helps middle and high school students understand their options, select a graduation plan and map out the coursework they need in high school to prepare them for postsecondary education or training appropriate for their chosen career path. It includes a four-year high school planning worksheet that can be printed and used to fulfill Florida's high school graduation requirements. No ID or passwords are required to access the College & Career Planner, and it is easily accessible for download at <https://www.floridashines.org/go-to-college/get-ready-for-college>.

ROLE OF MIDDLE GRADES COUNSELORS IN POSTSECONDARY ADVISING

By the time a child is in 6th grade, families should start talking about career interests and postsecondary education options, such as career and technical centers, colleges and universities. Middle grades counselors are in an excellent position to help parents and students begin thinking about the important knowledge and skills acquired in earlier years and how these skills may be used in the student's future. Middle grades counselors are encouraged to collaborate with the school leadership team, teachers and others in order to expand opportunities for students to build on current skills and (1) develop effective learner skills and attitudes, (2) explore self-interests and the world of work and (3) pursue more rigorous courses.

The challenge for counselors is how to help **all** students build upon their aspirations and skills to be successful in postsecondary settings. Middle school counselors and educators need to be more aware of how access to postsecondary education differs for students (especially low-income, underrepresented minority groups or the first generation to attend college) and become involved in making the changes needed to guarantee each child equal postsecondary opportunities and choices.

POSTSECONDARY READINESS AND THE MIDDLE GRADES

Florida Law

Sections of Florida Statutes (F.S.) pertaining to middle grades preparation for high school, in part, include the following:

- [S. 1003.4156, F.S.](#), General requirements for middle grades promotion, outlines general requirements for middle grades promotion.
- [S. 1003.4282, F.S.](#), Requirements for a standard high school diploma, includes grade forgiveness policy requirements for middle grades students who take high school-level courses for high school credit.

Academic Implications

The implications for students include the following:

- Promotion from middle school requires successful completion of academic courses, as specified in [s. 1003.4156, F.S.](#), in the following areas:
 - Three middle school or higher courses in
 - English/Language Arts (ELA)
 - Mathematics
 - Science
 - Social studies, one semester of which must include the study of state and federal government and civics education
 - One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution.
 - Each student's performance on the statewide, standardized assessment in civics education required under [s. 1008.22, F.S.](#), constitutes 30 percent of the final course grade.
 - A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two-year long courses in social studies that include coverage of civics education.

Additional implications related to mathematics and science courses include the following:

- Successful completion of a high school-level Algebra 1, Geometry or Biology 1 course is not contingent on passing the statewide, standardized end-of-course (EOC) assessment.
- To earn high school credit for Algebra 1, Geometry or Biology 1, a middle grades student must take the corresponding statewide, standardized EOC assessment and pass the course.
 - A middle grades student may also earn high school credit with the passage of a statewide, standardized EOC assessment without enrollment in or completion of a course via the Credit Acceleration Program (CAP), per [s. 1003.4295\(3\), F.S.](#) Refer to the Florida High School Graduation Options for a Standard Diploma section in this Handbook for additional information on CAP.
- A student's performance on the statewide, standardized Algebra 1, Geometry or Biology 1 EOC assessment constitutes 30 percent of the student's final course grade.
 - Thirty percent is not applicable if a middle grades student is not enrolled in the course and passed the EOC assessment.
- Middle grades students enrolled in Algebra 1, Geometry or Biology 1 must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding grade-level statewide, standardized assessment. Each school that includes middle grades must offer at least one high school-level mathematics course.

Middle School Grade Forgiveness Policy

Effective for students in 6th-8th grade, grade forgiveness policies apply to students who take any high school course for high school credit and earn a grade of C, D or F or the equivalent of a grade C, D or F as defined in [s. 1003.437, F.S.](#) Districts must allow the replacement of the grade with a grade of C or higher (or the grade equivalent of C or higher), earned subsequently in the same or comparable course. Any course grade replaced shall not be included in the calculation of the student's cumulative grade point average (GPA) required for graduation ([s. 1003.4282\(5\), F.S.](#)).

Statewide, Standardized Assessment Implications ([s. 1008.22, F.S.](#))

The implications for students scoring below Level 3 include the following:

- Students scoring below Level 3 on the statewide, standardized ELA or on the statewide, standardized mathematics assessments in grades 3-8 and the Algebra 1 EOC assessment must be provided with additional diagnostic assessments to determine:
 - the nature of the student's difficulty
 - the area of academic need
 - strategies for providing academic supports to improve the student's performance

- A student who is not meeting the school district or state requirements for proficiency in ELA and/or mathematics must be covered under one of the following plans intended to target instruction and identify ways to improve academic achievement.
 - A federally required student plan such as an individual educational plan.
 - A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and mathematics assessments may be exempted from participation by the principal.
 - An individualized progress-monitoring plan.

Middle and high school counselors are integral to the implementation of these requirements as they work with administrators, curriculum specialists and instructional staff to ensure that all students have the opportunity to design an academically challenging program of study. The graduation requirements are detailed in this Handbook in the “Florida High School Graduation Options for a Standard Diploma” section.

CHALLENGING COURSES HELP STUDENTS ENTER AND SUCCEED IN COLLEGE

Students who take Algebra 1 in middle school can enroll in challenging courses such as chemistry, physics and trigonometry in high school. Just as employers want workers who have certain skills, most colleges want students who have completed certain courses. Many of these courses can be taken only after a student has mastered basic coursework. The most important things students can do to prepare for any postsecondary education are to enroll in the appropriate courses and maintain good academic performance throughout their middle and high school experiences. Middle school counselors play an important role in acquainting parents of entering high school students with high school courses, including the opportunity and benefits of acceleration mechanisms like Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), pre-AICE (also known as International General Certificate of Secondary Education Program), Industry Certification programs and the dual enrollment program.

Middle grades counselors help students and their parents understand what is included in high school programs of study, the courses that link a student’s academic and career interests and where to obtain additional information. They may be part of an individual educational plan (IEP) team, helping eligible students with disabilities to address the experiences and services needed to reach their goals. Counselors have the knowledge and skills to provide guidance for students and their parents about including challenging courses in their program of study.

TRANSITION TO 9TH GRADE

In addition to helping ensure that middle school students and parents receive guidance and advice to plan for high school, postsecondary learning and careers, there are important considerations related to transition from middle school to high school. As students enter 9th grade, they need to find ways to establish their place and their autonomy in high school. They often run into roadblocks that can affect whether they develop their own self-confidence and direction or rely on other students to direct them. For some students, this abrupt change may cause feelings of insecurity and isolation. Without the proper information and support, incoming 9th graders can perceive high school as an impersonal and unsupportive place and turn to negative behaviors to find fulfillment. During this time, support from adults is crucial. The following websites provide information on components of effective transition practices and programs:

- College & Career Readiness & Success Center, <http://www.ccrscenter.org>
- The Association for Middle Level Education, <http://www.amle.org/>
- The American School Counselor Association, <http://www.schoolcounselor.org>
- U.S. Department of Education, <http://www.ed.gov>

HELP FOR PARENTS

Some parents, especially those who did not attend or finish college themselves, may worry that they cannot provide their child with the guidance and support needed to get ready for college. This Handbook is an excellent resource for helping students and parents learn about higher education options and possibilities, which could be included in parent newsletters, the local newspaper’s school news section, student handbooks/planners, school websites and bulletin boards. A series of parent workshops offered throughout the school year could also be developed. Middle school counselors, students and parents can find more useful information on these topics by checking some of the following websites:

- ACT Education and Career Planning, <http://www.act.org/content/act/en/education-and-career-planning.html>
- ACT for Students, <http://www.actstudent.org/index.html>
- Bureau of Standards and Instructional Support, Florida Department of Education (FDOE), <http://www.fldoe.org/academics/standards/>
- Bureau of Exceptional Education and Student Services, FDOE, <http://www.fldoe.org/academics/exceptional-student-edu>
- CollegeBoard for Education Professionals, <https://professionals.collegeboard.org/>
- CollegeBoard for Parents, <https://bigfuture.collegeboard.org/get-started/for-parents>
- CollegeBoard for Students, <https://student.collegeboard.org/>
- MyCareerShines, <https://www.floridashines.org/find-a-career>
- Florida College Access Network, <http://www.floridacollegeaccess.org>
- Florida Prepaid College Plans, <http://www.myfloridaprepaid.com/>

For more information on postsecondary advising and high school graduation programs, contact:

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 Bureau of Exceptional Education and Student Services
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FLORIDA HIGH SCHOOL GRADUATION OPTIONS FOR A STANDARD DIPLOMA

Florida students entering high school may choose from the following options to earn a standard diploma:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- AICE diploma program
- IB diploma program.

Florida’s public high school graduation requirements are specified in the following sections of Florida Statutes:

- [Section 1003.4282, F.S.](#), Requirements for a standard high school diploma
- [Section 1002.3105, F.S.](#), Academically Challenging Curriculum to Enhance Learning (ACCEL) Option.

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must earn a cumulative GPA of 2.0 on a 4.0 scale and achieve a passing score on the statewide, standardized Grade 10 ELA Assessment or earn a concordant score. In addition all students must achieve a passing Algebra 1 EOC assessment score or earn a comparable score in order to graduate with a standard diploma. Additional information related to assessment requirements is available in Graduation Requirement for Florida’s Statewide Assessment at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>.

Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, Excelsior, dual enrollment, early admission and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under [s. 1003.4281, F.S.](#) Early high school graduation. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

Students with Disabilities

In addition to the four options available for students to earn a standard diploma listed above, [Rule 6A-1.09963, Florida Administrative Code](#), High School Graduation Requirements for Students with Disabilities, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

- specific requirements for students with disabilities for whom the IEP has determined that participation in the Florida Alternate Assessment is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

For additional information on exceptional student education programs, visit the [Bureau of Exceptional Education and Student Services](#) web page.

Early High School Graduation

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 on a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option (outlined in [s. 1003.4281, F.S.](#)).

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

ACCEL Standard Diploma Options – 18 credits

Each high school must provide ACCEL options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students, such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject matter acceleration
- Virtual instruction in higher grade-level subjects
- Credit Acceleration Program (CAP), as specified in [s. 1003.4295, F.S.](#)
- Enriched science, technology, engineering and mathematics (STEM) coursework

Students who complete a minimum of 18 credits, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation, have an option to earn a standard high school diploma. This option requires that a student complete the standard course requirements for the 24-credit program without the required physical education course, online course requirement and only three elective courses.

Credit Acceleration Program (CAP)

The CAP is available to allow a student to earn high school credit in Algebra 1, Geometry, U.S. History or Biology 1 if the student passes the statewide, standardized assessment administered under [s. 1008.22, F.S.](#) A school district must award credit to a student who is not enrolled in the course or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment.

A student is allowed to earn high school credit in courses required for high school graduation through the passage of an AP examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP or CLEP examination, then the school district is required to award credit to the student who is not enrolled or who has not completed the course.

A school district must permit a student who is not enrolled in the course or who has not completed the course, to take the assessment during regular administration of the assessment as specified in [s. 1003.4295, F.S.](#)

Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma: the scholar designation and the merit designation. Students are encouraged, but are not required, to work toward a designation. The requirements for both designations are in addition to the 24-credit program requirements.

A student must complete the following requirements to receive a scholar diploma designation:

- Earn 1.0 credit in Algebra 2
- Pass the Geometry EOC assessment
- Earn 1.0 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1.0 credit in Chemistry or Physics
- Earn 1.0 credit in a course equally rigorous to Chemistry or Physics

- Pass the U.S. History EOC
- Earn 2.0 credits in the same World Language
- Earn at least 1.0 credit in AP, IB, AICE or a dual enrollment course
 - A student enrolled in an AP, IB or AICE Biology course who takes the respective Biology assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology 1 EOC assessment
 - A student enrolled in an AP, IB or AICE course that includes U.S. History topics who takes the respective assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the U.S. History EOC assessment

A student must attain one or more industry certifications from the list established under [s. 1003.492, F.S.](#), in order to receive a merit diploma designation.

Physical Education

Students are required to earn one credit of physical education under the 24-credit program that must include the integration of health ([s. 1003.4282\(3\)\(f\), F.S.](#)). Options that will count toward meeting this requirement include the following:

- Participation in an interscholastic sport at the junior or varsity level for two full seasons satisfies the 1.0 credit requirement in physical education. District school boards may not require students to complete the 1.0 credit in physical education during the 9th grade year. Please refer to the Physical Education High School Course Waiver Options in the Course Code Directory (CCD).
- Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as extracurricular activity or in a dance class, satisfies 0.5 credits in physical education or 0.5 credits in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Junior Reserve Officer Training Corps class, a significant component of which is drills, shall satisfy the 1.0 credit requirement in physical education and the 1.0 credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Online Course Credit

At least one course within the 24 credits required must be completed through online learning. A district school board or charter school governing board may allow a student to satisfy the online course requirements by one of the following:

- completing a blended learning course;
- completing a course in which the student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act Industry Certification Funding List; or
- passing the information technology certification examination without enrolling in or completing the corresponding course or courses.

A high school credit-bearing online course taken during grades 6-8 fulfills this requirement. A school district may not require a student to take the online course or a blended learning course outside the school day or in addition to a student's course for a given semester. This requirement shall be met through an online course offered by the Florida Virtual School®, an online course offered by the high school or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under [s. 1002.45, F.S.](#), meets this requirement.

The online course requirement does not apply to a student who has an IEP that indicates an online course or a blended learning course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

Statewide, Standardized Assessment Results Waiver (Section 1008.22(3)(c), F.S.)

A student with a disability, as defined in [s. 1007.02, F.S.](#), for whom the IEP team determines that the statewide, standardized assessments in [s. 1008.22, F.S.](#), cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.

High School Grade Forgiveness Policy

A forgiveness policy for required core courses shall be limited to replacing a grade of D (or the grade equivalent) or F (or the grade equivalent) with a grade of C (or the grade equivalent) or higher, earned subsequently in the same or comparable course.

FLORIDA VIRTUAL EDUCATION OPTIONS FOR FLORIDA STUDENTS

Virtual education in Florida includes full-time (virtual programs and schools) and part-time (online courses) options for students in grades K-12. Florida has the largest state virtual school in the nation and all Florida school districts offer virtual education options. All of Florida's virtual programs and courses are designated by law as school choice options for Florida's students. This means that Florida students may enroll in virtual schools in their school districts or through Florida Virtual School® and may take online courses from their school district, other Florida school districts or Florida Virtual School®. Virtual teachers are required to meet Florida's certification requirements and virtual curriculum and courses must align to Florida state standards.

FLORIDA VIRTUAL SCHOOL® (FLVS®)

The mission of FLVS is to deliver a high-quality, technology-based education that provides the skills and knowledge students need for success. FLVS is an established leader in developing and providing virtual Kindergarten-12 education solutions. As a state-funded, public Internet-based school, FLVS provides engaging online courses for students throughout the state of Florida through both FLVS Full Time and FLVS Flex. Providing students a choice in how, when and where they learn is paramount to the FLVS mission.

Florida Virtual School has nearly 1,500 certified instructors for more than 150 elementary, middle, and high school courses including core academic, honors, AP®*, Career and Technical Education and elective courses (see full listing available at <https://www.flvs.net/online-courses>). These courses are offered at no cost to all Florida students, including public, charter, home education and private school students. FLVS® students log on to www.flvs.net to take courses anywhere Internet connectivity is available and credits are fully transferable to any public school in Florida.

As stipulated by [s. 1002.20, F.S.](#), parents have the right to choose educational options such as FLVS for their children. A student's full-time school may not deny access to courses offered by FLVS, assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level and age. In addition, the FDOE issued the following memorandum regarding specific policies and education opportunities afforded by FLVS as a School Choice Option: <http://www.fldoe.org/core/fileparse.php/7509/urlt/school-choice-memo-virtual-school.pdf>.

If you would like more information about the excellent curriculum, individualized instruction and flexible scheduling at FLVS, visit www.flvs.net or call (800) 374-1430.

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FLORIDA DISTRICT VIRTUAL EDUCATION OPTIONS

All Florida school districts offer at least one virtual instruction program/school for their students in grades K-12. The district may provide a district-operated virtual program or contract with FLVS®, a FDOE-approved virtual program provider, another school district or a virtual charter school to operate one for them. The district may also establish a franchise of FLVS® for which the district provides the administrators and teachers and FLVS® provides the curriculum and other online learning resources. Districts are also authorized to offer individual courses on a part-time basis within and outside of traditional schools. To obtain more information about district virtual schools and programs, please visit the Virtual Education Office website at <http://www.fldoe.org/schools/school-choice/virtual-edu/>.

Eight school districts also sponsor virtual charter schools. These districts with associated number of virtual charters are: Clay (1), Dade (3), Duval (1), Osceola (1), Pasco (1) and Pinellas (1). For more information about Florida's virtual charter schools, please visit <http://www.fldoe.org/schools/school-choice/virtual-edu/virtual-charter-school>.

FLORIDA ONLINE COURSE CATALOG

Florida's online course catalog includes more than 20,000 online courses offered by Florida school districts, FLVS® and FDOE-approved virtual program and course providers. This catalog provides an opportunity for each entity to showcase the online courses they offer. It is a one-stop resource for parents and students; with an official course description, a description of the unique features of the course, and a method for students to provide evaluative feedback and course passage and completion rates. The course information includes a link to the course provider's website to obtain more information about the course and how to register for the

course. Districts manage and update their own online courses in the catalog. The link to the Florida Online Course Catalog is: <http://app4.fldoe.org/coursecatalog/>. If you have any questions while using the catalog, please contact the Florida Online Catalog Administrator at OnlineCatalog@fldoe.org.

CAREER DEVELOPMENT PROGRAMS AND SERVICES

The Division of Career and Adult Education provides career, educational and related information through online publications and Internet-based programs. This information is used by counselors, career specialists, teachers and others to assist students in making informed career and educational decisions.

The Florida career and education planning system, MyCareerShines, allows Floridians to explore careers, identify personal preferences for future employment and learn about the educational requirements for specific professions. This planning tool is free-of-charge and includes assessments for career interests, work values and skills. More information can be found at mycareershines.org.

The Career Cruiser is a career exploration activity book for students. The Career Cruiser provides self-assessment activities to assist students in thinking about personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings and minimum educational level required for the job are also listed. The Career Cruiser can be viewed and downloaded from <http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml>. A text only version in Spanish and Creole is also available for download.

The Career Cruiser Teacher's Guide is a companion to the Career Cruiser to assist teachers, career specialists and counselors in their mission to promote career development for students. The teacher's guide can be viewed and downloaded from <http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml>.

Students are introduced to educational alternatives and course options as they prepare for the transition to secondary school. The Educator's Toolkit on Career and Education Planning was developed to assist teachers in planning a comprehensive middle school career course. The Toolkit provides easy access to classroom activities, lesson plans and related web-based resources and is available at <http://www.fldoe.org/academics/college-career-planning/educators-toolkit>.

The Parent Primer is an online publication that provides information on changes taking place in education and the workplace. Strategies are available for parents to assist teens with career and education decision-making and is available for download only at <http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml>. Text-only versions of this publication are also available in Spanish and Creole.

The Congress-Bundestag Vocational Youth Exchange Program provides an opportunity for graduating high school seniors with a vocational background to spend one year in Germany exploring their vocational interests. Each Florida high school may nominate up to three students. Students must be able to demonstrate the maturity and commitment necessary to be successful in an international exchange program. For more information or for a student program application, go to <http://www.fldoe.org/academics/career-adult-edu/the-congress-bundestag-vocational-yout.stml>.

SUPPORT SERVICES FOR MINORITY AND LOW-INCOME STUDENTS

Counselors play a key role in helping minority and low-income students to be competitive and well-prepared to meet the admission standards for colleges and universities. Early motivation and enrollment in regular and advanced courses that prepare students for college-level work are critical to students' success in getting into and staying in college. Counselors can assist by ensuring that students complete courses that prepare them for success in college and connect students with the support systems available to them. Counselors may also serve students with special needs by maintaining a good working relationship with the admission and financial aid officers and other key personnel at the colleges and universities who provide academic guidance and support for these students. The following information will assist counselors in connecting students with the systems that are available to support minority and low-income students.

TALENTED 20

As part of the Governor's Equity in Education Plan, the Talented 20 program was first instituted beginning with the graduating class of 2000. The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, encourage students to strive for better grades and pursue rigorous academic courses. [Board of Governors Regulation 6.002\(2\)\(c\)](#), Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen, specifies the requirements for the Talented 20 program. Students eligible for the Talented 20 program are guaranteed admission to one of the twelve state universities and are given priority for the awarding of funds from the Florida Student Assistance Grant, a needs-based student assistance program. Please note that while eligible students are guaranteed admission at one of the twelve state universities, they may not be admitted to the university of his/her choice.

In order to qualify for the Talented 20 program, students must:

- be enrolled in a Florida public high school and graduate with a standard diploma;
- be ranked in the top 20% of the class after the posting of 7th semester grades;
- take the ACT or SAT (no minimum score is required although at time of the *Handbook's* publication, the Board of Governors is noticing a [regulation amendment](#) requiring that students must at least be eligible for college-level work, per [Board of Governors Regulation 6.008](#), in order to be considered a Talented 20 student); and
- complete all 18 college preparatory credits as specified in [Board of Governors Regulation 6.002](#)

Students who are eligible for the Talented 20 are not officially recognized as Talented 20 students until after the determination of rank after the posting of 7th semester grades. Students should be aware that universities prefer students to apply by early fall for the following year's admission (such as by November 2017 for fall 2018 admission). If students do not apply before they are determined to meet all of the Talented 20 requirements, choice may be limited. If students have not started the admission process at all until late spring, they will probably find that campus housing is closed and financial aid is limited. Students should apply to at least three state universities and be denied admission at all three prior to appealing for assistance in further admission application review.

For more information on the Talented 20 program, you may wish to visit the FDOE Talented 20 website at <http://www.fldoe.org/schools/family-community/activities-programs/talented-twenty-program/index.stml>.

COLLEGE REACH-OUT PROGRAM

The College Reach-Out Program (CROP) is a statewide initiative that connects low-income and educationally-challenged middle and high school students with colleges and four-year institutions. Programs vary across the state and can include academic enrichment sessions, tutoring, mentoring, test preparation, annual college tours, counseling, educational trips, summer residential experience (on-campus), leadership exposure and awards and recognition ceremonies to motivate and prepare students who might not otherwise consider postsecondary education. Please see page 70 for contact information.

UPWARD BOUND PROGRAMS

Upward Bound Programs consist of three types: Classic (available at many colleges; see contact list below), Veteran's (Miami Dade College) and Regional Centers for Math and Science (Florida A&M University). The purpose of the Upward Bound Programs is to increase the number of students from low-income/first-generation college backgrounds who enter postsecondary education. The Classic Upward Bound Program provides high school students with academic skill building, counseling and career planning activities in a model that includes an academic year program and a summer on-campus residential program. Continuous contact is provided to students in grades nine through high school graduation. The Veteran's Upward Bound Program targets veterans and provides services similar to that of the Classic Upward Bound Program. Upward Bound Regional Centers for Math and Science offer some academic year activities; the major activity consists of summer residential programs designed to identify and motivate students to pursue postsecondary degree programs in the areas of mathematics and science. Regional Centers draw students from a large geographical area (Florida Center at Florida A&M University recruits from eight southeastern states).

TRIO PROGRAMS

The Federal TRIO Programs were established by the 1965 Higher Education Act and amended to provide counseling, basic skills development, tutoring and information about college admission and financial aid to low-income, disabled and first-generation college students. Full details about TRIO programs are available at: <http://www2.ed.gov/about/offices/list/ope/trio/index.html> or

www.coenet.us. All TRIO Programs are designed to increase the number of underrepresented individuals earning postsecondary educational degrees. The target populations and the services vary with each program. Collectively, the programs provide services for students from grade six through the terminal degree.

- Educational Opportunity Centers (College of Central Florida, Pensacola State College) provide assistance in selecting a career, choosing an appropriate educational program, applying to a postsecondary institution and completing financial aid applications. This program usually serves adults who desire to pursue postsecondary education.
- Educational Talent Search (Aspira of Florida, Inc., Bethune-Cookman College, Chipola College, Florida A&M University, Lake-Sumter State College, Pensacola State College, Polk State College, Rollins College, Santa Fe College) offers assistance to those who want to continue their educational or vocational training. Services provide individual counseling, exploration of careers, assistance with admission to college or career-technical schools and assistance obtaining financial aid. Middle school components may offer Saturday on-campus sessions or after-school tutoring and career planning. In-school clients range from grades 6-12; out-of-school clients include those who have completed high school (or equivalency programs), veterans and persons who left school or postsecondary education before graduating.
- Ronald E. McNair Post-Baccalaureate Programs prepare low-income, first-generation college students and students from groups underrepresented in graduate education for doctoral study. Activities include career and personal counseling, mentoring, courses in research and analytical skills and research internships. Participants receive assistance with graduate school admission processing and securing financial support for graduate studies. Target students are currently enrolled in postsecondary education and have completed at least their sophomore year. Eligible students receive stipends of approximately \$2,800 during the research phase.
- Student Support Services provide retention and academic support services to students enrolled in host colleges and universities from the freshman year through graduation. Follow-up services and graduate school admission assistance are provided to upper-classmen. Program participants receive career, academic and personal counseling and are eligible for supplemental financial aid. Depending on the program design, early orientation sessions, credit-earning student development courses, academic support laboratories and tutoring may be available on host college campuses.

CENTERS OF EXCELLENCE

African-American churches and other community-based facilities serve as supplemental learning centers to assist elementary and high school students in becoming motivated and prepared for postsecondary education. In this community-based effort, a director and small staff mobilize the community to provide academic enrichment that includes tutoring in basic academic skills, counseling, career exploration and technical assistance to African-American and other minority students. The programs also provide training for the personnel who assist student participants. The ten Centers of Excellence currently funded are:

- Escambia County Center of Excellence, Pensacola
- North Florida Center of Excellence, Lake City
- Tallahassee Coalition Center of Excellence, Tallahassee
- Gainesville/Alachua County Center of Excellence, Gainesville
- Center of Excellence in Jacksonville
- Center of Excellence University of Central Florida, Orlando
- Hillsborough County Center of Excellence, Inc., Tampa
- Pinellas County Center of Excellence, St. Petersburg
- Atlantic Coast Center of Excellence, Ft. Lauderdale
- South Florida Center of Excellence, Miami

The centers conduct residential and/or non-residential summer and year-round enrichment programs in which students receive academic support and exposure to the college setting and to the requirements for college.

AMERICORPS

The AmeriCorps Program provides individuals ages 17 and over with the opportunity to earn education awards of \$4,725 in exchange for full-time service of at least one year or part-time service during at least two years, in an approved program of community service. An individual may serve up to two terms and earn up to two education awards. For more information, contact AmeriCorps at 1-800-942-2677 or visit their website at <http://www.americorps.gov/Default.asp>.

POSTSECONDARY COUNSELING FOR STUDENTS WITH DISABILITIES

Counselors can make a big difference in the lives of students with disabilities as they move on to postsecondary education. Planning for transition in Florida begins before age 14, through the individual educational plan (IEP) process, which is required for students served in exceptional student education (ESE) programs. At this time, students and their parents make critical decisions, including the course of study, the type of diploma the student will work toward and whether or not the student requires instruction in self-determination and self-advocacy. Most students with disabilities earn their high school diploma using an option open to all students and Florida also has two 24-credit standard high school diploma options only for students with disabilities, as outlined in [Rule 6A-1.09963, F.A.C.](#) An online training module, which describes all high school completion options, including those specific to students with disabilities, can be accessed at <http://pdportal.florida-ese.org>.

Students who are not eligible for ESE but have a disability that significantly impacts a major life activity may be eligible for a 504 accommodations plan. Unlike the IEP, the 504 plan process does not address transition specifically. However, it is important that counselors and teachers help all students with disabilities understand their rights and responsibilities as well as how their unique needs may be addressed at the secondary and postsecondary levels.

In recent years, legislation has been enacted in an effort to improve postsecondary outcomes for students with disabilities, including enrollment in postsecondary education or training. States are required to develop State Performance Plans (SPPs) and submit Annual Performance Reports (APRs) on outcomes. Five indicators in the APR support secondary transition: Indicator 1 (standard diploma graduation rate), Indicator 2 (dropout rate), Indicator 13 (transition components in the IEP), Indicator 14 (postsecondary outcomes) and Indicator 17 (State Systemic Improvement Plan). Indicator 14 requires states to report on the percent of youth who had IEPs in effect at the time they left school who were enrolled in higher education or some other postsecondary education or training program, competitively employed or in some other employment within one year of leaving high school. Indicator 17 requires states to choose a state identified measurable result (SIMR) on which to concentrate efforts. Florida has chosen improving the graduation rate and decreasing the gap between students with disabilities and all students as its SIMR.

The Individuals with Disabilities Education Act (IDEA), [s. 1003.5716, F.S.](#), and [Rule 6A-6.03028, F.A.C.](#), require the IEP team, beginning in the year the student will turn 16, or before if deemed appropriate by the team, to develop measurable postsecondary education and career goals, based upon age-appropriate transition assessments, in the areas of education and training, employment and, where appropriate, independent living. IEP teams must develop measurable annual IEP goals and transition services that will enable the student to meet the postsecondary goals. Another requirement of IDEA and [Rule 6A-6.0331, F.A.C.](#), is that districts provide the student with a summary of academic achievement and functional performance, also known as a summary of performance (SOP), which must include recommendations on how to assist the student in meeting the postsecondary goals. This requirement pertains to students exiting with a standard diploma or exceeding the age of eligibility for a free appropriate public education (FAPE), but is a recommended practice for all students with disabilities exiting high school. The culmination of all transition activities during a student's high school years, a meaningful SOP, should lead to more students with disabilities successfully accessing postsecondary education and training.

Many state and federal laws protect students with disabilities from discrimination. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandate equal access and prohibit discrimination and pre-admission inquiries concerning disability. [Section 1000.05, F.S.](#), the Florida Educational Equity Act, prohibits discrimination in the public education system. [Chapter 6A-19, F.A.C.](#), implements [s. 1000.05, F.S.](#), and includes rules addressing, for example, definitions, treatment of students and educational and work environment.

As students begin applying to postsecondary institutions, counselors should be aware of the rights and responsibilities of students with disabilities.

Postsecondary students with disabilities have a right to:

- Participate in educational programs, services and activities without discrimination.
- Choose whether or not to self-identify as an individual with a disability.
- Request and receive (if eligible) accommodations for instruction and assessment.
- Receive information about state and federal laws related to discrimination, including students' rights and the grievance/appeal process.
- Access to, and upon request, receipt of copies of their records.

Postsecondary students with disabilities have the responsibility to:

- Self-identify if accommodations/services may be needed.
- Provide recent documentation that meets the educational institution's guidelines.
- Request specific accommodations/services.
- Self-advocate throughout the educational process.

It is important to note that students with disabilities are not guaranteed the same accommodations or services at the postsecondary institution as were provided at the secondary level. For example, the colleges and universities do not provide personal care attendants. However, educational institutions are required to ensure that students with disabilities have access to allowable assessment accommodations and exemptions, if needed. As students consider postsecondary education and career options, it is important for them to understand that accommodations may also be available to qualified individuals with disabilities in various assessment situations (e.g., Career and Technical Education basic skills tests, certification examinations, licensure examinations).

Counselors have a special responsibility to promote student research on postsecondary education topics, such as requirements for admission and documentation of disability. Students should be encouraged to apply early and it is also critical that they understand the need for testing (e.g., ACT, SAT) and that each test requires specific documentation for accommodations required in advance of the test dates. Students wishing to enter a technical center or college need to take placement exams which also require documentation for accommodations.

Currently, [s. 1007.265\(1\), F.S.](#), states that "Any student with a disability, as defined in [s. 1007.02 \(2\)](#), in a public postsecondary educational institution, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program." [Board of Governors Regulation 6.018](#) contains similar language regarding reasonable accommodations. Additionally, Florida colleges and universities require that students must earn a standard high school diploma or GED to be eligible to enroll in college credit courses and pursue degree programs. Students pursuing or obtaining a special diploma should be aware that they may not be eligible to enroll in college credit courses at the postsecondary level although they may be eligible to enroll in Career and Technical Education (CTE) courses. Postsecondary institutions often require additional documentation of a disability beyond what is accepted at the high school, such as documentation is less than three years old and specifies a diagnosis. It is important, therefore, to encourage students to contact the postsecondary institution's Office of Disability Services early to find out what documentation is required as well as what accommodations and services may be provided. Counselors should discuss these issues with students as they formulate their college plans. Counselors are also encouraged to review the joint memorandum issued by the Bureau of Exceptional Education and Student Services (BEES) and the Division of Vocational Rehabilitation (VR) "Services Provided by Division of Vocational Rehabilitation" available at <http://www.project10.info/files/DVRServicesMemo011411.pdf>. The memorandum contains an attachment targeted at students with disabilities that explains the intake process and some services available for students with disabilities as they become clients of the Division of Vocational Rehabilitation. The eligibility determination phase may include a psychological evaluation, which may meet the documentation requirements for students with disabilities to receive accommodations at a postsecondary institution.

It is also important to note that, as of July 1, 2012, students who have not earned a standard diploma or the equivalent, are no longer eligible for Title IV federal financial aid. Additional information may be found in the U.S. Department of Education "Dear Colleague" letter, available at <http://ifap.ed.gov/dpccletters/GEN1201.html>. However, students with intellectual disabilities who do not have a standard diploma are eligible under certain circumstances. Please see <https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities> for additional information.

The Higher Education Opportunity Act (HEOA) of 2008 authorized the development of inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities and created a national coordinating center. A comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities (TPSID) is defined as "a degree, certificate or non-degree program that is—offered by an institution of higher education; designed to support students with intellectual disabilities who are seeking to continue academic, career and technical and independent living instruction at an institution of higher education in order to prepare for gainful employment; and includes an advising and curriculum structure."

Signed into law by Florida's governor on January 23, 2016, the Florida Postsecondary Comprehensive Transition Program Act (the Act), created by [s. 1004.6495, F.S.](#), established the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) and charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP)

application and approval process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, grant awards to promote new program development and existing program enhancements, and accountability requirements associated with these opportunities.

As stated in the legislation, the purpose of the Act is to “increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience.” ([§ 1004.6495\(2\), F.S.](#))

The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their program that serves students with intellectual disabilities as a FPCTP, (b) provide scholarship awards to students attending an institution’s approved FPCTP and (c) provide grant funding to foster starting up new and/or enhancing existing programs. These three components of the Center’s work aim directly at achieving the purpose of the ACT. Access the Center’s resources at fcsua.org, email at fcsua@ucf.edu, or call 407-823-5225.

Florida has been the recipient of two TPSID grants issued by the U.S. Department of Education, Office of Postsecondary Education in 2010 and 2015. The Florida Consortium on Inclusive Higher Education is the 2015 TPSID recipient with the University of Central Florida (UCF) as lead institution and in partnership with the University of South Florida St. Petersburg, Florida International University, and Florida State College Jacksonville.

The Consortium continues to work to expand and enhance the inclusive postsecondary education programs on campuses across Florida for individuals with intellectual disabilities. Support toward expansion and enhancement is provided through; technical assistance, including travel support to visit inclusive postsecondary education programs; professional development to K-12 teachers and postsecondary educators; initial program funding; and shared information, resources and strategies through the www.FCIHE.com website. The Consortium also collaborates with existing and developing Florida postsecondary programs for students with intellectual disabilities and other key stakeholders to develop meaningful credentialing among the institutions. To achieve these objectives, the Consortium is partnering with the Florida Department of Education’s Division of Vocational Rehabilitation (DVR), and the Department’s Bureau of Exceptional Education and Student Services (BEESS). Additional information, including existing inclusive postsecondary sites in Florida and approved Comprehensive Transition Programs, can be found on the Florida Consortium’s website at www.FICHE.com.

Tips for counselors to assist high school seniors (Adapted from David R. Johnson’s High School Completion and Transitions Teleconference, Nov. 17, 2008) include the following:

- Encourage the student to visit several colleges/career and technical centers before making a final decision. (The student should contact the college’s Office of Disability Services before going through the admissions process. Admissions personnel may not have complete information about how students with disabilities are supported and accommodated.)
- Make sure that before the student leaves high school the IEP team invites any outside agency that can assist with financial and/or professional support. (NOTE: Consent is required.)
- Organizations that provide vocational or prevocational services, like the Florida Division of Vocational Rehabilitation (VR), may be available to participate on the IEP team and collaborate in support of the student.
- Compile useful information, such as the Summary of Performance (SOP), which includes recent assessment information and accommodations used, before the student exits high school and provide this information to the student and the college (with the student’s permission). Ensure that the student can describe his/her disability and the types of accommodations used/needed in order to be successful in the classroom.
- Encourage the student to practice self-advocacy skills before entering the college program. (Good communication skills, such as initiating a conversation with an instructor about accommodation needs, are essential to securing accommodations in postsecondary education.)

Florida Division of Vocational Rehabilitation (VR)

The Florida Division of Vocational Rehabilitation’s Transition Youth Program assists high school students with disabilities connect with activities that help them prepare for training, higher education and employment after leaving high school. VR is committed to helping students transition into meaningful careers. Students may receive Pre-Employment Transition Services (Pre-ETS) including vocational assessment, career exploration, work readiness training and work experience after a school district makes referral to VR.

These Pre-ETS services may be provided without an application to VR. If additional services and supports are needed the student must apply for VR services to be determined eligible. **Students should apply at age 15 and beyond for needed VR Pre-ETS and additional Transition Youth services.** A joint memorandum between The Florida Department of Education's (FDOE) BEESS, DBS, and VR share the goal of improving the post-school outcomes of students with disabilities. The joint memo shares the expectations of all parties involved in the implementation requirements of the Workforce Innovation and Opportunity Act (WIOA).

VR counselors will determine each student's eligibility for additional VR services needed to achieve employment and assist him/her in developing an Individualized Plan for Employment (IPE). The student's IPE lists the services needed to achieve an agreed upon career goal. VR counselors review each student's records so they can assist with career exploration and identify available resources the student can use to reach his/her employment goal. The VR Counselor may conduct evaluations when determining eligibility for VR services that will help postsecondary institutions (e.g., career and technical schools, colleges and universities) identify accommodations the student needs to participate in training or education.

Anyone can refer a person with a disability who needs assistance preparing for, obtaining or maintaining employment to VR. Federal law requires that individuals with the most significant disabilities be served first. Information on the closest VR office can be found using the office locator at www.rehabworks.org or by calling the VR Help Line at 1-800-451-4327. Various resources for transitioning students can be found at www.rehabworks.org under VR Transition Youth, including transition brochures, links to transition sites and VR Frequently Asked Questions. VR proudly uses an Employment First model which establishes that employment is the first and preferred option for all persons with disabilities and that every person is capable of competitive integrated employment in a meaningful career.

Theodore M. and Vivian R. Johnson Scholarship

The Johnson Scholarship is a need-based scholarship that is available to qualified students with disabilities attending a Florida public university. Interested students should contact the university's Disability Services Office regarding the application process and deadline. The following website provides information on the Johnson Scholarship for students with disabilities: <http://www.flbog.edu/forstudents/ati/disabilities.php>.

High school seniors admitted to a state university are welcome to submit an application for the Johnson Scholarship (found at the above link) to the designated university coordinator. There is a March 1, 2018 deadline for scholarship application submission. A Free Application for Federal Student Aid (FAFSA) is required. Students are reminded that they may begin to submit their FAFSA October 1, 2017, in order to apply for aid during the 2018-2019 academic year.

Title IV Eligibility for an Institution's Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities

On June 21, 2010, David A. Bergeron, Acting Deputy Assistant Secretary for Policy, Planning and Innovation, Office of Postsecondary Education, issued a memorandum on Title IV Eligibility for an institution's comprehensive TPSID. The Federal Student Aid website has posted the instructions on how to apply to be a Comprehensive Transition and Postsecondary Program so that students will be eligible for financial aid. The memorandum and instructions can be found online at <http://www.ifap.ed.gov/eannouncements/062110TitleIVEligibility.html>.

Where Can I Learn More?

Most of the postsecondary institutions listed in this Handbook have a designated contact person to help meet the needs of students with disabilities. If a designated contact is not listed, call the admissions office at that institution for more information about available resources. Below is a list of publications and websites that provide additional information on postsecondary counseling, legal issues, financial aid and resources available to students with disabilities.

Florida Department of Education Publications

- *Dare to Dream for Adults* - This document may be downloaded from the BEESS website at http://www.fldoe.org/core/fileparse.php/7690/urlt/0070077-dream_adults.pdf.
- *School-Based Enterprise Development: Planning, Implementing and Evaluating* - This document is available on the Project 10 website at <http://www.project10.info/Publications.php>.
- *Secondary Transition Roadmap for Families* – This document is available on the Project 10 website at http://project10.info/files/SSTIC_SS_Transition_Roadmap_updated_6.14.17_FINAL.pdf
- *Extended Transition (Florida 18-22 Programs)* – This document is available on the Project 10 website at: http://project10.info/files/Extended_Transition_Florida_18-22_Programs.pdf.

Other Useful Publications

- *Guidance and Career Counselor's Toolkit: Advising High School Students with Disabilities on Postsecondary Options* may be downloaded from the HEATH Resource Center's Online Clearinghouse on Postsecondary Education for Individuals with Disabilities at <http://www.heath.gwu.edu/>.
- *Transition to Postsecondary Education for Students with Disabilities* (2009), by Carol Kochhar-Bryant, Diane S. Bassett, & Kristine W. Webb. Available from Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320; (800) 233-9936; FAX (800) 417-2466; www.corwinpress.com.
- There are a variety of transition publications available at www.proedinc.com.

Websites

- ACT, Services for Students with Disabilities: <http://www.act.org/aap/disab/index.html>
- Alexander Graham Bell Association for the Deaf and Hard of Hearing: <http://www.agbell.org/>
- American Council of the Blind: www.acb.org
- Association on Higher Education and Disability (AHEAD): www.ahead.org/
- Bureau of Exceptional Education and Student Services, FDOE: <http://www.fldoe.org/academics/exceptional-student-edu/>
- College Board, Services for Students with Disabilities: <http://www.collegeboard.com/ssd/student/>
- Council on Law in Higher Education (CLHE): www.clhe.org/clhe/
- Division of Career and Adult Education, Instructional Support Services, FDOE: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/special-needs/index.stml>
- Division of Vocational Rehabilitation (VR), FDOE: www.rehabworks.org
- Federal Student Aid Gateway: <http://federalstudentaid.ed.gov>
- Florida Board of Governors, State University System, Services for Students with Disabilities: www.flbog.org/forstudents/ati/disabilities.php
- Florida College System, Disability Support Services, FDOE: <http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/disability-support-services.stml>
- Florida Consortium on Inclusive Higher Education: <http://fcihe.com/>
- Florida Health and Transition Services (HATS): <http://www.floridahats.org/>
- Going to College: <http://www.going-to-college.org>
- Higher Education Opportunity Act – 2008: www.ed.gov/policy/highered/leg/hea08/index.html
- Independent Living Institute: www.independentliving.org
- Learning Disabilities Association of America: www.ldanatl.org/
- National Alliance on Mental Illness (NAMI): www.nami.org
- National Center on Secondary Education and Transition: www.ncset.org
- National Institute on Mental Health: www.nimh.nih.gov/index.shtml
- National Technical Assistance Center on Transition (NTACT): <http://www.transitionta.org>
- Online Clearinghouse on Postsecondary Education for Individuals with Disabilities: www.heath.gwu.edu/
- PEPNet2: www.pepnet.org
- Project 10: Transition Education Network: <http://www.project10.info/>
- Regents Centers for Learning Disorders: http://www.usg.edu/divisions/resources/regents_centers_for_learning_disorders
- State of Florida Financial Assistance: <http://www.floridastudentfinancialaid.org>
- The Center for Scholarship Administration: www.scholarshipprograms.org/
- The International Center for Disability Resources on the Internet: www.icdri.org
- The Rehabilitation Research and Training Center at the University of Hawaii at Manoa: www.rrtc.hawaii.edu/
- Think College! College Options for People with Intellectual Disabilities: www.thinkcollege.net/

COLLEGE CREDIT PROGRAMS FOR HIGH SCHOOL STUDENTS

Florida provides several acceleration mechanisms that give students an opportunity to simultaneously earn high school and college credit: advanced placement; dual enrollment; career pathways; the IB Diploma Program; and the AICE Diploma Program. These programs are available free-of-charge or at minimal cost to the student. Prior to enrolling in acceleration mechanisms students should select a major or meta-major to ensure acceleration aligns with degree requirements. To learn more about meta-majors, visit https://www.floridacollegesystem.com/students/programs/meta-major_academic_pathways.aspx.

The Office of Articulation provides key advising resources for high schools, school counselors, students and parents to facilitate college readiness, seamless articulation, acceleration opportunities and ease of postsecondary transition. School counselors are encouraged to carefully review the resources available online at the Office of Articulation website, <http://www.fldoe.org/policy/articulation> and at <https://dlss.flvc.org/>. These resources provide up-to-date information to: 1) inform districts and high schools about graduate cohort performance measured by pre-graduate and post-graduate indicators of “college readiness” and 2) assist school counselors, students and parents in the careful selection of courses. These resources provide information to reduce duplication of college credit, support informed decision-making and guide careful and effective academic planning for postsecondary success.

DUAL ENROLLMENT AND EARLY ADMISSION

Dual enrollment is a successful acceleration mechanism that allows high school students to pursue an advanced curriculum related to their postsecondary interests. According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for students who participate in these programs. There is also evidence that dual enrollment improves academic performance and educational attainment.

Successful completion of dual enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and postsecondary credit toward a career certificate, an associate degree or a baccalaureate degree. Through effective dual enrollment partnerships, districts can enhance curricular options available to students, reduce class size and strengthen relationships with local college, university, career and technical center or independent postsecondary institutions.

Dual enrollment is one of a number of acceleration options available that enable students to pursue a rigorous curriculum for high school graduation, as well as earn credit toward a degree or industry certification. The Articulation Coordinating Committee’s (ACC) Credit-by-Exam Equivalencies report (<http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>) lists a number of examination programs in which students may earn college credit for successful completion of an exam. Advanced Placement (AP), International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) also include coursework for a high school diploma. Other included examinations are the College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST) and Excelsior, in which students complete only the exam for college credit. The publication, Comparison of Florida’s Articulated Acceleration Programs, compares program elements across dual enrollment, AP, IB, AICE, Excelsior, and industry certifications and is available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078393-cfaap.pdf>.

Students may also participate in dual enrollment for courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certifications may be found at: <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

As the emphasis on career planning increases, more students are encouraged to select an advanced curriculum that aligns with postsecondary goals. Through collaborative partnerships between school districts and local postsecondary institutions, dual enrollment courses will continue to provide options for students to accelerate and pursue advanced coursework in academic areas. With hundreds of dual enrollment courses available, there is great potential to further engage and motivate students to pursue academically rigorous courses that capture their interests. Student advisement should focus on individual student needs to ensure continued success. School counselors plan an important role in communicating accurate information to students and parents, fostering a positive understanding of the merits of dual enrollment and developing collaborative relationships with college advisors and peers.

For more information, please visit the Frequently Asked Questions available on the Office of Articulation website at <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>.

REPORTING DUAL ENROLLMENT COURSES AND GRADES

Preliminary Advising

High school students must demonstrate “college readiness” in order to participate in the dual enrollment program by taking a common placement test and earning a qualifying high school GPA. During the advising process, it is important to share with both the parent and the student the consequences of poor performance or course withdrawal. High schools should make every effort to accommodate returning seniors who have withdrawn from a dual enrollment course to allow the student to recover the credit needed for graduation through courses on the high school campus or through the FLVS®.

Key advising points may include:

- students who withdraw from the dual enrollment course(s) must immediately notify the high school counselor in order to facilitate appropriate high school course placement decisions.
- students must follow the college protocol for course withdrawal to minimize the reporting of negative information to the postsecondary transcript.
- students who withdraw from dual enrollment courses are subject to the limitations of mid-term high school course availability and must consider the potential impact on meeting graduation requirements.

Automated Student Data Element for Course Numbers

The DOE Automated Student Information System provides guidance on course reporting for all secondary and postsecondary course formats at <http://www.fldoe.org/core/fileparse.php/7729/urlt/0100075-109525.pdf>; for additional information on other report formats, please visit <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.

Reporting Course Credits and Grades to the High School Transcript for Dual Enrollment Course Withdrawals

The postsecondary institution records dual enrollment courses and grades to the official postsecondary transcript and provides end-of-term grade reports. The postsecondary institution specifies dates by which students are permitted to drop a course without penalty, known as “drop/add.” If a student drops within this approved timeframe, the dual enrollment course is not recorded to the postsecondary transcript. If the student withdraws after the college “drop/add” deadline, the postsecondary transcript will indicate a “W” or an “F” code for the course(s), depending on the date of withdrawal during the term.

[State Board of Education \(SBE\) Rule 6A-1.09941, F.A.C.](#), *State Uniform Transfer of High School Credits*, establishes uniform procedures related to the high school’s acceptance of transfer credit for students in Florida’s public schools.

“(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation....”

Public high schools must accept dual enrollment course grades from the public postsecondary institution’s official college transcript at “face value,” and enter the SCNS course prefix/number and grade, including a “W” code to the high school transcript.

High schools may not change or modify postsecondary transcript grades or change a “W” withdrawal code to an “F” grade on the high school transcript. The following provides guidance related to FASTER (Florida Automated System for Transferring Educational Records) transcript instructions:

- If the high school student withdraws from a college course by the college “drop/add” deadline and the postsecondary transcript does not reflect a course or grade, the high school can enter “NG” for “No Grade Assigned” or omit the entry of the postsecondary course to the high school transcript.
- If a student withdraws from a dual enrollment course and the postsecondary institution coded the withdrawal with a “W” code, the high school must enter a “W” code for the dual enrollment course to the high school transcript. A new code has been created to allow the entry of a “W” to the high school transcript, specific to dual enrollment courses. This new code is reported in the updated FASTER User Manual.

Reporting Course Numbers for Postsecondary Courses Completed via Dual Enrollment from Eligible ICUF Institutions

Postsecondary credit earned from independent postsecondary institutions is recorded to the postsecondary transcript. The independent institution course number should be reported as the actual course number. Students should be advised to submit a copy of the independent postsecondary transcript for high school transfer of credit. After reviewing the postsecondary transcript, counselors must determine the appropriate content area for which the dual enrollment course may satisfy high school subject area credit and enter the course codes as described in the following instructions.

Private College Dual Enrollment Courses for Bright Futures Reporting

Course code “ZZZ9999” is provided for schools to report dual enrollment credits earned at private colleges or universities. Except in the case of science credits (see below), there is no limit on the number of private colleges courses for which this code can be used. To distinguish between two courses using the “ZZZ9999” code, enter the course name under “Local Course Title” (Bright Futures

online system) or in the “Course Title, Abbreviated” field (FASTER electronic transcript system) and specify the subject area in which the course should be used.

Private College Dual Enrollment Science Courses with Labs for Bright Futures Reporting

The maximum credit awarded for a dual enrollment science course taken at a private college or university will be limited to 0.5 credits, because there is no “ZZZL999” course code to record the lab course required to earn a full 1.0 credit. If code “ZZZ9999” is used and a school needs to report a full 1.0 science credit for a student completing a dual enrollment science course with a lab at a private college or university, the school should assign course code “ZZZC99A.” If the school needs to similarly report a second course for a full credit, the school must use code “ZZZC99B”.

Private College Dual Enrollment Science Courses without Labs for Bright Futures Reporting

Code “ZZZ9999” can be used to report a dual enrollment science course taken at a private college or university where the course did not have a lab component (lecture only). If more than one such lecture-only course needs to be reported, the following course codes can be used: “ZZZ999D” or “ZZZ999F”. These courses shall be awarded a maximum of 0.5 credit each.

Dual Enrollment Science Courses in the Bright Futures Course Table (BFCT)

In June 2006, the Office of Articulation, upon the recommendation from the ACC Standing Committee for Postsecondary Transition, amended the identification of a dual enrollment science “corresponding lab” as a lab course with the same three-character prefix as the lecture course. Previously, both the three-character prefix and the three-digit number of the lecture and lab courses needed to correspond. This revision allowed for a corresponding *prefix*, rather than an exact course number, to match the lecture course and signify 1.0 credit for the Bright Futures calculation. This change was retroactive to the 2005-06 academic year and effective for the summer 2006 evaluations. See the example below:

CHMC045	= 1.0 credit
CHM1045 and CHML045	= 1.0 credit
CHM1045 (with no lab)	= 0.5 credit
CHML045 (with no course)	= 0.0 credit
CHM1045 and CHML211	= 1.0 credit
CHM1045 and a non-CHM lab	= 0.5 credit

DUAL ENROLLMENT COURSE – HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST

The *Dual Enrollment Course – High School Subject Area Equivalency List*,

<http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>, is not a complete listing of the dual enrollment courses available in Florida. Current law allows for any course in the Statewide Course Numbering System (<http://flscns.fldoe.org/>), with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credit), either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

- Dual Enrollment Articulation Agreement Sample Format (Public and Charter Schools), <http://fldoe.org/core/fileparse.php/5421/urlt/0078396-dualanrollmentarticulationagreement.pdf>
- Dual Enrollment Articulation Agreement Sample Format (Home Education), <https://info.fldoe.org/docushare/dsweb/Get/Document-6474/hb7059tapd.pdf>
- Dual Enrollment Articulation Agreement Sample Format (Private Schools), <http://fldoe.org/core/fileparse.php/5421/urlt/PrivateSchoolDEAA.pdf>

Any upper-level (3000-4000) postsecondary course that uses as a prerequisite one of the courses on this List that are awarded 1.0 high school credit shall also receive 1.0 high school credit.

For questions relating to the dual enrollment program, please contact:

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ADVANCED PLACEMENT PROGRAM[®]

In 2017-18, the College Board's Advanced Placement (AP) Program[®] offers [38 courses and exams](#) in multiple subject areas offered by participating high schools, including FLVS[®].

To continually enhance alignment with current best practices in college-level learning and help students develop the knowledge and skills essential for college majors and subsequent careers, AP is undergoing a number of key changes, including revisions and updates to existing courses and the introduction of new courses and externally assessed exams. The website, [Advances in AP](#), provides detailed information about the curriculum enhancements, student learning outcomes, and teacher resources.

A web-based tool, AP Potential[™], is available free to Florida high schools administering The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to assist educators in recognizing candidates for AP curricula. This software will help identify students likely to succeed in rigorous academic coursework. If your school does not already have access to this tool, contact the College Board's Florida Office at (850) 521-4900.

AP end-of-course exams assess students' academic proficiency aligned to learning outcomes associated with comparable college-level academic coursework. AP students earning a "qualifying" grade on an AP Exam can earn college credit and/or advanced course placement for their efforts. Based upon AP research findings and program evaluation, the American Council on Education (ACE) recommends that credit and/or advanced placement be granted for minimum AP Exam scores of 3. More than 3,700 universities and colleges nationwide grant credit, advanced course placement or both, to students who have performed satisfactorily on AP Exams.

The Florida Office of Articulation posts the [ACC Credit-by-Exam Equivalencies](#) to inform students about the college credit granted by Florida public colleges and universities. The ACC Credit-by-Exam equivalencies establish the minimum AP exam score and course credit available for AP students enrolling in Florida public college and universities.

Another key resource is the [AP[®] Course Audit](#), which was created at the request of both secondary school and college members of the College Board who sought a means for the College Board to provide AP teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses. All schools wishing to label a course "AP" must submit the subject-specific AP Course Audit form and the course syllabus for each teacher of AP courses.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Through comprehensive and balanced curricula, coupled with challenging assessments, the International Baccalaureate Organization (IBO) aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. The ideal profile of an International Baccalaureate (IB) Diploma Program student is that of a critical and compassionate thinker, an informed participant in local and world affairs, who values the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

The IB Diploma Program is designed to meet the highest standards required of any high school student in the world. Successful completion of the Diploma Program earns the student a diploma recognized for university admission throughout the world and course credit and academic placement at over 1,000 leading colleges and universities in the United States.

The IB Diploma Program is a system of syllabi and examinations based on the idea that general education at the postsecondary level should encompass the development of all the main powers of the mind through which the student interprets, modifies and enjoys his/her environment.

The Curriculum

The IB Curriculum can best be displayed as a multi-layered circle with each of the six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning – the humanities and the sciences. Candidates are required to select one subject from each of the six subject groups. Distribution requirements ensure that the science-oriented student is challenged to learn a World Language and the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level studies allows students to pursue areas of personal interest and to meet special requirements for university entrance. The six groups of study include:

- Group 1 Studies in Language and Literature; including the study of selections from World Literature;
- Group 2 Language Acquisition (Second Language);
- Group 3 Individuals and Societies (Social Sciences);
- Group 4 Sciences;
- Group 5 Mathematics
- Group 6 The Arts and Electives.

Assessment & Evaluation of Student Work

Judgments about the quality of students' work depend not only on internal assessment of coursework by school faculty over the four-year period, but also on external assessment and evaluation by a worldwide staff of more than 5,000 examiners led by chief examiners with international authority.

Unique Characteristics

The Diploma Program offers special features in addition to the traditional strengths of a liberal arts curriculum. These features make up the core of the IB Diploma Program.

Theory of Knowledge (TOK) – the key element in the IB educational philosophy. Theory of Knowledge is a required interdisciplinary course, intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. TOK seeks to unify the academic subjects and encourage appreciation of other cultural perspectives.

Creativity, Activity, Service (CAS) – a fundamental part of the diploma curriculum. The CAS requirement acts as a balance to the demanding academic school program. Participation in theatre productions, sports and community service activities encourages students to share their energies and talents. The goal of educating the whole person and fostering a more compassionate citizenry becomes real as students reach beyond themselves and their books.

Extended Essay – diploma candidates are required to undertake original research and write an extended essay of some 4,000 words. This project offers students an opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at a university. Successful completion is also a very important part of a student's overall IB score.

Award of the IB Diploma

The award of the IB diploma requires students to meet defined standards and conditions including:

- Completion of the required sequence of courses in each of the six groups;
- Acceptable score on assessments in three or four subjects at the higher level;
- Acceptable score on assessment at the standard level in other subjects;
- Completion of an extended essay in one of the IB curriculum subjects;
- Completion of a course in Theory of Knowledge; and
- Completion of Creative, Action and Service activities.

Students who fail to satisfy all requirements may be awarded a certificate for successful completion of examinations.

University Recognition

The IB Program is recognized by more than 3,000 universities worldwide. Among the United States universities which have enrolled IB diploma holders are: Carnegie-Mellon, Johns Hopkins University, New York University, Dartmouth, MIT, Duke, U.S. Naval, Air Force and Military Academies, Georgetown, Harvard/Radcliffe, Columbia, Brown, Yale, Cornell, Princeton, Stanford, and the

University of California/Berkeley. ALL Florida universities recognize and enroll IB diploma holders. Many IB students are enrolled in special honors programs at universities.

Certainly, an IB diploma can offer a student an “edge” or boost a student’s acceptance into a university where admittance is competitive. However, other advantages include:

- In most universities, IB diploma holders receive college credit or advanced standing or a combination of the two; credit for up to a year is not unusual;
- In Florida, the IB diploma can translate into 30 semester hours in all state universities; and
- Students who earn an IB certificate in a specific subject are also frequently awarded credit or advanced standing in that subject.

The IB Program provides a service, which is unique in its depth, scope, rigor and international emphasis. Eighty-three (83) Florida high schools currently participate in the IB Diploma Program.

Refer to Chapter 1 of the Bright Futures Student Handbook for information related to IB Diplomas and Curriculum and Florida scholarship eligibility.

For additional information and/or questions regarding the IB Program in Florida, please contact Karen T. Brown, Governmental Liaison for the Florida League of IB Schools at (850) 597-0673 or email karen.brown@flibs.org.

CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION DIPLOMA

The Cambridge Advanced International Certificate of Education (AICE) Diploma Program is administered and assessed by Cambridge International Examinations (Cambridge), a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom (UK). Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world. Cambridge offers a wide range of academic and vocational qualifications in more than 160 countries.

Cambridge AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum and encouraging in-depth, working knowledge of each subject and essay-based examinations of knowledge and skill mastery. Alongside in-depth understanding of their subjects, students also need to master a broader range of skills critical for success in university study and employment. These essential skills include the ability to: think critically, carry out independent research, evaluate arguments, communicate clear and well-reasoned arguments and understand global issues from multiple perspectives. Starting in 2017, attainment of the Cambridge AICE Diploma will require students to pass AS level Global Perspectives and Research which helps develop these essential skills. This evolution will help higher education institutions identify students with the type of cohesive academic experience and higher-order thinking and communication skills that are associated with distinguished achievement at university.

Cambridge AICE courses are equivalent to those offered at U.S. university freshmen level or beyond. Routes to the Cambridge AICE Diploma are extremely flexible and offer students the opportunity to tailor their studies to individual interests, abilities and future plans within an international curriculum framework.

Within AICE, there are more than 40 subjects from four subject group areas:

1. Mathematics and Sciences
2. Languages
3. Arts and Humanities
4. Interdisciplinary and Skills Based

Most subjects may be studied either at the Advanced (A) Level, which has been offered worldwide for over 50 years or at the Advanced Subsidiary (AS) Level. Cambridge A Level examinations require two years (360 hours) of study in a subject while Cambridge AS Level examinations cover the first year (180 hours) of the two-year A Level syllabi. Students are allowed to choose specific subjects and levels of study for each.

It is possible to take the AS Level examination one year and then continue study in that subject and take the remaining examination papers (called A2) required for an A Level examination the following year. Alternatively, students may opt to wait until after the second year of study to take all the examination papers at the A Level. Other students may choose to study a subject for a year and be assessed only at the AS Level.

Cambridge International Global Perspectives and Research

Cambridge International Global Perspectives and Research helps students meet the demands of twenty-first century study and make a successful transition to higher education. The Global Perspectives and Research syllabus is based on skills rather than on specific content, encouraging students to explore issues of global significance in an open and disciplined way. There are 28 topics to choose from.

As part of the AS Level assessment, students analyze arguments, interrogate evidence and compare different perspectives in source documents provided. They must also research different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research. The essay title is devised by students themselves. The essay must be between 1750 and 2000 words and written in continuous prose.

Students at the AS Level must also engage in a Team Project to identify a local problem which has global relevance. Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree on a set of proposed team solutions to the problem. While the focus of the task is on team work, each student within a team prepares two pieces of work for individual submission – a presentation and a reflective paper.

Students have the opportunity to achieve an A Level Global Perspectives and Research qualification if they continue their investigation of a global perspective of their choice during the following year. The A level Global Perspectives and Research qualification requires students to develop and answer a researchable question based on independent personal research. The research paper must be between 4500 – 5000 words.

The Cambridge Advanced International Certification of Education (AICE) Diploma

[Section 1003.4282, F.S.](#), defines the revised options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. To be considered for an AICE Diploma, students must earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows.

The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas:

1. Mathematics and Sciences (minimum of one credit)
2. Languages (minimum of one credit)
3. Arts and Humanities (minimum of one credit)
4. Interdisciplinary and Skills Based (optional – maximum of two credits).

The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed. Students who complete the Cambridge AICE curriculum will be provided with the best possible foundation for advanced postsecondary studies anywhere in the world.

Cambridge AICE Exams and College Credits

Both Cambridge International AS and A Levels are considered college-level courses of study and students passing these examinations with a Cambridge grade of E or higher may receive up to 45 hours of college credit or advanced standing based on their scores in these examinations from universities throughout the United States and all public universities and colleges in Florida. Credit is typically awarded based on each subject and examination grade earned.

Pre-AICE Education – Cambridge IGCSE®

The pre-AICE curriculum program, called the Cambridge International General Certificate of Secondary Education (IGCSE), was developed in 1985 to meet the need for an internationally-focused curriculum appropriate for a wide range of student ability.

Cambridge IGCSE is suitable for grades 9 and 10 and features over 70 subjects with end-of-course, international criterion-referenced, externally-assessed examinations. While schools offering AICE subjects are not required to also offer IGCSE courses, students are expected to have mastered the IGCSE level of study and skills in a subject before beginning an AICE subject course.

Most Cambridge IGCSE subjects are offered at two levels: extended and core. The extended (honors) level is for students planning to progress to AICE or other college-level coursework in grades 11 and 12. The core level of IGCSE is suitable for a wider range of student ability. Students at the core level may find during their course of study that they are actually able to move to the higher, extended level of IGCSE study and continue on to the AICE program. This possibility opens doors for previously unidentified advanced students.

Skills Development and Assessment

Assessment methods include written examinations, laboratory practicals for the science subjects, oral and listening tests for the languages and coursework projects. These examination papers are sent to Cambridge for grading. While teachers are free to develop their own lesson plans based upon AICE subject syllabi, the variety of Cambridge assessment methods promotes the use of all these methods in the classroom.

Refer to Chapter 1 of the Bright Futures Student Handbook for information related to AICE Diplomas and Curriculum and scholarship eligibility.

For additional information about the Cambridge AICE program, please contact Sherry Reach, Cambridge Deputy Director, North America, at (850) 230-4770 or email reach.s@cie.org.uk. To see a list of subjects, downloadable syllabi and sample examination papers, please visit the Cambridge website at www.cie.org.uk/usa.

COLLEGE-LEVEL EXAMINATION PROGRAM[®] (CLEP)

The CLEP is a College Board program that offers students of any age the opportunity to earn college credit by earning qualifying scores on any one or more of 33 examinations. CLEP exams provide an opportunity for high school students to earn college credit in subject areas, such as Sociology, College Algebra, Accounting or Precalculus; or for which your high school does not yet offer an AP course.

The CLEP exams do not relate to a specifically-designed college-level course taught in your high school. Rather, CLEP exams test mastery of college-level material acquired through a variety of ways – such as through general academic instruction, significant independent study or extracurricular work. Typically, CLEP candidates study on their own for the examinations.

Each exam is approximately 90 minutes long and, except for College Composition, is comprised of multiple-choice questions; however, some exams do have other types of questions. Students obtain their score report upon completion of the exam, except for College Composition (students receive a score report after the essay has been graded, usually two to three weeks after the test date). Postsecondary institutions grant three to 12 college credits for each CLEP exam passed.

There are 2,900 colleges and universities that have CLEP credit-granting and/or placement policies. CLEP exams are administered year-round on computers at over 1,700 college test centers. The fee for each CLEP exam is \$80. Most test centers also charge an administrative fee. A searchable list of all test centers is available at https://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp. Students must visit the website at <http://www.collegeboard.com/student/testing/clep/reg.html> for information about registration, scheduling and fees.

For additional information about CLEP, please contact the College Board's Florida Office at (850) 521-4900 or email clep@collegeboard.org.

INDUSTRY CERTIFICATION TO ASSOCIATE IN APPLIED SCIENCE (AAS) and ASSOCIATE IN SCIENCE (AS) STATEWIDE ARTICULATION AGREEMENTS

In an effort to establish educational pathways to promote student movement up the college and career ladder, the State Board of Education has approved Industry Certification to AAS and AS statewide articulation agreements. These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits in the Florida College System.

Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e., industry certification) and do not preclude institutions from granting additional credit based on local agreements.

As new “Gold Standard” industry certifications are identified, new agreements will continue to be established and approved. A list of Industry Certification to AAS and AS statewide agreements that have been approved by the SBE can be viewed at <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

SEAMLESS TRANSITION WITHIN FLORIDA

FLORIDA’S 2+2 SYSTEM

Many students begin their college education in the Florida College System and plan to transfer to pursue a bachelor’s degree at one of Florida’s public or independent four-year colleges or universities. Many of the juniors and seniors in the State University System (SUS), as well as many students attending independent colleges and universities, began their postsecondary work at a Florida College System institution. Florida is nationally-recognized for its highly effective articulation between and among institutions. For instance, in Florida’s 2+2 System, students:

- can complete the two-year Associate in Arts (AA) degree at a Florida College System institution.
- are guaranteed admission with an AA to at least one of the SUS or baccalaureate-granting Florida College System institutions.
- do not need to complete any additional general education requirements.
- can transition to a four-year institution to complete the baccalaureate degree.

STATE UNIVERSITY TRANSFER ADMISSION REQUIREMENTS

Although completion of a Florida College System AA degree guarantees admission to the SUS or baccalaureate-granting Florida College System, it does not guarantee admission to the institution of choice or to all programs at all institutions. Common prerequisite courses have been identified for more than two hundred university and college baccalaureate degree programs across all public institutions. Additionally, some degree programs are designated as limited access programs because their admission requirements are more selective than an institution’s general admission requirements. These more stringent requirements may include a higher GPA and/or test scores, auditions and/or portfolios. In such programs, selection for admission is competitive. Students should work with college counselors to make sure they take the required courses and meet other criteria for entry into a university or college program of choice. The selection and enrollment criteria for limited access programs are published in institutional catalogs, counseling manuals and other appropriate documents.

ARTICULATION AGREEMENTS

Statewide Articulation Agreement

The Statewide Articulation Agreement provides for the seamless transfer process between and among Florida postsecondary institutions. This agreement ensures that if a student completes the AA degree, admission to at least one of the SUS institutions is guaranteed. It protects the transfer of equivalent courses and the general education program satisfactorily completed by students during their freshmen and sophomore years at Florida public institutions. Additional information about statewide articulation can be found online at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078403-statewide-postsecondary-articulation-manual.pdf>.

Gold Standard Career Pathways

The SBE-approved Statewide CTE Articulation Agreements are based on industry certifications. These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements. Additional information can be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

Independent Colleges & Universities of Florida (ICUF) Agreement

The Florida College System has an articulation agreement with ICUF. The agreement establishes the provisions for the transfer of AA degree students into ICUF institutions. It guarantees that Florida College System AA degree students will enter as juniors, receive at least 60 credit hours toward their bachelor’s degree and receive recognition for the general education core completed at the Florida

College System institution. Please access http://www.fldoe.org/core/fileparse.php/5421/urlt/0078475-icuf_agreement.pdf to view a list of the participating independent colleges and universities that have recognized this agreement.

POSTSECONDARY GENERAL EDUCATION REQUIREMENTS

Florida also has a general education agreement for public postsecondary education. The state's 36-hour general education program is designed to introduce college and university students to the fundamental knowledge, skills and values that are essential to the study of academic disciplines. General education requirements include courses within the subject areas of communications, humanities, mathematics, natural sciences and social sciences. Each institution develops its own general education program, but the statewide general education agreement stipulates that public universities, Florida colleges and those participating ICUF institutions cannot require students to take additional general education courses if they have already successfully completed a general education sequence at another public institution.

Beginning with students initially entering a Florida College System institution or state university in 2015-16 and thereafter, each student must complete a 15-credit general education core as established in [Rule 6A-14.0303, F.A.C.](#), as part of the general education course requirements. State University policy on this matter is found in [Board of Governors Regulation 8.005](#). Students should identify a major as soon as possible because select general education courses may meet major prerequisite requirements.

FLORIDA STATEWIDE COURSE NUMBERING SYSTEM

Florida's Statewide Course Numbering System (SCNS) is a classification system for courses offered at public universities, Florida College System institutions, career and technical centers and select nonpublic institutions. Institution courses are assigned by faculty discipline coordinators to appropriate discipline areas and course numbers. A course is identified by a prefix, level digit, course number and lab code.

- The prefix is a three letter alphabetic acronym or abbreviation representing a broad content area.
- The level digit represents pre-college or the year in college the course is generally taken.
 - 0 = College preparatory or vocational (career and technical)
 - 1-2 = Lower-level undergraduate courses
 - 3-4 = Upper-level undergraduate courses
 - 5-9 = Graduate and professional courses
- A three-digit course number represents the specific content of the course.
- The lab code is used to indicate that the course is a laboratory, which may be taken with a correspondingly numbered lecture or that a laboratory component is included in the course.
 - L = Laboratory courses
 - C = Combination lecture/laboratory

The following is an example of a course identifier:

Prefix	Level Digit	Course Number	Lab Code
ENC	1	101	

In this example, ENC 1101 is "Freshman Composition I" within the English Language and Literature discipline. The course is a lecture only, with no laboratory component.

The SCNS facilitates the transfer of students among Florida's postsecondary institutions. Courses that have the same academic content and are taught by faculty with comparable credentials to faculty at receiving institutions are assigned the same prefix and number and considered equivalent courses. By Florida law, an institution accepting a transfer student from another participating institution must award credit for equivalent courses at the receiving institution. Credit awarded in transfer must satisfy the requirements of the receiving institution on the same basis as credits earned by native students. Excluded from this guaranteed transfer are:

1. College preparatory and vocational (career and technical) preparatory courses;
2. Applied courses in the performing arts (dance, interior design, music, studio art, theater);
3. Clinical courses in health-related areas;

4. Skill courses in Criminal Justice;
5. Graduate courses;
6. Courses with the last three digits ranging from 900-999;
7. Courses not offered at the receiving institution; and
8. Courses not offered at non-regionally accredited institutions prior to the established transfer date.

TRANSFER STUDENT BILL OF RIGHTS

Students who graduate from a Florida College System institution with an AA degree are guaranteed the following rights under the Statewide Articulation Agreement ([SBE Rule 6A-10.024, F.A.C.](#) and [Board of Governors Resolution](#)):

- Admission to one of the twelve state universities, except to limited access programs (see “State University Transfer Admission Requirements”) or a Florida College System institution if it offers baccalaureate degrees.
- Acceptance of at least 60 semester hours by the state universities or colleges.
- Adherence to the university or college degree/program requirements, based on the catalog in effect at the time the student first enters a Florida College System institution, provided the student maintains continuous enrollment.
- Transfer of equivalent courses under the SCNS.
- Acceptance by the state universities or colleges of credits earned in accelerated programs (e.g., CLEP, AP, dual enrollment, early admission, IB and AICE).
- No additional General Education Core requirements.
- Advance knowledge of selection criteria for limited access programs.
- Equal opportunity with native university students to enter limited access programs.

Should a guarantee be denied, students have the right to appeal (see “How to Appeal an Admission or Transfer Difficulty” below). Each state university and college shall make available appeal procedures through the respective articulation officers.

ARTICULATION COORDINATING COMMITTEE (ACC)

The ACC is responsible for recommending policies to ensure that students can move easily and efficiently from one Florida institution to another and from one education level to the next. It includes representatives appointed by the Commissioner of Education from the Florida College System, state universities, public and nonpublic schools and career and technical centers. The ACC advises the SBE, the Board of Governors and the Higher Education Coordination Council on potential resolutions to statewide transfer policy issues.

HOW TO APPEAL AN ADMISSION OR TRANSFER DIFFICULTY

Prior to contacting the FDOE, the student should pursue all available appeal options at the postsecondary institution level. The student should keep a copy of all correspondence and a log of all telephone contacts. If the denial is upheld at the postsecondary level and there is still a question of potential violation of the Articulation Agreement, the student may contact the Office of Articulation, preferably in writing with copies of any correspondence and/or log of contacts, for assistance at:

Florida Department of Education
Office of Articulation
325 West Gaines Street, Suite 1401
Tallahassee, Florida 32399-0400
850-245-0427 phone
850-245-9542 fax
articulation@fldoe.org

FINANCIAL AID

FINANCIAL AID

HOW TO APPLY FOR FINANCIAL AID

Paying for college is not always easy. College costs rise every year and many students and families need some form of financial assistance to help pay these costs. The following suggestions will help facilitate the financial aid process.

- Students should contact their high school counselor to inquire about federal, state and other sources of student financial assistance programs.
- Students should complete the Florida Financial Aid Application (FFAA), available online at www.FloridaStudentFinancialAid.org, to be considered for State of Florida student financial aid programs, including the Florida Bright Futures Scholarship Program. Select **State Grants, Scholarships & Applications** to access this application which opens on October 1, 2017, for 2018-19 academic year funding.
- Students should contact the institution they want to attend and request a financial aid application packet. The packet will provide them with information about the financial aid programs the school offers and the forms they will need to complete.
- Some colleges will request that students complete the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.ed.gov. Some colleges will also require completion of other forms. Be sure to contact the college to inquire about other forms that the financial aid office may require.
- If possible, students should apply for federal financial aid beginning in October before the academic year they plan to begin college. A late application may reduce the amount of money the student ultimately receives. Some programs, however, such as the Federal Pell Grant and the Federal Stafford Loan, are open for application throughout the year.

TYPES OF FINANCIAL AID

Financial aid is money provided by various agencies (federal, state and local governments, postsecondary institutions, community organizations and private corporations or individuals) to help students meet the costs of attending college. It includes gift aid (grants and scholarships) and self-help (loans and student employment).

- Scholarships are based on academic or athletic achievement, but financial need may also be considered. Scholarships are considered gift aid because they do not have to be paid back. Scholarships are awarded by states, institutions, departments, private companies and individuals.
- Grants are gift aid awarded to students who demonstrate financial need. Grants do not have to be repaid.
- Student loan programs offer long-term, low-interest educational loans, which may allow students to defer repayment until after graduation, withdrawal or termination of attendance. Students must file the FAFSA to be considered for any federal loan program.
- Students can obtain part-time employment to assist in meeting their college costs and, if possible, gain work experience in a field related to their chosen profession. Jobs may or may not require special skills.

Important Financial Aid Contacts

- Online FAFSA Application: www.fafsa.ed.gov.
- FAFSA Status, Aid Report and General Financial Aid Questions (Federal Student Aid Information Center): toll-free 1-800-4-FED-AID (1-800-433-3243); Hearing Impaired Students: 1-800-730-8913 (TDD).
- State of Florida Scholarships and Grants: www.FloridaStudentFinancialAid.org, State Grants, Scholarships & Applications or Florida Department of Education, Office of Student Financial Assistance, State Programs, 325 West Gaines Street, Suite 1314, Tallahassee, FL 32399-0400; 1-888-827-2004.
- Student Loans: http://www.FloridaStudentFinancialAid.org/FFELP/ffelp_homepage.html or you may call the OSFA Customer Service Center at 1-800-366-3475.

Important Dates

- Federal Grants: Submit 2018-19 FAFSA on the Web applications by midnight Central Daylight time, June 30, 2019.

- Florida Student Assistance Grant: For the 2018-19 academic year, the FAFSA deadline for the Florida Student Assistance Grant (FSAG) is established by the postsecondary institution the student attends. APPLY EARLY!

Bright Futures: For 2018 high school graduates, all students must complete the Florida Financial Aid Application (FFAA) by high school graduation (after October 1, 2017 and no later than August 31, 2018) to be considered for an award under the Florida Bright Futures Scholarship Program.

Part-Time Students with Disabilities

Students with a documented disability, as defined by the Americans with Disabilities Act, are eligible to be considered for state financial aid while attending an eligible postsecondary institution on a part-time basis. Financial aid awards shall be prorated based on the number of credit hours taken. [SBE Rule 6A-20.111,F.A.C.](#), establishes the criteria for documentation. Students should see a financial aid officer at their institution for necessary information and accommodation.

In addition, students attending Florida private or public postsecondary institutions who require adult norm-referenced testing to qualify for accommodations under the Individuals with Disabilities Education Act of 2004 or the Americans with Disabilities Act of 1990 may qualify to have the cost of their testing included in their institution's Cost of Attendance (COA). Indirect restoration of such costs will be dependent upon the student's individual need and the availability of financial aid at the institution the student is attending. Students should see a financial aid officer at their institution for necessary information.

FEDERAL FINANCIAL AID PROGRAMS

Federal Pell Grant Program

Description: The Federal Pell Grant Program is a need-based grant provided to degree or certificate-seeking undergraduate students who have not received their first baccalaureate degree. It is considered as gift aid and does not have to be repaid. Pell Grants are awarded to students with exceptional need.

Eligibility: Eligibility for a Pell Grant is determined by the completion of the FAFSA and calculated by federal methodology. The hours enrolled determine the payment amount.

Federal Supplemental Educational Opportunity Grant

Description: The Federal Supplemental Educational Opportunity Grant (FSEOG) is a need-based grant provided to degree-seeking undergraduate students who have not received their first baccalaureate degree. It is considered as gift aid and does not have to be repaid. FSEOG is awarded to students with exceptional need.

Eligibility: Eligibility for FSEOG is determined by the completion of the FAFSA.

Federal Work Study Program

Description: The Federal Work Study Program is available to undergraduate and graduate students and students seeking a second baccalaureate or professional degrees. It is considered self-help aid and does not have to be repaid. Students can be employed on-campus or by authorized off-campus employers or community service agencies.

Eligibility: Eligibility for the Federal Work Study Program is determined by the completion of the FAFSA.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. These scholarships may be used for either full-time or part-time enrollment and are renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of these scholarships, a student must:

- Apply online and complete the FFAA at www.FloridaStudentFinancialAid.org, by selecting **State Grants, Scholarships & Applications**, then **Applications and Updates**, during their last year in high school (after October 1 and no later than August 31, 2018). **Students must apply by high school graduation or forfeit Bright Futures eligibility.**

- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent. For information students should visit the State Student Financial Aid website at www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm and reference Chapter 1 of the Bright Futures Student Handbook. The Out-of-State Student Guide is also available at this site.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities and public career/technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit www.FloridaStudentFinancialAid.org, **State Grants, Scholarships & Applications**. Select the tab **Postsecondary Institutions** from the blue toolbar across the top of the page. Look for the links under the title **Eligible Institution Information**.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting into the military immediately after graduation, the two-year period begins upon the date of separation from active duty. If fulfilling a full-time religious or service obligation immediately after high school graduation and lasting at least 18 months, the two-year period begins upon the date of return.

OTHER STATE OF FLORIDA FINANCIAL AID PROGRAMS

A student can apply for State of Florida financial aid programs, including the Florida Bright Futures Scholarship Program, by completing the FFAA online at https://www.FloridaStudentFinancialAid.org/ua/SAWSTUA_uaform.asp.

There are three steps in the process:

1. Complete the FFAA. Once the student submits the application, the student will receive a list of programs for which he/she will be considered. Using information provided, log into the account to check the status of your application. Then,

**ACTIVATE YOUR USER ID AND PASSWORD
KNOW IT, USE IT, BE RESPONSIBLE FOR YOUR STATE FINANCIAL AID!**

2. Provide any required information and certifications, adhering to individual program deadlines.
3. Students should regularly check online to:
 - a. update contact information;
 - b. update the postsecondary institution where he/she plans to enroll;
 - c. view all communications from OSFA on their Financial Aid Recipient History screen; and
 - d. view the status of their application and awards.

If a student has questions about completing the FFAA or about Florida state scholarship and grant programs, please call toll-free 1-888-827-2004 for assistance. Fact Sheets about State Scholarship and Grant Programs offered by the Office of Student Financial Assistance may be reviewed at the link: <http://www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm>.

Remember to also file the FAFSA. All federal financial aid programs and some Florida programs require you to complete the FAFSA. The FAFSA is available online at www.fafsa.ed.gov or a student can request a copy by calling 1-800-433-3243.

FLORIDA COLLEGE SYSTEM INSTITUTIONS

THE FLORIDA COLLEGE SYSTEM

OVERVIEW

Florida's 28 public colleges are open-access institutions. They offer high school general equivalency diploma (GED®) preparation, adult basic education, as well as certificate, associate and bachelor degree programs. Certificate and degree programs offered at Florida College System (FCS) institutions range from auto mechanics to nursing to the Associate in Arts (AA) degree, which guarantees transfer to Florida's public colleges and universities. In addition to two-year degrees, 27 FCS institutions offer baccalaureate degrees in areas that meet local workforce needs such as nursing, teaching, management and technology. Students who plan to pursue an associate or baccalaureate degree will need to earn a standard high school diploma or high school equivalency diploma. Students who earn a certificate of completion are eligible to enter career and technical certificate programs. The Consolidated and Further Continuing Appropriations Act of 2015 reinstated the "Ability to Benefit" provision; however, a student must be enrolled in an eligible career pathway program to be eligible to receive Title IV financial aid. Students without a standard high school diploma or its equivalent should be advised accordingly. Students are not required to earn a minimum high school GPA or SAT/ACT score in order to be admitted. While some colleges within the system have dropped "community" from their name and others have added "state," all colleges retain their open-door admissions policy for students seeking an associate degree. The Florida College System includes 28 colleges with 68 campuses and approximately 2,000 other service delivery centers.

For a listing of Florida College System Institutions, please visit <https://www.floridacollegesystem.com/colleges.aspx>. For a review of the programs offered by colleges, please visit www.FindMyCollegMajor.org. This site allows Floridians to search by zip code for programs offered in the local area, along with information about workforce outcomes for the selected program, including average wages of program graduates, tuition costs, and average time to program completion.

GENERAL ADMISSION INFORMATION

Admission to an associate degree program requires a standard high school diploma, GED, certificate of completion that specifically stipulates eligibility for the Common Placement Test or previously demonstrated competency in college-credit postsecondary coursework. Home-schooled students should submit an affidavit signed by the student's parent or legal guardian attesting that the student has completed a home education program. [Section 1007.263, F.S.](#), relates to admission at a Florida College System institution.

Pursuant to [s. 1008.30, F.S.](#), high schools are no longer required to administer a Postsecondary Education Readiness Test (PERT), ACT, SAT or ACCUPLACER to specified grade 11 students in order to evaluate their college readiness nor are grade 12 students required to complete appropriate postsecondary preparatory instruction before high school graduation.

Developmental Education Exemptions

Pursuant to [s. 1008.30\(3\)\(a\), F.S.](#), students who entered 9th grade in a Florida public school in 2003-04 and thereafter and earned a Florida standard high school diploma or a student who is serving as an active duty military member, are not required to take a common placement test and are not required to enroll in developmental education courses at a Florida College System institution. A student who is not required to take the common placement test and is not required to enroll in developmental education may opt to be assessed and may opt to enroll in developmental education and the college shall provide such assessment and instruction upon the student's request.

Admission of Students with Disabilities

Each college district board of trustees is authorized to develop policies designed to address substitute requirements for admission and graduation for students with disabilities. All students enrolling in a degree program are required to meet minimum admissions requirements per [s. 1007.263, F.S.](#) Students with documented disabilities may be eligible for accommodations to assist them with completion of these requirements. Students should contact the Disability Support Services office at their institution for information and assistance (see [ss. 1007.264](#), and [1007.265, F.S.](#), and [Rule 6A-10.041, F.A.C.](#)). Students who earn standard diplomas or certificates of completion may be eligible for certain career and technical education programs.

Each college has a disability services coordinator responsible for arranging auxiliary aids and services for students with documented disabilities. Students should be aware that the documentation requirements and auxiliary aids and services available at the college may differ from those in high school. Students should be aware that they must register with the college's office for disability services in order to request services. Students should meet with the disability services coordinator prior to their first semester to arrange services.

Housing

Information about the availability of on-campus and/or off-campus housing can be accessed at each college website or by calling the college campus.

College Programs with Limited Enrollment Capacity (also known as Limited Access Programs)

Some colleges offer programs in which there are limited spaces available for student enrollment. Admission to such programs is competitive and generally based on high school grades or college GPA and in some instances, on results of standardized tests. Students should consult with individual colleges regarding limited access programs.

Residency and Tuition

Students in Florida College System institutions pay a fee on a per-credit-hour basis. Students who are not residents of Florida for tuition purposes must pay out-of-state tuition. To qualify as a resident for tuition purposes, an independent student or his/her parent or legal guardian if the student is classified as dependent, must have established and maintained legal residence in Florida for at least 12 consecutive months prior to the first day of classes for the term in which the student is seeking to establish residency. Most students under the age of 24 are considered dependent students and residency status is established based on their parents' residency. For students seeking Florida residency, the student or his/her parent must provide residency documentation (see [s. 1009.21, F.S.](#), and [Rule 6A-10.044, F.A.C.](#)). Examples of documentation include a Florida driver's license, Florida identification card, vehicle registration or proof of purchase of a home in Florida.

[Section 1009.26, F.S.](#), authorizes an out-of-state fee waiver for students who attend a Florida secondary school for three consecutive years immediately before graduating from a Florida high school and submit an admissions application within 24 months of graduation. This waiver allows eligible students to pay the in-state tuition rate and is applicable to all students who meet the eligibility criteria, including students who are undocumented for federal immigration purposes.

Immunization

Postsecondary institutions must provide information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness and known contraindications of any required or recommended vaccine associated with those diseases, to every student accepted for admission. For enrolled students residing in on-campus housing, documentation of vaccinations against meningococcal meningitis and hepatitis B must be provided unless 1) the individual is 18 years of age or older or 2) the parent declines the vaccinations for a minor by signing a separate waiver provided by the institution for each of the vaccines and acknowledges receipt and review of the information provided. Postsecondary institutions are not responsible for providing and paying for the vaccine (see [s. 1006.69, F.S.](#)).

Career and Technical Preparatory Instruction

Students enrolled in a career and technical certificate program of 450 clock hours or more must be tested to determine whether they have the minimal level of basic skills needed for successful completion of the program. This test must be administered within six weeks of admission and is not considered an admission requirement. The designated examinations for assessment of a student's mastery of basic skills are Test of Adult Basic Education (TABE) or Wonderlic Basic Skills Test (WBST), 1994. According to [Rule 6A-10.040\(8\), F.A.C.](#), certain students are exempt from the requirements of basic skills testing.

Students who lack the minimal level of skills as measured by the above-mentioned tests must enroll in career and technical preparatory courses designated to correct the deficiency. Upon completion of the instruction, students may be re-tested using the same examination administered for initial testing. The specific level of basic skills necessary in Mathematics and English/Language Arts are defined in each career and technical certification program description adopted under [Rule 6A-6.0571, F.A.C.](#) (see [Rule 6A-10.040, F.A.C.](#)). Pursuant to [s. 1004.91, F.S.](#), students with disabilities may be exempt from this requirement.

Foreign (World) Language Requirement for Transfer to State Universities

Beginning with AA seeking students entering a Florida College System institution in fall 2014, foreign language competency must be demonstrated prior to graduation. College students intending to transfer to a public university must satisfy an admission requirement of completion of two credits of sequential high school world language instruction or the equivalent, at the

postsecondary level before entering the institution. Students intending to transfer to a Florida College System baccalaureate degree program must also satisfy the foreign language requirement prior to program completion. This requirement is outlined in [s. 1007.262, F.S. Rule 6A-10.02412, F.A.C.](#), states that completion of a postsecondary course at the elementary 2 level in one (1) foreign (world) language or American Sign Language will meet the foreign language requirement for university admission and baccalaureate degree completion. Those students intending to transfer to a college or university are encouraged to meet the foreign (world) language requirement before they transfer. Any associate degree graduate from a public college admitted to a university or college baccalaureate degree program without meeting the foreign (world) language requirement must earn such credits prior to graduation. Please note some baccalaureate degrees may require an additional year of upper-division foreign (world) language as a graduation requirement. An alternate method for students to demonstrate equivalent foreign language competence is by means of a foreign (world) language examination, approved by the college or university, such as those offered through the College Board's CLEP exams.

Meta-Major Academic Pathways

Appropriate academic advising for dual enrolled students is critical to help students avoid excess credit hour surcharges and accelerate time to degree completion. Meta-majors pathways are outlined in State Board of Education Rule 6A-14.065 and help students select an academic major that aligns with their career goals and identify courses that relate to the selected academic area.

Counselors and students should use Meta-Majors to guide course selection and develop advising plans for degree completion. Utilizing Meta-majors can help students identify a major within a career cluster, complete appropriate common prerequisites for degree programs and reduce the risk of excess credit surcharges. There are eight Meta-Major clusters to help students select a major and classes that align with degree requirements within a cluster.

The eight Meta-Majors are: (a) Arts, Humanities, Communication and Design, (b) Business, (c) Education, (d) Health Sciences, (e) Industry/Manufacturing and Construction, (f) Public Safety, (g) Science, Technology, Engineering, and Mathematics (STEM), and (h) Social and Behavioral Sciences and Human Services.

Meta-Major resources can be found online at https://www.floridacollegesystem.com/students/programs/meta-major_academic_pathways.aspx.

Degrees and Certificates Awarded

The AA degree is the primary transfer degree of Florida colleges. It is the basis for admission of transfer students for upper-division study in a state university or Florida College System institution. The AA degree is awarded upon completion of 60 college credits (including 36 credits in called general education courses), achievement of a GPA of 2.0 in all courses attempted and in all courses taken at the institution awarding the degree and completion of specific college-level English and Mathematics courses, and beginning with students initially entering a Florida College System institution in 2014-15 and thereafter, demonstration of competency in foreign language.

The award of the AA degree is based upon satisfaction of specific college-level English and Mathematics courses with a grade of "C" or higher. The specific courses, as indicated in [Rule 6A-10.030, F.A.C.](#), include six semester hours of English coursework and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments and six credit hours of Mathematics coursework at the level of College Algebra or higher. For purposes of this rule, an English course is defined as any semester-length course within the general study area of humanities.

The AS degree is earned through a student's satisfactory completion of a planned program of instruction consisting of college-level courses to prepare for entry into the workplace or transfer into a related baccalaureate degree. The AS degree is awarded upon completion of at least 60 college credits as determined by the program of study (including at least 15 credits in general education courses) and demonstration of the attainment of predetermined and specified performance requirements (see [Rule 6A-14.030, F.A.C.](#)). Selected AS degrees articulate with university baccalaureate degrees under the provisions of [Rule 6A-10.024\(5\)\(f\), F.A.C.](#) In addition, the AS degree is considered fully transferable to appropriate baccalaureate degrees within the Florida College System.

The AAS degree is awarded to students who satisfactorily complete a planned program of study consisting of college-level courses to prepare for entry into the workplace. The AAS degree is awarded upon completion of the standard credit hour length established for a program of study and demonstration of the attainment of predetermined and specified performance requirements.

The College Credit Certificate is awarded to students who successfully complete a planned program of study consisting of college-level courses consisting of less than sixty (60) college credits which are part of an associate in science degree or an associate in applied science degree program and prepare students for entry into employment.

The Applied Technology Diploma is awarded to students who successfully complete a planned program of study in career and technical instruction consisting of less than sixty (60) college credits which are part of an associate in science degree or an associate in applied science degree program and prepare students for entry into employment. An applied technology diploma program may consist of either clock hours or college credit.

The Advanced Technical Certificate is awarded to students who successfully complete a planned program of study consisting of college-level courses. The program must consist of nine (9) hours or more but less than forty-five (45) college credits of lower division and /or upper division courses. Florida College System institutions offering advanced technical certificates with upper division courses must be approved to offer baccalaureate programs containing those courses. An advanced technical certificate may be awarded to students who have already received an associate in science degree or an associate in applied science degree and are seeking an advanced specialized program of instruction to supplement their associate degree.

The Certificate of Professional Preparation is awarded to students who successfully complete a planned program of study consisting of college-level courses. The program must consist of nine (9) and not more than thirty (30) college or institutional credits of courses and course equivalent modules to prepare baccalaureate degree holders for licensure, certification, credentialing, examinations, or other demonstrations of competency necessary for entry into professional occupations.

The Career and Technical Certificate is awarded to a student who satisfactorily completes a planned program of instruction consisting of non-college-credit postsecondary career and technical courses. The courses in the career and technical certificate programs prepare students for employment. Career and technical certificates are available at many colleges, as well as at area career and technical centers assigned to district school boards (see [Rule 6A-14.030, F.A.C.](#)).

Selected baccalaureate degrees are offered at 27 Florida colleges as provided for in [s. 1007.33, F.S.](#) Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees are offered in critical workforce areas such as nursing, teaching, management and technology. Prospective students can find a program listing and links including some information on baccalaureate degrees offered at Florida College System institutions by accessing <http://fldoe.org/schools/higher-ed/fl-college-system/baccalaureate-degree-proposal-process.stml>. For more detailed information, contact individual colleges for programs currently being offered.

TRANSFER TO FOUR-YEAR INSTITUTIONS

Transfer to State Universities and Florida Colleges Offering Baccalaureate Degree Programs

One method for students to access the SUS is through the Florida College System. Approximately 50 percent of the students in upper-division courses at the universities are Florida College System institution transfers. A Statewide Articulation Agreement, which is a contract between the SUS and the Florida College System, creates a “2+2” system. In other words, students who earn an AA at a Florida College System institution are guaranteed a spot in the upper-division at a state university or Florida college to pursue the baccalaureate degree. Students with an AS degree may also be eligible to transfer into a baccalaureate program depending on program offerings at the transfer institution.

Transfer to Private Colleges and Universities

College graduates with an associate degree can also easily transfer course credits to many private colleges or universities. The Independent Colleges and Universities of Florida (ICUF) have maintained an articulation agreement with the Florida College System since 1992. The agreement guarantees that students with an associate degree transfer as juniors, receive 60 credit hours toward their baccalaureate degree and receive recognition for the general education courses taken at the Florida College System institution. For more information about the participating ICUF institutions, articulation manuals may be accessed at <https://dlss.flvc.org/admin-tools/statewide-articulation-agreements>.

Additional statewide articulation agreements with the Florida College System and nonpublic postsecondary institutions may also be accessed at <http://www.fldoe.org/policy/articulation/articulation-agreements.stml>.

HOW TO GET A BACHELOR OR HIGHER DEGREE AT A COLLEGE CAMPUS

Location shouldn't be a barrier for place-bound students wanting to pursue a bachelor or higher degree. Florida students can take upper-level and graduate courses through more than 500 partner programs located on college campuses. These programs enable students to remain on a college campus and receive the upper-level and graduate instruction they need to complete a bachelor or higher degree. While many colleges have received authority to offer their own bachelor programs in certain areas, most of the baccalaureate and higher degrees are provided through a partnership between a college and a public or private four-year institution. Some colleges have even established an on-site "university center" through which students may receive academic advising, financial aid assistance and other student services. Many FCS institutions have developed partnerships with their local state universities that guarantee admission into the local university which eases the transfer process for students. Examples of these programs include [DirectConnect](#) at the University of Central Florida and at the University of South Florida. For more information, please visit your local college or university website.

A listing of college baccalaureate programs (<https://www.floridacollegesystem.com/students/programs.aspx>), concurrent-use partnerships, bachelor or higher, are also available; please be sure to check with the college of interest for program details.

CAREER AND TECHNICAL PROGRAMS OFFERED IN FLORIDA COLLEGES

Career and technical programs leading to the award of the AS degree, AAS degree or a career and technical certificate vary from institution to institution. The list of programs can be found on the Division of Career and Adult Education's Curriculum Frameworks website at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks>. Please note that the AS and AAS programs have been unduplicated and only one AS or AAS program will be available for colleges to offer; the majority are now AS programs. For more information on which degrees and certificates are offered at the specific college, contact the individual college directly.

UNIVERSITIES & COLLEGES

STATE UNIVERSITY SYSTEM OF FLORIDA

OVERVIEW

The State University System (SUS) of Florida is comprised of twelve universities, some with branch campuses and centers in different areas of the state. The SUS is committed to providing educational opportunities of the highest quality for the state's residents. All twelve public universities offer baccalaureate and graduate degrees, although two offer limited advanced degree offerings. New College of Florida is an honors college that offers an individually oriented Bachelor of Arts degree with concentrations in a variety of disciplines. The Southern Association of Colleges and Schools (SACS) accredits each institution and many of the specialized and professional programs are also accredited by agencies with knowledge and skills associated with a specific discipline.

For a complete listing of state universities, please visit <http://www.flbog.edu/universities/>.

Preeminent State Research University Designation

A state university may be recognized as a preeminent state university if it meets at least 11 of the 12 academic and research excellence standards as established in [s. 1001.7065, F.S.](#) The University of Florida and Florida State University are the only universities that are currently designated as Preeminence Research Universities' both meet all 12 of the standards.

****NOTE**:** As authorized in the above-referenced statute, a university that is designated a preeminent state research university may require its incoming first-time-in-college students to take a 9-12 credit set of unique courses specifically determined by the university and published on the university's website. The university may stipulate that credit for such courses may not be earned through any acceleration mechanism or any other transfer credit. All accelerated credits earned up to the specified limits shall be applied toward graduation at the student's request.

ACADEMIC DEGREE PROGRAMS

To search for a program of study in one of the state's universities, visit www.floridashines.org/go-to-college/explore-colleges-universities. The official SUS Academic Program Inventory is found at <https://prod.flbog.net:4445/pls/apex/f?p=136:13:421680713917061>.

Limited Access Programs

Some academic degree programs are designated as limited access programs and require higher GPA's or other specific criteria for admission. A list of the limited access programs are found through the SUS Academic Program Inventory link found above. Click on the "Limited Access Baccalaureate Programs" under the "Available Reports" link.

Florida public college graduates with AA degrees and graduates with specified AS degrees will be considered for admission into limited access programs at the universities using the same criteria as university students who have completed their sophomore year. Students wishing to transfer into a limited access program are advised to contact the program director at the university to obtain the list of admission requirements into the specific program [see [Board of Governors Regulation 8.013](#)].

Students with Disabilities

There are over 14,000 students with disabilities attending state universities in Florida. Students with disabilities should be aware they may be able to receive a reasonable substitution or modification for admission requirements if documentation is provided to indicate that the student's failure to meet the requirements is related to the disability. The university must determine that such failure to meet the requirement does not constitute a fundamental change in the nature of the academic program ([Board of Governors Regulation 6.018](#)). Students are encouraged to contact the university's disability services office early to determine necessary documentation.

Links to SUS Disability Services Offices:

[Florida Agricultural & Mechanical University \(FAMU\)](#)
[Florida Atlantic University \(FAU\)](#)
[Florida Gulf Coast University \(FGCU\)](#)
[Florida International University \(FIU\)](#)
[Florida Polytechnic University \(FPU\)](#)
[Florida State University \(FSU\)](#)
[New College of Florida \(NCF\)](#)
[University of Central Florida \(UCF\)](#)
[University of Florida \(UF\)](#)
[University of North Florida \(UNF\)](#)
[University of South Florida \(USF\)](#)
[University of West Florida \(UWF\)](#)

Applicants with disabilities for whom part-time college enrollment status is a necessary accommodation are eligible to apply for state financial aid. Certain requirements have to be met regarding disability documentation. Therefore, applicants should check with the university disability or financial aid offices for guidance.

Criteria for Awarding the Baccalaureate Degree

All students receiving a baccalaureate degree within the SUS must complete at least 36 hours of general education courses in communication, mathematics, social sciences, humanities and natural sciences. Of the 36 hours, at least six hours must be taken in mathematics at the level of College Algebra or higher and six hours in English.

Most baccalaureate degrees are a minimum of 120 credit hours in length. The hours may include university courses and credit given through accelerated mechanisms and/or transfer of credit. In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

Excess Hour Fee

All state university undergraduate students who enter a postsecondary undergraduate program at any Florida public institution of higher education for the first time in fall 2012 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition for each credit hour in excess of 110% of the total number of credit hours required to complete the baccalaureate degree program in which the student is enrolled. This is based on enrollment in the courses. Withdrawing from a class, failing a class, etc. is counted in the 110% total. There are selected course exceptions. Students should discuss this issue thoroughly with their university academic advisor.

Acceleration Mechanisms

Counselors should be aware that some academic degree programs offer little flexibility in college electives. If students know their potential future major and/or postsecondary institution of choice, counselors should guide students to courses that serve to meet both the necessary high school credit and the student's appropriate postsecondary major and/or general education requirements. Students should also be reminded that any grades earned at a college or university, whether received during the dual enrollment stage or after becoming a freshman, are part of their official college transcript. Grades will follow them throughout their undergraduate career.

Distance Education

Distance education is a significant resource for students who need maximum flexibility in course scheduling or for those needing to take hard-to-find courses in order to graduate. Students may enroll in college credit courses offered through distance education by public colleges and universities. Courses are offered using synchronous (everyone at the same time), asynchronous (no set time for anyone) and mixed (includes both synchronous and asynchronous) methods of instruction. Several technologies may be used for instructional delivery. For more information, students should visit their university's website or refer to the university catalog and course schedule.

The FloridaShines website helps students easily locate all distance education courses offered at Florida postsecondary institutions. The website, www.floridashines.org, features a searchable database of distance education offerings from the state's public colleges and universities. Students must be enrolled at one of the participating institutions, but may take courses appropriate to their program of study at any other institution, provided they obtain approval from their home institution for the course.

Florida Residency Status

A student's residence at the time of admission determines the amount of tuition that must be paid each semester. The Florida Residency Declaration for Tuition Purposes, included in the admission application packet, must be completed and returned to the university, according to the instructions, in order for a student to be considered for classification as a Florida resident. Residency for tuition purposes is based on [s. 1009.21, F.S.](#) and [Board of Governors Regulation 7.005](#). The determination is made by the university; **there is no appeal to the Board of Governors or Division of Florida Colleges with regard to residency decisions.**

[Section 1009.21, F.S.](#), is very specific as to the residency documentation needed in order to determine eligibility. The documents must include at least one of the following (dated at least 12 months prior to the start of the semester enrolled): a Florida voter's registration card, a Florida driver's license, a State of Florida identification card, a Florida vehicle registration, proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual's parent if the individual is a dependent child, proof of a homestead exemption in Florida, transcripts from a Florida high school for multiple years if the Florida high school diploma or GED was earned within the last 12 months or proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.

Often institutions require three or more documents in order to verify residency for tuition purposes. If students, or in the case of students classified as dependent students, their parents or legal guardian, cannot provide the number of documents required from the above list, they may also include one or more of the following: a declaration of domicile in Florida, a Florida professional or occupational license, Florida incorporation, a document evidencing family ties in Florida, proof of membership in a Florida-based charitable or professional organization or any other documentation that supports the student's request for residence status. At least one source of documentation must come from the first list.

Student should be aware that for the majority of cases, the residency determination for students attending postsecondary institutions soon after high school graduation will be based on their parent(s) or legal guardian's residency documentation.

Out-of-State Fee Waiver for Qualified Students

[Section 1009.26, F.S.](#), allows for qualified students graduating from a Florida high school who end up classified as non-residents for tuition purposes at a state university or Florida College System institution to receive a waiver for the out-of-state fee. Students must have attended school for 3 consecutive years immediately before graduating from a Florida high school; apply for enrollment in an institution of higher education within 24 months after high school graduation; and submit an official Florida high school transcript as evidence of attendance and graduation. Students receiving this fee waiver should understand that they are still considered non-residents for tuition purposes and are not eligible for state financial aid.

Financial Aid

Each university offers financial aid programs. See the Financial Aid section of this Handbook for more detailed information regarding the types of financial aid available. Students should check with the university financial aid and scholarship offices to find out university deadlines for applying for aid.

Housing

All universities have on-campus student housing but not at all campuses. Some institutions require freshmen to live on campus (with a few exceptions). Housing tends to fill up quickly. If students wish to live on campus, they should check for housing deadlines and consider applying early (even before they officially hear back regarding the admission decision of the university). Deposits should be refunded if the student is not admitted. Counselors should encourage all students interested in postsecondary education who may need housing to complete a housing application early – including those students who might become Talented 20 admits. Talented 20 does not guarantee students housing. If students wait too long, on-campus housing will become unavailable and off-campus housing will be limited.

Homeless Student Tuition and Fee Waiver

Secondary students who are homeless and remain so after high school graduation should be aware that they may meet the requirements necessary to obtain a homeless student fee exemption at state universities and Florida College System institutions. Students should ask admission staff to provide them with the contact information for the institutional contact person who handles this area. Documentation is required. If a student enrolls immediately after high school, a letter from the district Homeless Education Liaison may be required in order to receive the waiver. If the student waits longer than the fall succeeding high school graduation, additional documentation may be required. The postsecondary institution contact should be able to explain what documentation is needed.

Former Foster Student Tuition and Fee Exemption

Fee exemptions are offered to students if:

- He or she is or was at the time he or she reached age 18 in the custody of the Department of Children and Families;
- He or she was adopted from the Department of Children and Families after May 5, 1997;
- He or she is or was at the time of reaching age 18 in the custody of a relative under [s. 39.5085, F.S.](#);
- He or she is or was at the time of reaching age 18 in the custody of a non-relative under [s. 39.5085, F.S.](#); or,
- He or she was placed in a guardianship by the court after spending at least 6 months in the custody of the department after reaching 16 years of age.

The exemption remains valid until the student reaches 28 years of age. See [s. 1009.25\(1\)\(c\) and \(d\), F.S.](#)

Students should contact the Registrar's Office at the state university for further information.

STATE UNIVERSITY ADMISSION POLICIES

Every fall, the state university admission directors provide programs sponsored at seven universities for interested middle school, high school and district counselors and staff. The "SUS Admissions Tour" includes campus updates, best practices and more. Counselors may download copies of information presented at the annual SUS Admissions Tour by going to the Board of Governors website at <http://www.flbog.edu/about/cod/asa/admissionstour.php>. Here one will be able to download the matrix, university first year contacts, university fact sheets, university and FDOE PowerPoint presentations and more.

Competitive Admission

Admission into Florida's public universities is competitive. Acceptance is determined by enrollment limitations and qualifications of the freshmen applicant pool. It is recommended that prospective college students apply to more than one university and complete a rigorous curriculum in high school in an effort to increase their chances for acceptance.

Freshman Admission

The state universities have a limit on the number of new students who may be enrolled at the freshman level. As a result of the institution's space, faculty, resources and policy limitations, a number of qualified students may be denied admission to one or more of the state universities while being accepted for admission by others. Specific information on general admissions criteria and system-wide requirements for first-time-in-college students (FTIC) can be found in [Board of Governors Regulation 6.002](#). Prospective students should contact the institution in which they would like to enroll for specific information regarding admission **as each institution may establish greater criteria than the minimum identified in Board of Governors Regulation**.

It should be noted that students bringing in dual enrollment are generally considered as freshman as they are not bringing in 12 credits or more after high school graduation. Most, if not all, institutions will consider the Associate of Arts/High School graduate for freshman scholarships even though the student will be considered a junior in terms of curriculum.

Transfer from Florida College System Institutions

Many students are admitted to the state universities as transfers from Florida College System institutions after completing an AA degree. The transfer of students who have earned an AA degree in a Florida College System institution is governed by the terms of an Articulation Agreement between the SUS and the Division of Florida Colleges. The articulation agreement also covers certain AS degrees, but not all. The Agreement guarantees, within certain limitations, admission for Florida College System institution AA degree graduates. Students are not guaranteed admission to their first choice of institution or program of study; limited access degree programs have additional requirements.

LOWER-LEVEL TRANSFER: A newly established regulation change has been made for **transfer** students who transfer with 30 or more but less than 60 transferable semester hours. It should be noted that the typical high school student who amassed this amount through dual enrollment would not qualify as this is a new category for *transfer students*. Students must have earned twelve (12) or more semester credit hours *after* high school graduation. Following this definition, a high school student with 18 dual enrollment credits and 12 credits earned the summer after high school graduation may be considered depending upon how the student meets the necessary criteria. Transfer students completing 30 hours or more (but less than 60) and have successfully completed with a C

grade or higher at least one three semester credit hour English Composition course and one three semester college-level mathematics course may be considered for admission.

By regulation, most lower-division students transferring with less than 30 semester credit hours to a state university must meet the admission requirements for FTIC students as specified in [Board of Governors Regulation 6.002](#). Associate in Arts graduates from Florida College System institutions are still the most preferred transfer students for admission to a state university.

Admission Applications

Most, if not all, state universities require students to complete applications electronically via the Internet. University applications can be found on the institution's website.

In order to ensure quick and accurate service, transcripts should be sent to the university admissions office through the Florida Automated System for Transferring Educational Records (FASTER) or SPEEDE/ExPRESS, an electronic system designed to safely and efficiently to move transcripts from one school to another or to a postsecondary institution in Florida. Sending transcripts as an email attachment or a pdf document is not sending it appropriately. When transcripts are not received through FASTER/SPEEDE/ExPRESS, information must be entered into databases at the universities by hand prior to admission decisions being made.

Directions for completing electronic applications vary among universities, but generally, the student must print out the certification form attesting to the veracity of the information submitted and granting the university authorization to request transcripts and test scores. Some schools send an application validation after the electronic application is received. To claim Florida residency, a parent or guardian must sign the appropriate section. An application fee of \$30 must be received before the application is processed. Students will need to contact the universities directly for clarification on the amount of fees owed. Many universities allow students to waive application fees if they meet certain financial need criteria. Please read each university's directions carefully.

Admission Deposit

Most of the universities require students to send an admission deposit after the student has been admitted. This includes a non-refundable portion and confirms the student's admission standing. The deposit is applied toward payment of tuition upon enrollment. The deposit may be waived for those individuals who have provided documentation that they have received an application fee waiver because of economic need, as specified by the university.

Immunization Requirements

Each student is required to provide documentation of immunity to measles and immunization against rubella prior to registration. The documentation should be submitted as soon as possible to avoid denial or cancellation of registration ([Board of Governors Regulation 6.001\(8\)](#)). Students (or their parents if the student is a minor) will receive information concerning meningococcal meningitis and hepatitis B from postsecondary educational institutions. If they plan on residing in campus housing, they will be required to show documentation of vaccinations against these two diseases or, if they decline the vaccinations, will be required to sign a waiver acknowledging receipt and review of the information provided ([s. 1006.69, F.S.](#)).

Admission Criteria

The minimum state level admission policies have been established for FTIC students and for undergraduate students transferring without an AA degree from a Florida College System institution. Admission criteria includes, but is not limited to: 1) high school graduation, 2) GPA in academic core courses, 3) admission test scores and 4) course distribution requirements (see [Board of Governors Regulations 6.001](#) and [6.002](#)). The minimum requirements apply to all twelve universities. **However, universities are permitted to set higher admission standards and include other factors when making admission decisions.**

There are three methods to qualify for admission into the universities: standard admission criteria based on GPA, test scores and course selection; the Talented 20 Program; and alternative admissions using profile assessment. [Board of Governors Regulation 6.002](#) explains these options.

Standard Admission

A high school diploma from a Florida public or regionally-accredited high school or its equivalent, is required for admission to a state university. Students completing a home education program according to [s. 1002.41, F.S.](#), are eligible for admission; however, each university may require additional documentation to verify student eligibility. Students participating in a non-traditional high school program may seek admission to a state university; however, such applications are evaluated individually by the SUS institution to which the student has applied.

A weighted high school GPA will be calculated by the university using a 4.0 scale from grades earned in high school in academic core courses in designated subject areas, as well as specified AP and IB Fine Arts courses. Additional weights may be assigned to certain grades in AP, dual enrollment, Honors, IB, AICE and other accelerated courses (see chart below).

SUS GPA Weighting Calculations Additional Quality Points (QP) for Advanced Coursework (*Courses must have a C or better to be weighted.)					
Institution	AP	Dual Enrollment	Honors	IB	AICE
FAMU, FAU, FIU, FSU, NCF, UCF, UF, UNF, USF, UWF	*1 QP	*1 QP	*.5 QP	*1 QP	*1 QP
FGCU	1 QP	1 QP	.5 QP	1 QP	1 QP

Admission eligibility for students will be determined based on the university calculated high school GPA, admission test scores and course selection.

Minimum SUS Requirements for FTIC Students

Assuming adoption of [amendments to Board of Governors Regulation 6.002](#) in July 2017 by the Board of Governors, FTIC students applying for admission based on the following criteria:

- An FTIC student may be admitted if he/she has a high school GPA of 2.50 on a 4.00 scale as calculated by the university. Coursework from which the student has withdrawn from with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for all SAT Reasoning Test (or its corresponding score on the redesigned SAT or ACT sections as outlined below:
 - **For students admitted to a state university fall 2017 – spring 2018:**
 - SAT-Critical Reading ≥ 460 or redesigned SAT (March 2016+) Evidence-Based Reading and Writing Section ≥ 500 or ACT Reading ≥ 19 ; and
 - SAT – Mathematics ≥ 46 or redesigned SAT (March 2016+) Mathematics Section ≥ 500 or ACT Mathematics ≥ 19 .
 - **For students admitted to a state university summer 2018 and thereafter:**
 - Students must meet the requirements for college-level placement per [Board of Governors Regulation 6.008](#):
 - Florida Postsecondary Education Readiness Test (PERT) Reading ≥ 106 or Accuplacer Reading Comprehension ≥ 83 or SAT (prior to March 1, 2016) Critical Reading ≥ 440 or SAT (March 1, 2016, and thereafter) Reading Test ≥ 24 or ACT Reading ≥ 19 ;
 - PERT Writing ≥ 103 or Accuplacer Sentence Skills ≥ 83 or SAT (March 1, 2016, and thereafter) Writing and Language Test ≥ 25 or ACT English ≥ 17 ; and
 - PERT Mathematics ≥ 114 or Accuplacer Elementary Algebra ≥ 72 or SAT (prior to March 1, 2016) Mathematics ≥ 440 or SAT (March 1, 2016, and thereafter) Math test ≥ 24 or ACT Mathematics ≥ 19 .

High School Course Distribution Requirements – Students must complete at least 18 credits of high school work in the five core areas listed below in addition to two or three additional electives (depending on the year the student began high school) as will be explained in the list of approved college preparatory courses (in the mathematics and electives areas).

English/Language Arts	4 Credits
Mathematics	4 Credits
Natural Sciences	3 Credits
Social Sciences	3 Credits
World Languages	2 Credits
<u>Electives</u>	<u>2 Credits</u>
TOTAL	18 Credits

Please check the Appendix to see the list of courses accepted as SUS core (i.e., English, Mathematics, Natural Sciences, Social Sciences and World Languages). *COUNSELOR ALERT:* Students enrolled in either Algebra 1A and 1B or Applied Mathematics 1 and 2,

may not be able to gain math credit above Algebra 2 unless they double up on math credit each year. These students are strongly encouraged to take rigorous academic credit for electives in order to possibly be competitive with other students.

World Language Course Requirement

Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. The course substituted may be any of the core courses listed in the state university coursework section of this Handbook or an approved state university elective as noted on the Bright Futures Course Table.

Industry Certifications can add to a student's portfolio in the admission process but please be aware that they **do not count as one of the 18 credits towards SUS admissions**. Students may find themselves not being eligible to be considered for standard SUS admissions if they included approved industry certifications as a means of meeting high school mathematics and science diploma requirements (for example: students with three high school mathematics courses plus one industry certification may meet high school graduation requirements but not SUS admissions). Students interested in pursuing intercollegiate athletics may also find themselves counter to NCAA requirements.

Counselors should check the coursework listed in this Handbook for specific courses that count for SUS core World Languages, English, Mathematics, Natural Sciences and Social Sciences.

Talented 20 Program

Within space and fiscal limitations, graduates from Florida public high schools who rank in the top 20% of their class, who have completed the required 18 credits of core courses listed above and have submitted an SAT or ACT test score, shall be admitted into one of the twelve state universities, although not necessarily the university of the applicant's choice. Talented 20 students must also be eligible for placement in college-level coursework; therefore, they must meet minimum standards established in [Board of Governors Regulation 6.008](#), Postsecondary College-Level Preparatory Testing, Placement and Instruction for State Universities.

Please note that universities encourage students to apply early for admission (such September-October 2017 for fall 2018). Students should be aware that choices of universities may be limited if they put off applying. Housing and financial aid may also be no longer available at institutions that may still have space.

After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented 20 applicants at the request of the high school counselor. Counselors should contact BOGinfo@flbog.edu for directions in uploading a transcript on a secured shared drive. Once any university accepts the student, the guarantee for admission has been considered met, even if the student does not wish to attend that particular university (see [Board of Governors Regulation 6.002\(2\)\(c\)](#)).

Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievements and admission test scores in relation to the minimum requirements. Universities do admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college.

Applicants who do not meet the minimum admission requirements may be eligible for admission through a student profile assessment that considers factors such as: family educational background, socioeconomic status, special talents or the high school or geographic location of the applicant. Any important attributes or special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin or sex.

Approved Elective Courses

Students and counselors are advised to carefully consider the importance of the two credits of elective coursework. The stronger an applicant's preparation (including electives) is, the better his/her chance of admission to the university of his/her choice. Many students take additional courses classified as core as their electives. For example, students accepted to Florida State University for fall 2015 averaged 4.5 English courses, 5.5 mathematics courses, 4.5 natural sciences courses and 3.5 world language courses. These courses filled up the elective hour requirements for many students.

Students may complete the two elective requirements in any combination of courses listed in the CCD, as follows:

Two credits of:

- Level 2 courses in:
 - English/Language Arts
 - Mathematics
 - World Languages
 - Social Sciences
 - Natural Sciences
 - Visual and Performing Arts (see CCD)
- Level 3 courses in any discipline (see CCD)

OR**One credit from the above list and one credit of:**

- Courses grade nine or above in JROTC/Military Training; or
- Equivalent courses in any discipline as determined by the ACC.

PRIVATE COLLEGES AND UNIVERSITIES

Florida's private colleges and universities are a diverse group. Each institution sets its own admission requirements and many have unique programs not offered at other institutions in the state. All institutions that are a part of the Independent Colleges and Universities of Florida (ICUF) and some licensed by the Commission for Independent Education (Commission), are accredited by the Southern Association of Colleges and Schools (SACS), the accrediting body for Florida public institutions. Many other private institutions are nationally-accredited. Students should determine their degree and/or transfer plans to decide whether or not a particular institution is likely to meet their educational goals. A personal visit to the college or university is also a good idea.

INDEPENDENT COLLEGES & UNIVERSITIES OF FLORIDA

The Independent Colleges and Universities of Florida (ICUF) consist of 30 private, higher education institutions. These colleges and universities award 25% of Florida's bachelor degrees. ICUF institutions are non-profit, Florida-based and (like Florida public universities and colleges) accredited by SACS. They serve 157,000 students at 135 sites around the state. They offer bachelor degree opportunities on 13 Florida college campuses. Institutional enrollments vary from approximately 300 to nearly 22,000 students. ICUF schools offer more than 500 fully online degree and certification programs. At ICUF institutions, nearly 90% of the course sections have fewer than 30 students. These institutions are funded through student tuition that can be paid using: federal loans, federal Pell Grants, Florida Bright Futures Scholarships and other merit scholarships, pre-paid tuition plans, need-based assistance, institution awards, and the Florida Residence Access Grant (FRAG). Ninety-five percent of full-time, first-time undergraduate students at ICUF institutions receive financial aid.

For a complete listing of ICUF institutions, please visit <http://www.icuf.org/newdevelopment/schools/>.

COMMISSION FOR INDEPENDENT EDUCATION

The Commission for Independent Education (Commission) has statutory responsibilities in matters relating to nonpublic, postsecondary education institutions. In keeping with the FDOE's goal of producing a seamless educational system, some of these functions include consumer protection, program improvement, institutional polices and administration, data management and the licensure of independent schools, colleges and universities.

Licensed Colleges and Universities

During the 2016-2017 fiscal year, 421 degree-granting institutions were under the jurisdiction of the Commission. Total reported enrollment for these degree programs was 162,301. There were 40,848 graduates reported from these degree programs. Currently, 330 (78%) of these degree-granting institutions are accredited by one or more regional or national accrediting agencies. A complete listing of these independent colleges and universities are available at the Commission's website (<http://www.fldoe.org/policy/cie/>) or by searching <http://app1.fldoe.org/cie/SearchSchools/>. You may also call the Commission at (850) 245-3200 for more information.

Be aware that there is no guarantee that students will be able to transfer credits to another institution. The acceptance of students or graduates is up to the receiving institution. Students and counselors should determine, prior to enrollment, whether or not a particular institution is likely to meet the students' educational goals. If a student is considering a transfer in the future, it is important to ask the college or university to which the student might transfer about the credits that will be accepted from their previous institution. Remember that a personal visit to the college or university is always a good idea.

CAREER & TECHNICAL EDUCATION

CAREER & TECHNICAL EDUCATION CENTERS OPERATED BY SCHOOL DISTRICTS

OVERVIEW OF MISSION

Institutions that offer postsecondary career and technical education, which includes colleges and technical centers, provide job preparatory and continuing workforce education training to high school graduates, dually-enrolled high school students, adults who have left school before graduation and adults returning for additional postsecondary training for occupational retention or enhancement. Programs are directly related to employment and are suited to the needs, interests and abilities of students.

Career and Technical Education (CTE) postsecondary centers offer programs in seventeen (17) Career Clusters.

Agriculture, Food and Natural Resources
Architecture & Construction
Arts, A/V Technology & Communication
Business, Management & Administration
Education & Training
Energy
Engineering & Technology Education
Finance
Government & Public Administration

Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety & Security
Manufacturing
Marketing, Sales & Service
Transportation, Distribution & Logistics

Additional CTE programs/courses are available in Diversified Education and programs for students with special needs. A detailed list of postsecondary adult vocational (PSAV) programs by institution can be seen at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>. Additional programs and services support career goals of students and economic development needs of business, industry and the community.

Programs

Career and Technical Education postsecondary centers offer the following types of programs and activities:

- **Occupational proficiency courses:** An occupational proficiency course includes instruction in a specific occupation or cluster of closely related occupations in order to develop skills needed for employment. Such courses are provided if students are preparing to enter an occupation or a registered apprenticeship program or for those who are already employed but want to update or learn new knowledge and skills in order to achieve job stability or advancement.
- **Remedial education courses:** A remedial education course consists of instruction to correct any education deficiencies.
- **Career and Technical Student Organizations (CTSOs):** When provided, CTSOs are an integral part of the career and technical education programs. The activities of CTSOs are part of the curriculum.
- **Apprenticeship:** Career and Technical Education postsecondary centers cooperate with local apprenticeship committees and provide pre-apprenticeship programs and apprenticeship-related instruction.
- **Adult General Education Development (GED):** Career and Technical Education postsecondary centers may provide a GED program to support the career goals of a student, including basic literacy instruction and elementary and secondary level courses. English for Speakers of Other Languages and Vocational English for Speakers of Other Languages courses are also offered.

Career and Technical Education Dual Enrollment

High school students may attend a CTE center or a college as a dual-enrolled student to obtain career and technical education instruction not available at their high school. This credit will also count toward postsecondary education after high school graduation.

Note: Students seeking to meet the requirements of a Gold Seal Vocational Scholarship through dual enrollment must carefully choose dual enrollment courses that meet the requirements for 3 sequential credits in one career education program.

Articulation with High Schools

Technical centers and colleges allow for articulation of high school programs with postsecondary programs. Both public and nonpublic high school students may attend a college or technical center to receive career and technical education instruction that is not available at their individual high schools.

PSAV clock hour courses taken through dual enrollment at career and technical centers shall be awarded: 1.0 high school credits for each 150 hours in the course rounded down to the nearest 0.5 credits. The credits for PSAV courses are listed in the CCD.

INDEPENDENT TECHNICAL AND VOCATIONAL SCHOOLS

The independent technical and vocational schools that are under the jurisdiction of the Commission for Independent Education (Commission) are a diverse group of postsecondary educational institutions. Some have unique programs not offered at Florida's public technical schools. These independent postsecondary schools are licensed by the state and many schools are accredited by recognized accrediting agencies.

There were a total of 598 institutions offering only non-degree programs under the jurisdiction of the Commission during the 2016-2017 fiscal year. The reported enrollment for these non-degree programs was 60,828. There were 37,350 reported graduates from these programs and, of this number, 28,818 (77%) were placed in jobs, joined the military or are continuing their education at an institution of higher learning. Currently, 167 (28%) of the Commission's licensed institutions that offer only diplomas are accredited by one or more regional or national accrediting agencies.

Be aware that there is no guarantee that students will be able to transfer credits to another institution. The acceptance of students or graduates is up to the receiving institution. Students and counselors should determine, prior to enrollment, whether or not a particular institution is likely to meet the students' educational goals. If a student is considering a transfer in the future, it is important to ask the institution to which the student might transfer to verify the credits that will be accepted from their previous school. Remember that a personal visit to the school is always a good idea.

A complete listing of nonpublic postsecondary vocational and technical schools is available at the Commission's website (<http://www.fldoe.org/policy/cie/>). You may also call the Commission at (850) 245-3200.

APPENDICES

HIGH SCHOOL SPECIAL CASE COURSE EQUIVALENCIES

Algebra 1 Equivalencies (2014 high school graduates and later)

The following courses or series of courses satisfy the Algebra 1 graduation requirement: Algebra 1, Algebra 1 Honors, pre-AICE Math 1, IB MYP Algebra 1 and the combination of Algebra 1a and 1b. Please note that the options listed above are equivalent to Algebra 1 for graduation purposes because they contain the content of Algebra 1. The only option that is truly equivalent to Algebra 1 in terms of course requirements is Algebra 1a and 1b. The other options may contain additional content.

A student can earn no more than 1.0 credit in any combination of Algebra 1 (1200310), Algebra 1 Honors (1200320), pre-AICE Math 1 (1209810) and IB MYP Algebra 1 (1200390). Such a combination must contain the entire content of Algebra 1.

A student who completes a full credit of Algebra 1 (1200310) **may not** also receive credit for:

- any portion of Algebra 1 Honors (1200320) or any portion of pre-AICE Math 1 (1209810) or any portion of IB MYP Algebra 1 (1200390).
- the combination of a full credit of Algebra 1a (1200370) and a full credit of Algebra 1b (1200380) or
- the .5 credit of Elementary Algebra (MAT0024).

A student who completes a full credit of Algebra 1 Honors (1200320) **may not** also receive credit for:

- any portion of Algebra 1 (1200310) or any portion of IB MYP Algebra 1 (1200390) or any portion of pre-AICE Math 1 (1209810).
- the combination of a full credit of Algebra 1a (1200370) and a full credit of Algebra 1b (1200380) or
- the .5 credit of Elementary Algebra (MAT0024).

A student who completes a full credit of pre-AICE Math 1 (1209810) **may not** also receive credit for:

- any portion of Algebra 1 (1200310) or any portion of Algebra 1 Honors (1200320) or any portion of IB MYP Algebra 1 (1200390).
- the combination of a full credit of Algebra 1a (1200370) and a full credit of Algebra 1b (1200380) or
- the .5 credit of Elementary Algebra (MAT0024).

A student who completes a full credit of IB MYP Algebra 1 (1200390) **may not** also receive credit for:

- any portion of Algebra 1 (1200310), any portion of Algebra 1 Honors (1200320) or any portion of pre-AICE Math 1 (1209810).
- the combination of a full credit of Algebra 1a (1200370) and a full credit of Algebra 1b (1200380) or
- the .5 credit of Elementary Algebra (MAT0024).

A student who completes the combination of a full credit of Algebra 1a (1200370) and a full credit of Algebra 1b (1200380) **may not** also receive credit for:

- a full credit of Algebra 1 (1200310) or a full credit of Algebra 1 Honors (1200320) or a full credit of pre-AICE Math 1 (1209810) or a full credit of IB MYP Algebra 1 (1200390),
- or the .5 credit of Elementary Algebra (MAT0024).

Special Notes:

- **Except where prohibited above**, a student may receive up to 2.5 credits for any combination of Algebra 1 (1200310), Algebra 1 Honors (1200320), pre-AICE Math 1 (1209810), IB MYP Algebra 1 (1200390), Algebra 1a (1200370), Algebra 1b (1200380), **as long as the combination covers the entire content of Algebra 1**. This is to ensure that students transferring between schools with different course offerings are not penalized. Note that this limit is applied before any of the fifty percent (50%) reductions in the previous paragraph are taken into account.
- Elementary Algebra (MAT0024) can count towards the completion of the Algebra 1 requirement, though completion of Elementary Algebra will not complete the Algebra 1 requirement by itself.

Statistics Equivalencies

Due to their similarities in course content, the following courses are considered to be equivalent:

- AP Statistics (1210320)
- AICE Mathematics: Statistics (1210330)
- Probability and Statistics with Applications Honors (1210300)

Biology Equivalencies

Due to their similarities in course content, Biology 1 (2000310), Biology 1 Honors (2000320), Biology Technology (2000430), IB MYP Biology 1 (2000850), pre-AICE Biology (2000322), AP Biology (2000340), AICE Biology 1 AS Level (2000321), AICE Biology 2 A Level (2000323), IB Biology 1 (2000805), IB Biology 2 (2000810), IB Biology 3 (2000820) and FL Pre-IB Biology 1 (2000800) are considered equivalent.

Health Science 1 and Anatomy and Physiology Equivalencies

Beginning with the graduating class of 2009, dual enrollment Anatomy & Physiology (BSCx085 and BSCx080) and high school Anatomy & Physiology (standard 2000350 and honors 2000360) will be treated as equivalent to Health Science Anatomy & Physiology (8417100) for all career and technical programs in which these courses can be used and only 1.0 credit of any combination of these courses can be used in any career and technical program.

Physics and Principles of Technology Equivalencies

A student can earn no more than 1.0 credit in any combination of Physics 1 (2003380) and Physics 1 Honors (2003390). Such a combination must contain the entire content of Physics 1. A student who completes a full year of Physics 1 (2003380) **may not** also receive credit for:

- any portion of Physics 1 Honors (2003390) or
- the combination of a full year of Principles of Technology 1 (2003600) and a full year of Principles of Technology 2 (2003610).

A student who completes a full year of Physics 1 Honors (2003390) **may not** also receive credit for:

- any portion of Physics 1 (2003380) or
- the combination of a full year of Principles of Technology I (2003600) and a full year of Principles of Technology 2 (2003610).

AP Physics and AICE Physics Equivalencies

Due to their similarities in course content, AP Physics B (2003420) and/or AP Physics C: Electricity and Magnetism (2003425) and/or AP Physics C: Mechanics and/or AP Physics C: Mechanics, Electricity, Magnetism (2003430) are considered to be equivalent to AICE Physics 1 (2003431).

Chemistry Equivalencies

Due to their similarities in course content, Chemistry 1 (2003340), Chemistry 1 Honors (2003350) and FL Pre-IB Chemistry 1 (2003800) are considered equivalent.

Due to their similarities in course content, Chemistry 2 Honors (2003360) and IB Chemistry 3 (2003820) are considered equivalent.

Due to their similarities in course content, AP Chemistry (2003370) and AICE Chemistry (2003371) are considered equivalent.

United States History and World History Equivalencies

A student can earn no more than 1.0 credit in any combination of United States History 1 (2100310) and United States History 1 Honors (2100320). Such a combination must contain the entire content of United States History 1.

A student can earn no more than 1.0 credit in any combination of World History 1 (2109310) and World History 1 Honors (2109320). Such a combination must contain the entire content of World History 1.

A student can earn no more than 1.0 credit in any combination of Visions and Their Pursuits (2100380) and Visions and Their Pursuits Honors (2100470). Such a combination must contain the entire content of Visions and Their Pursuits.

A student can earn no more than 1.0 credit in any combination of Visions and Countervisions (2100390) and Visions and Countervisions Honors (2100480). Such a combination must contain the entire content of Visions and Countervisions.

A student who completes a full credit of World History 1 (2109310) may not also receive credit for any portion of World History 1 Honors (2109320).

A student who completes a full credit of World History 1 Honors (2109320) may not also receive credit for any portion of World History 1 (2109310).

A student who completes a full credit of United States History 1 (2100310) may not also receive credit for:

- any portion of United States History 1 Honors (2100320) or
- a full credit of Visions and Countervisions (consisting of any combination of the basic and honors versions of this course, 2100390 and 2100480).

A student who completes a full credit of United States History 1 Honors (2100320) may not also receive credit for:

- any portion of United States History 1 (2100310) or
- a full credit of Visions and Countervisions (consisting of any combination of the basic and honors versions of this course, 2100390 and 2100480).

A student who completes the combination of a full credit of Visions and Countervisions (consisting of any combination of the basic and honors versions of this course, 2100390 and 2100480) may not also receive credit for:

- a full credit of United States History 1 (2100310) or a full credit of United States History 1 Honors (2100320) or a full credit consisting of any combination of these courses.

However, a student may not receive more than 3.5 credits for any combination of the above courses. The additional half credit is to ensure that students transferring between schools with different course offerings are not penalized.

Financial Operations Equivalencies

For students graduating after the 2005-2006 school year, either or both of Advanced Placement Microeconomics (2102360) and Advanced Placement Macroeconomics (2102370) can substitute for Financial Operations (8815110) in the Finance career and technical program (8815100). Up to 1.0 credit of any combination of these three courses can be used to satisfy this program's credit requirements.

HIGH SCHOOL COURSES THAT SATISFY COURSE DISTRIBUTION REQUIREMENTS FOR SUS ADMISSION

The courses listed on the following pages are the preferred “college prep” SUS core courses. These courses best prepare students for university-level work and they carry the most weight in the competitive admission process. They can be used in meeting the 24-credit standard high school program. Equivalent courses to those listed taken outside the Florida public school system may also satisfy the state’s minimum requirements for admission into state universities in Florida.

Additionally, a few of these courses, marked with an asterisk (*), do not meet state requirements for credit in the designated subject areas for graduation from high school according to the FDOE [Course Code Directory](#).

For a comprehensive list of courses that will be considered as electives for SUS admissions consideration or courses that are no longer offered but were approved as meeting college prep requirements, please refer to the Bright Futures Course Table (BFCT) at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

English Course Requirements (Academic Core Courses in English)

POLICY: A SUS freshman applicant must have four academic credits in English, three of which must have included substantial writing requirements. The following courses are the “college prep” courses in English that include these writing requirements. Students should complete four or more academic credits from courses on this list.

1001310 English 1	1005311 Ancient Literature
1001320 English Honors 1	1005312 Modern Literature
1001340 English 2	1005330 Contemporary Literature
1001350 English Honors 2	1005340 Classical Literature
1001370 English 3	1005350 Literature and the Arts 1 Honors
1001380 English Honors 3	1005360 Literature and the Arts 2 Honors
1001400 English 4	1005370 AICE English Literature 1 AS Level
1001405 English 4: Florida College Prep	1005375 AICE English Literature 2 A Level
1001410 English Honors 4	1005380 Pre-AICE English Literature IGCSE Level
1001420 AP English: Language & Composition	1005390 Pre-AICE World Literature IGCSE Level
1001425 AP English Composition Innovation	1005850 IB English Language & Literature 1
1001430 AP English: Literature & Composition	1005855 IB English Language & Literature 2
1001480 *Communications Methodology Honors	1005856 IB English Language & Literature 3
1001550 AICE English Language 1 AS Level	1005860 IB English Literature & Performance 1
1001551 AICE English Language 2 A Level	1005865 IB English Literature & Performance 2
1001555 AICE English Language & Literature AS Level	1005900 CLEP American Literature
1001560 Pre-AICE English Language IGCSE Level	1005901 CLEP English Literature
1001800 Florida’s Pre-IB English 1	1005902 CLEP Analyzing and Interpreting Literature
1001810 Florida’s Pre-IB English 2	1009300 *Writing 1
1001820 IB English Literature 3	1009310 *Writing 2
1001830 IB English Literature 4	1009320 *Creative Writing 1
1001840 IB MYP English 1	1009330 *Creative Writing 2
1001845 IB MYP English 2	1009331 *Creative Writing 3 Honors
1001870 IB English B1	1009332 *Creative Writing 4 Honors
1001875 IB English B2	1009333 *Creative Writing 5 Honors
1001880 IB English Ab Initio 1	1009360 AICE General Paper 1 AS Level
1001885 IB English Ab Initio 2	1009365 AICE General Paper 2 AS Level
1002300 English 1 through ESOL	1009830 CLEP College Composition
1002310 English 2 through ESOL	1009831 CLEP College Composition Modular
1002320 English 3 through ESOL	1020810 American Literature Honors
1002520 English 4 through ESOL	1020820 British Literature Honors
1002530 Pre-AICE ESOL IGCSE Level	1020830 Classical Literature Honors
1004300 *Semantics and Logic Honors	1020850 World Literature Honors
1005300 World Literature	1020860 Great Books Honors
1005310 American Literature	

Mathematics Course Requirements (Academic Core Courses in Mathematics)

POLICY: Freshman applicants to an SUS institution must successfully complete **four** academic credits in mathematics, all of which must be at the Algebra 1 level and higher. The exception will be those few students who entered high school before July 1, 2007.

Algebra 1A and 1B satisfy a total of **one credit of mathematics core** for SUS admission purposes (as opposed to two for high school credit). Applied Mathematics 1 and 2 also satisfy a total of **one credit of mathematics core** for SUS admission purposes.

****Note: Students should be aware that their course selection affects possible admission to a state university. Students who have selected Liberal Arts Mathematics, Algebra 1A and 1B or Applied Mathematics 1 and 2 may not be as competitive as those who are able to take coursework past the Algebra 2 level.**

The following courses are the “college prep” courses that meet or exceed the minimum level for SUS admission. Students should complete four or more academic credits in mathematics from courses on this list.

1200310 Algebra 1	1202372 AICE Further Mathematics 2 A Level
1200320 Algebra 1 Honors	1202375 IB Pre-Calculus
1200325 CLEP College Algebra	1202380 IB MYP Pre-Calculus
1200330 Algebra 2	1202810 IB Calculus & Descriptive Statistics
1200340 Algebra 2 Honors	1202820 IB Further Mathematics 1
1200370 Algebra 1A**	1202825 IB Further Mathematics 2
1200380 Algebra 1B**	1202830 IB Advanced Calculus
1200387 Financial Algebra	1206310 Geometry
1200390 IB MYP Algebra 1	1206320 Geometry Honors
1200395 IB MYP Algebra 2	1206810 IB MYP Geometry
1200500 Advanced Algebra w/Financial Applications	1207300 Liberal Arts Mathematics 1
1200700 Mathematics for College Readiness	1207310 Liberal Arts Mathematics 2
1200701 CLEP College Mathematics	1209700 Pre-AICE International Mathematics IGCSE Level
1201300 Mathematics Analysis Honors	1209800 IB Mathematics Studies
1201315 Analysis of Functions Honors	1209810 Pre-AICE Mathematics 1 IGCSE Level
1202300 Calculus Honors	1209820 Pre-AICE Mathematics 2 IGCSE Level
1200301 CLEP Calculus	1209825 Pre-AICE Mathematics 3 IGCSE Level
1202310 AP Calculus AB	1209830 IB Mathematics Higher Level 1
1202320 AP Calculus BC	1210300 Probability & Statistics w/Applications Honors
1202340 Pre-Calculus Honors	1210310 IB Statistics & Introductory Differential Calculus
1202341 CLEP Precalculus	1210320 AP Statistics
1202352 AICE Mathematics 1 AS Level	1210323 IB Statistics & Probability
1202354 AICE Mathematics & Mechanics 1 AS Level	1210324 IB Discrete Mathematics
1202356 AICE Mathematics & Mechanics 2 A Level	1210325 IB Sets, Relationships & Groups
1202362 AICE Mathematics & Probability & Statistics 1 AS Level	1210330 AICE Mathematics Statistics AS Level
1202364 AICE Mathematics & Probability & Statistics 2 A Level	1211300 Trigonometry Honors
1202366 AICE Math & Mechanics & Probability & Statistics 2 A Level	1298310 Advanced Topics in Mathematics
1202370 AICE Further Mathematics 1 A Level	
1202371 Pre-AICE Additional Mathematics 3 IGCSE Level	

Natural Science Course Requirements (Academic Core Courses in Natural Sciences)

POLICY: A SUS freshman applicant must have three academic credits in natural science, two of which must have included substantial laboratory requirements. The following courses are the “college prep” courses in natural science which include these laboratory requirements. Students should complete three or more natural science academic credits from courses on this list. Students who start the integrated science courses should complete a minimum of three courses to meet the science requirements.

2000310 Biology 1	2002510 Marine Science 1 Honors
2000320 Biology 1 Honors	2002515 AICE Marine Science 1 AS Level
2000321 AICE Biology 1 AS Level	2002520 Marine Science 2
2000322 Pre-AICE Biology IGCSE Level	2002530 Marine Science 2 Honors
2000323 AICE Biology 2 A Level	2002535 AICE Marine Science 2 A Level
2000325 CLEP Biology	2002800 IB Marine Science 1
2000330 Biology 2 Honors	2002810 IB Marine Science 2
2000340 AP Biology	2003310 Physical Science
2000350 Anatomy & Physiology	2003320 Physical Science Honors
2000360 Anatomy & Physiology Honors	2003330 AICE Physical Science AS Level
2000370 *Botany	2003335 Pre-AICE Physical Science IGCSE Level
2000375 CLEP Natural Science	2003340 Chemistry 1
2000380 *Ecology	2003350 Chemistry 1 Honors
2000390 *Limnology	2003360 Chemistry 2 Honors
2000410 *Zoology	2003370 AP Chemistry
2000430 Biology Technology	2003371 AICE Chemistry 1 AS Level
2000440 Genetics Honors	2003372 Pre-AICE Chemistry 1 IGCSE Level
2000500 Bioscience 1 Honors	2003373 AICE Chemistry 2 A Level
2000510 Bioscience 2 Honors	2003375 CLEP Chemistry
2000520 Bioscience 3 Honors	2003380 Physics 1
2000800 Florida’s Pre-IB Biology 1	2003390 Physics 1 Honors
2000805 IB Biology 1	2003400 *Nuclear Radiation
2000810 IB Biology 2	2003410 Physics 2 Honors
2000820 IB Biology 3	2003421 AP Physics 1
2000850 IB MYP Biology	2003422 AP Physics 2
2001310 Earth/Space Science	2003425 AP Physics C: Electricity & Magnetism
2001320 Earth/Space Science Honors	2003430 AP Physics C: Mechanics
2001340 Environmental Science	2003431 AICE Physics AS Level
2001341 environmental Science Honors	2003432 Pre-AICE Physics IGCSE Level
2001350*Astronomy Solar/Galactic	2003433 AICE Physics 2 A Level
2001370 IB Environmental Systems & Societies 1	2003500 *Renewable Energy 1 Honors
2001375 IB Environmental Systems & Societies 2	2003600 Principles of Technology 1**
2001380 AP Environmental Science	2003610 Principles of Technology 2**
2001381 AICE Environmental Management	2003800 Florida’s Pre-IB Chemistry 1
2001390 Pre-AICE Coordinated Science 1 IGCSE Level	2003805 IB Chemistry 1
2001400 Pre-AICE Coordinated Science 2 IGCSE Level	2003810 IB Chemistry 2
2001405 Pre-AICE Combined Science IGCSE Level	2003820 IB Chemistry 3
2001800 IB Astronomy 1	2003830 IB MYP Chemistry
2001810 IB Astronomy 2	2003836 FL Pre-IB Physics 1
2001820 IB Sports Exercise Science 1	2003838 FL Pre-IB Physics 2
2001830 IB Sports Exercise Science 2	2003840 IB Physics 1
2002330 *Space Technology & Engineering	2003845 IB Physics 2
2002400 Integrated Science 1	2003850 IB Physics 3
2002410 Integrated Science 1 Honors	2003855 IB MYP Physics
2002415 IB MYP Integrated Science	2003900 Pre-AICE 21 st Century Science IGCSE Level
2002420 Integrated Science 2	2020710 Nuclear Radiation Honors
2002430 Integrated Science 2 Honors	2020910 Astronomy Solar/Galactic Honors
2002440 Integrated Science 3	8106810 Agriscience Foundations 1
2002450 Integrated Science 3 Honors	8417100 Health Science Anatomy & Physiology
2002500 Marine Science 1	

**Student may take either of these for up to one credit each in Physical Science, but not in addition to Physics.

Social Science Course Requirements (Academic Core Courses in Social Sciences)

POLICY: A SUS freshman applicant must have three academic credits in Social Science, which may include any combination of the following subjects: Anthropology, Economics, History, Political Science, Psychology, Sociology and Geography. The following courses are the preferred “college prep” courses in social sciences. Students should complete three or more academic credits in the social sciences from courses in this list. *Courses marked with an asterisk do not give subject area credit for high school graduation.

0800391 CLEP Human Growth and Development	2104810 *IB Human Rights 2
0900305 *Humanities 1 Honors	2104820 *IB Peace and Conflict Studies 1
0900315 *Humanities 2 Honors	2104830 *IB Peace and Conflict Studies 2
0900321 CLEP Humanities	2105310 *World Religions
1700362 *Pre-AICE Global Perspectives IGCSE Level	2105340 *Philosophy
1700364 *AICE Global Perspectives 1 AS Level	2105355 *Philosophy Honors: Ethics
1700366 *AICE Global Perspectives 2 A Level	2105860 *IB Philosophy 1
2100310 U.S. History	2105870 *IB Philosophy 2
2100320 U.S. History Honors	2105875 *IB Philosophy 3
2100325 CLEP U.S. History 1	2105880 *IB World Religions 1
2100326 CLEP U.S. History 2	2105890 *IB World Religions 2
2100330 AP U.S. History	2106310 U.S. Government
2100335 *African-American History	2106320 U.S. Government Honors
2100336 *African-American History Honors	2106325 CLEP American Government
2100340 *African-American History	2106330 *Civics
2100350 *Florida History	2106340 *Political Science
2100360 *Latin American History	2106350 *Law Studies
2100365 *African History Honors	2106360 *Comparative Political Systems
2100370 *Eastern & Western Heritage	2106370 *Comprehensive Law Studies
2100460 *East & West Heritage Honors	2106375 *Comprehensive Law Honors
2100380 *Visions & Pursuits (U.S. History)	2106420 AP U.S. Government/Politics
2100390 Visions & Countervisions (U.S./World)	2106430 *AP Comparative Government/Politics
2100400 *History of the Vietnam War	2106440 *International Relations
2100405 *Holocaust History Honors	2106445 *International Relations 2
2100415 *AICE Caribbean History AS Level	2106450 American Political Systems
2100460 *Eastern & Western Heritage Honors	2106460 American Political Systems Honors
2100470 *Visions & Pursuits Honors	2106468 *Constitutional Law Honors
2100480 Visions & Countervisions Honors	2106800 Florida's Pre-IB American Government
2100490 AICE International History 1 AS Level	2106805 IB MYP U.S. Government
2100495 AICE International History 2 A Level	2106810 *IB World Politics 1
2100500 AICE U.S. History 1 AS Level	2106820 *IB World Politics 2
2100505 AICE U.S. History 2 A Level	2106830 *IB Political Thought 1
2100550 CLEP Western Civilization 1	2106840 *IB Political Thought 2
2100551 CLEP Western Civilization 2	2107300 *Psychology 1
2100800 IB History of the Americas	2107310 *Psychology 2
2101300 *Anthropology	2107350 *AP Psychology
2101800 *IB Social Anthropology 1	2107360 *AICE Psychology 1 AS Level
2101810 *IB Social Anthropology 2	2107370 *AICE Psychology 2 A Level
2101820 *IB Social Anthropology 3	2107380 CLEP Introduction to Psychology
2102321 AICE Economics 1 AS Level	2107381 CLEP Educational Psychology
2102322 AICE Economics 2 A Level	2107800 *IB Psychology 1
2102323 Pre-AICE Economics IGCSE Level	2107810 *IB Psychology 2
2102335 Economics w/Financial Literacy	2107820 *IB Psychology 3
2102345 Economics w/Financial Literacy Honors	2108300 *Sociology
2102355 CLEP Macroeconomics	2108305 *Pre-AICE Sociology IGCSE Level
2102356 CLEP Microeconomics	2108310 *AICE Sociology 1 AS Level
2102360 AP Microeconomics	2108320 *AICE Sociology 2 A Level
2102365 AP Microeconomics Innovation	2108330 CLEP Introduction to Sociology
2102370 AP Macroeconomics	2108331 CLEP Social Science and History
2102380 *American Economic Experience	2109310 World History
2102390 *American Economic Experience Honors	2109320 World History Honors
2102800 Florida's Pre-IB Comparative Economics with Financial Literacy	2109321 Pre-AICE World History IGCSE Level
2102805 IB MYP Economics w/Financial Literacy	2109330 *African History
2102810 IB Economics 1	2109350 *Contemporary History
2102820 IB Economics 2	2109371 AICE Modern European History 1 AS Level
2102830 IB Economics 3	2109372 AICE European History 2 A Level
2103300 *World Cultural Geography	2109380 *AP European History
2103400 *AP Human Geography	2109410 *Jewish History
2103410 *AICE Geography 1 AS Level	2109420 AP World History
2103415 *AICE Geography 2 A Level	2109430 *Holocaust
2103420 *Pre-AICE Geography IGCSE Level	2109800 *IB Contemporary History 1
2103430 *IB Geography 1	2109805 *IB Contemporary History 2
2103800 *IB Geography 3	2109810 Florida's Pre-IB World History
2103805 *IB Geography 2	2109820 *IB History of Europe
2103810 *IB MYP World Geography	2109830 *IB MYP World History
2104320 *Global Studies	2120710 *Anthropology Honors
2104340 *Women's Studies	2120910 *Philosophy Honors
2104370 *Pre-AICE Developmental Studies IGCSE Level	2120915 *Philosophy Honors 2
2104600 *Multicultural Studies	8009120 Principles of Agribusiness
2104800 *IB Human Rights 1	

Fine Arts

POLICY: The following Fine Arts courses may be calculated in the high school GPA by the university.

0100300 AP Art – History of Art	0110320 AICE Art & Design Printmaking AS Level
0100800 IB Art History 1	0111340 AICE Art & Design Sculpture AS Level
0100810 IB Art History 2	0114815 IB Visual Arts 1
0100820 IB World Arts & Cultures 1	0114825 IB Visual Arts 2
0100830 IB World Arts & Cultures 2	0114835 IB Visual Arts 3
0101370 AICE Art & Design 1 AS Level	0300305 Introduction to Dance
0101371 AICE Art & Design 2 A Level	0300650 Florida’s Pre-IB Dance
0101375 Pre-AICE Art & Design: 3D Studies IGCSE Level	0300655 IB Dance 1
0102305 Ceramics/Pottery 1	0300660 IB Dance 2
0102330 AICE Art & Design: Ceramics AS Level	0300670 IB Dance 3
0103365 Pre-AICE Art & Design: Printmaking IGCSE Level	0400345 Pre-AICE Drama IGCSE Level
0104300 AP Art – Drawing Portfolio	0400800 FL Pre-IB Theatre 1
0104335 Drawing 1	0400805 FL Pre-IB Theatre 2
0104365 Painting 1	0400810 IB Theatre 1
0104415 Pre-AICE Art & Design: Painting & Related Media IGCSE Level	0400820 IB Theatre 2
0104420 AICE Art & Design: Painting & Related Media AS Level	0400830 IB Theatre 3
0105315 Pre-AICE Art & Design: Textiles Design IGCSE Level	1300330 AP Music Theory
0105320 AICE Design and Textiles AS Level	1300350 Introduction to Music Performance
0105325 AICE Design and Textiles A Level	1300395 AICE Music 1 AS Level
0105330 AICE Art & Design: Fashion Design AS Level	1300396 AICE Music 2 AS Level
0105340 AICE Art & Design: Textiles AS Level	1300397 AICE Music 3 A Level
0106315 Pre-AICE Art & Design: Graphic Communication IGCSE Level	1300430 Pre-AICE Music IGCSE Level
0106320 AICE Art & Design: Graphic Design AS Level	1300816 IB Music 1
0107460 Visual Technology 3 Honors	1300818 IB Music 2
0107470 IB Film Studies 1	1300820 IB Music 3
0107472 IB Film Studies 2	8739040 Printing & Graphics Communications 4
0107476 IB Film Studies 3	8739050 Printing & Graphics Communications 5
0107480 AICE Art & Design: Film & Video AS Level	8739060 Printing & Graphics Communications 6
0108355 Pre-AICE Photography, Digital and Lens Media IGCSE	8739070 Printing & Graphics Communications 7
0108360 AICE Art & Design: Photography AS Level	8739080 Printing & Graphics Communications 8
0109350 AP Studio Art 2D Design Portfolio	8739090 Printing & Graphics Communications 9
0109355 AP Studio Art 2D Design Portfolio Innovation	8739091 Printing & Graphics Communications 10
0109360 AP Studio Art 3D Design Portfolio	8739092 Printing & Graphics Communications 11
	8739093 Printing & Graphics Communications 12
	9001110 Foundations of Web Design

World (Foreign) Language Requirements (Academic Core Courses in World Languages)

POLICY: A high school student who is a freshman SUS applicant must demonstrate competency of world (foreign) language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). This requirement can be met in the following ways:

- a. Successfully completing two years of a sequential world language (such as Spanish 1 and Spanish 2) or American Sign Language in high school;
- b. Successfully completing dual enrollment at a postsecondary institution in a sequential world language or American Sign Language through the Elementary 2 level;
- c. Successfully completing the second course in high school (such as Spanish 2 or French 2) or first course via AP, AICE or IB;
- d. Successfully completing the second postsecondary course (a world language Elementary 2) as long as the course is for 4.0 semester credits;
- e. Successfully completing the third postsecondary course (a world language Intermediate 1); OR
- f. Passing an appropriate exam (through Elementary 2 level) for the specific language.

A student admitted to a state university as an exception to this admission requirement must make up the credits prior to graduation from the postsecondary institution. World language courses taken in high school to meet admission requirements do not count as college credit for a university graduation requirement in World Language. **Students who intend on seeking a baccalaureate degree in arts (i.e., B.A. degree) should consider reviewing the academic degree program for world language requirements.** If required, students may want to consider taking world language requirements as a dual enrollment student or through other means of earning postsecondary credit in this area. It is not unusual to find B.A. programs requiring up to twelve (12) semester hours in specified languages.

0700300 Haitian Creole for Haitian Creole Speakers 1
0700310 Haitian Creole for Haitian Creole Speakers 2
0700320 Haitian Creole for Haitian Creole Speakers 3 Honors
0700330 Haitian Creole for Haitian Creole Speakers 4 Honors
0701320 French 1
0701330 French 2
0701340 French 3 Honors
0701350 French 4 Honors
0701360 French 5 Honors
0701370 French 6 Honors
0701380 AP French Language & Culture
0701382 CLEP French Language 1 & 2
0701391 AICE French A Level
0701392 AICE French Literature AS Level
0701393 AICE French Language AS Level
0701394 Pre-AICE French Language 1 IGCSE Level
0701396 Pre-AICE French Language 2 IGCSE Level
0701398 Pre-AICE French Language 3 IGCSE Level
0701800 Florida's Pre-IB French 1
0701810 Florida's Pre-IB French 2
0701820 Florida's Pre-IB French 3
0701825 IB French 3
0701830 IB French 4
0701840 IB French 5
0701865 IB French 6
0701870 IB MYP French 1
0701880 IB MYP French 2
0701890 IB MYP French 3
0701891 IB French Ab Initio 1
0701892 IB French Ab Initio 2
0701895 IB French Language & Literature 1
0701896 IB French Language & Literature 2
0701897 IB French Language & Literature 3
0702320 German 1
0702330 German 2
0702340 German 3 Honors
0702350 German 4 Honors
0702360 German 5 Honors
0702370 German 6 Honors
0702380 AP German Language & Culture
0702382 CLEP German Language 1 & 2

0702390 Pre-AICE German 1 IGCSE Level
0702392 Pre-AICE German 2 IGCSE Level
0702394 Pre-AICE German 3 IGCSE Level
0702396 AICE German Language AS Level
0702398 AICE German Literature
0702400 AICE German A Level
0702800 Florida's Pre-IB German 1
0702810 Florida's Pre-IB German 2
0702820 Florida's Pre-IB German 3
0702825 IB German 3
0702830 IB German 4
0702840 IB German 5
0702865 IB German 6
0702870 IB German Ab Initio 1
0702872 IB German Ab Initio 2
0703320 Greek 1
0703330 Greek 2
0703340 Greek 3 Honors
0703350 Greek 4 Honors
0703360 Greek 5 Honors
0703380 Classical Greek 1
0703390 Classical Greek 2
0703400 AICE Greek Language AS Level
0703410 Pre-AICE Greek 1 IGCSE Level
0703420 Pre-AICE Greek 2 IGCSE Level
0703430 Pre-AICE Greek 3 IGCSE Level
0704300 Hebrew 1
0704310 Hebrew 2
0704320 Hebrew 3 Honors
0704330 Hebrew 4 Honors
0705320 Italian 1
0705330 Italian 2
0705340 Italian 3 Honors
0705350 Italian 4 Honors
0705360 Italian 5 Honors
0705370 Italian 6 Honors
0705380 AP Italian Language and Culture
0705390 Florida's Pre-IB Italian 1
0705391 Florida's Pre-IB Italian 2
0705392 Florida's Pre-IB Italian 3
0705393 IB Italian 4

0705394 IB Italian 5
 0705395 IB Italian 3
 0705396 IB Italian 6
 0705397 IB Italian Ab Initio 1
 0705398 IB Italian Ab Initio 2
 0706300 Latin 1
 0706310 Latin 2
 0706320 Latin 3 Honors
 0706330 Latin 4 Honors
 0706340 Latin 5 Honors
 0706350 Latin 6 Honors
 0706375 AP Latin
 0706380 AICE Latin Language AS Level
 0706382 Pre-AICE Latin Language 1 IGCSE Level
 0706384 Pre-AICE Latin Language 2 IGCSE Level
 0706386 Pre-AICE Latin Language 3 IGCSE Level
 0706390 AICE Latin Literature AS Level
 0706800 Florida's Pre-IB Latin 1
 0706810 Florida's Pre-IB Latin 2
 0706820 Florida's Pre-IB Latin 3
 0706825 IB Latin 3
 0706830 IB Latin 4
 0706840 IB Latin 5
 0706845 IB Latin 6
 0707300 Russian 1
 0707310 Russian 2
 0707320 Russian 3 Honors
 0707330 Russian 4 Honors
 0707825 IB Russian 3
 0707830 IB Russian 4
 0707835 IB Russian 5
 0707840 IB Russian 6
 0708340 Spanish 1
 0708350 Spanish 2
 0708360 Spanish 3 Honors
 0708370 Spanish 4 Honors
 0708380 Spanish 5 Honors
 0708390 Spanish 6 Honors
 0708400 AP Spanish Language
 0708410 AP Spanish Literature
 0708450 CLEP Spanish Language 1 & 2
 0708530 AICE Spanish Language A Level
 0708532 Pre-AICE Spanish Language 1 IGCSE Level
 0708534 Pre-AICE Spanish Language 2 IGCSE Level
 0708536 Pre-AICE Spanish Language 3 IGCSE Level
 0708538 AICE Spanish Language AS Level
 0708540 AICE Spanish Literature AS Level
 0708800 Florida's Pre-IB Spanish 1
 0708810 Florida's Pre-IB Spanish 2
 0708820 Florida's Pre-IB Spanish 3
 0708825 IB Spanish 3
 0708830 IB Spanish 4
 0708840 IB Spanish 5
 0708865 IB Spanish 6
 0708870 IB MYP Spanish 1
 0708880 IB MYP Spanish 2
 0708890 IB MYP Spanish 3
 0708891 IB Spanish Ab Initio 1
 0708892 IB Spanish Ab Initio 2
 0708895 IB Spanish Language & Literature 1
 0708896 IB Spanish Language & Literature 2
 0708897 IB Spanish Language & Literature 3
 0709300 Spanish for Spanish Speakers 1
 0709310 Spanish for Spanish Speakers 2
 0709320 Spanish for Spanish Speakers 3 Honors
 0709330 Spanish for Spanish Speakers 4 Honors
 0709340 Spanish for Spanish Speakers 5 Honors
 0709350 Spanish for Spanish Speakers 6 Honors
 0709360 AICE Spanish First Language AS Level
 0709370 Pre-AICE Spanish First Language 1 IGCSE Level

0709380 Pre-AICE Spanish First Language 2 IGCSE Level
 0709390 Pre-AICE Spanish First Language 3 IGCSE Level
 0710300 Arabic 1
 0710310 Arabic 2
 0710320 Arabic 3 Honors
 0710330 Arabic 4 Honors
 0710375 IB Arabic 4
 0710380 IB Arabic 5
 0710385 IB Arabic 6
 0710740 AICE Arabic A Level
 0710350 AICE Arabic Language AS Level
 0711300 Chinese 1
 0711310 Chinese 2
 0711320 Chinese 3 Honors
 0711330 Chinese 4 Honors
 0711340 AP Chinese Language & Culture
 0711350 Pre-AICE Chinese 1 IGCSE Level
 0711352 Pre-AICE Chinese 2 IGCSE Level
 0711354 Pre-AICE Chinese 3 IGCSE Level
 0711356 AICE Chinese Language AS Level
 0711358 AICE Chinese Literature
 0711360 AICE Chinese A Level
 0711800 Florida's Pre-IB Mandarin Chinese 1
 0711810 Florida's Pre-IB Mandarin Chinese 2
 0711812 Florida's Pre-IB Mandarin Chinese 3
 0711815 IB Mandarin Chinese 3
 0711820 IB Mandarin Chinese 4
 0711830 IB Mandarin Chinese 5
 0711835 IB Mandarin Chinese 6
 0711836 IB Mandarin Chinese Ab Initio 1
 0711837 IB Mandarin Chinese Ab Initio 2
 0712300 Japanese 1
 0712310 Japanese 2
 0712320 Japanese 3 Honors
 0712330 Japanese 4 Honors
 0712340 AP Japanese Language & Culture
 0712810 Florida's Pre-IB Japanese 1
 0712820 Florida's Pre-IB Japanese 2
 0712825 Florida's Pre-IB Japanese 3
 0712350 AICE Japanese Language AS Level
 0712360 Pre-AICE Japanese 1 IGCSE Level
 0712370 Pre-AICE Japanese 2 IGCSE Level
 0712380 Pre-AICE Japanese 3 IGCSE Level
 0712830 IB Japanese 3
 0712840 IB Japanese 4
 0712850 IB Japanese 5
 0712860 IB Japanese 6
 0713300 Portuguese 1
 0713310 Portuguese 2
 0713320 Portuguese 3 Honors
 0713330 Portuguese 4 Honors
 0713340 Portuguese for Portuguese Speakers 1
 0713350 Portuguese for Portuguese Speakers 2
 0713360 Pre-AICE Portuguese 1 IGCSE Level
 0713362 Pre-AICE Portuguese 2 IGCSE Level
 0713364 Pre-AICE Portuguese 3 IGCSE Level
 0713366 AICE Portuguese Language AS Level
 0713368 AICE Portuguese Literature AS Level
 0713370 AICE Portuguese A Level
 0713840 IB Portuguese 4
 0713860 IB Portuguese 5
 0713870 IB Portuguese 6
 0714300 World Language Humanities for International Studies 1
 0714310 World Language Humanities for International Studies 2
 0714320 World Language Humanities for International Studies 3
 0714330 World Language Humanities for International Studies 4
 0715305 Language & Literature for International Studies 1
 0715315 Language & Literature for International Studies 2
 0715325 Language & Literature for International Studies 3 Honors
 0715335 Language & Literature for International Studies 4 Honors

0715345 Language & Literature for International Studies 5 Honors
0715355 Language & Literature for International Studies 6 Honors
0715365 Language & Literature for International Studies 7 Honors
0716300 Turkish 1
0716310 Turkish 2
0716320 Turkish 3 Honors
0716330 Turkish 4 Honors
0718300 AICE Afrikaans A Level
0718310 AICE Afrikaans First Language AS Level
0718320 AICE Afrikaans Language AS Level

0719300 Creek 1
0719310 Creek 2
0720300 Elaponke 1
0720310 Elaponke 2
0721300 IB Polish 1
0721310 IB Polish 2
0721320 IB Polish 3
0721330 IB Polish 4
0721340 IB Polish 5
0721350 IB Polish 6

American Sign Language (Counts as World Language for University Admission Purposes Only)

0717300 American Sign Language 1 0717312 American Sign Language 3 Honors
0717310 American Sign Language 2 0717314 American Sign Language 4 Honors

CAREER AND TECHNICAL CENTER CONTACT INFORMATION

Florida Technical Centers and Career Training Sites			
COE Status: 1 = Accredited 2 = Candidate 0 = None			
*Council on Occupational Education (COE) - a national accrediting agency			
COUNTY	COE	INST NAME	Street Address/Phone
Alachua	1	Fred D. Learey Technical Center	Gainesville Electrical JATC 2420 NE 17th Terrace Gainesville, FL 32609
Bay	1	Tom P. Haney Technical Center www.bayschools.com/htc	3016 Highway 77 Panama City, FL 32405 850-747-5500 x5322
Bradford	1	Bradford-Union Technical Center www.butc.edu	609 N. Orange Street Starke, FL 32091 904-966-6764
Broward	1	Atlantic Technical College www.atlantictechnicalcollege.edu	4700 Coconut Creek Pkwy Coconut Creek, FL 33063 754-321-5100
	1	Sheridan Technical College www.sheridantechncollege.edu	5400 Sheridan Street Hollywood, FL 33021 754-321-5400
	1	William T. McFatter Technical College www.mcfattertechnicalcollege.edu	6500 Nova Drive Davie, FL 33317 754-321-5700
Charlotte	1	Charlotte Technical College www.charlottetechcollege.net	18150 Murdock Circle Port Charlotte, FL 33948 941-255-7500
Citrus	1	Withlacoochee Technical College www.wtcollege.org	1201 West Main Street Inverness, FL 34450 352-726-2430 x 232
Collier	1	Immokalee Technical College www.itech.edu	508 North 9th Street Immokalee, FL 34142 239-377-9900
	1	Lorenzo Walker Technical College www.lwtc.edu	3702 Estey Avenue Naples, FL 34104 239-377-0900
Dade	1	D.A. Dorsey Technical College www.dorseytechnicalcollege.com	7100 N.W. 17th Avenue Miami, FL 33147 305-693-2490
	1	The English Center www.tecmiami.com	3501 S.W. 28th Street Miami, FL 33133 305-445-7731
	1	George T. Baker Aviation Technical College www.bakeraviation.edu	3275 N.W. 42nd Avenue Miami, FL 33142 305-871-3143 x 7005
	1	Lindsey Hopkins Technical College www.lindseyhopkins.edu	750 N.W. 20th Street Miami, FL 33127 305-324-6070
	1	Miami Lakes Educational Center and Technical College http://mlec.dadeschools.net	5780 N.W. 158th Street Miami Lakes, FL 33014 305-557-1100 x 2354 or 2234
	1	Robert Morgan Educational Center and Technical College http://robertmorgantech.net	18180 S.W. 122nd Avenue Miami, FL 33177 305-253-9920
	1	Robert Morgan Educational Center and Technical College	3350 Enterprise Avenue Ft. Lauderdale, FL 33331
	1	South Dade Technical College	109 NE 8 th Street Homestead, FL 33030 305-248-5723
	1	South Dade Technical College	South Dade Skills Center Campus 28300 SW 152 nd Avenue Leisure City, FL 33033 305-247-7839
	1	South Dade Technical College	Homestead Job Corps Center 12350 SW 285 th Street Homestead, FL 33033

	1	South Dade Technical College	Miami Sunset Adult Education Center 13125 SW 72 nd Street Miami, FL 33183
DeSoto	0	DeSoto County Adult Education Center www.desotoschools.com/fsc	310 W. Whidden Street Arcadia, FL 34266 863-993-1333
Duval	1	Learey Technical Center	Academy of Electrical Technology 4951 Richard Street Jacksonville, FL 32207
	1	Learey Technical Center	North Florida Carpenters and Millwrights 4000 Union Hall Place Jacksonville, FL 32205
	1	Learey Technical Center	Jacksonville Plumbers and Pipe Fitters JATT 489 Stevens Street Jacksonville, FL 32254
	1	Learey Technical Center	Sheet Metal Workers Local 435 6536 Trade Center Drive Jacksonville, FL 32254
Escambia	1	George Stone Technical Center www.georgestonecenter.com	2400 Longleaf Drive Pensacola, FL 32526 850-941-6200 x 2103
	1	George Stone Technical Center	Escambia County Road Prison 601 Highway 297A Cantonment, FL 32533
Flagler	1	Flagler Technical Institute http://fti.flaglerschools.com	5400 East Highway 100 Palm Coast, FL 32164 386-447-4345
	1	Flagler Technical Institute	Adult Literacy Center 3930 East Highway 100 Palm Coast, FL 32164
	1	Flagler Technical Institute	Business and Industry Training Center 600 Roberts Road Flagler Beach, FL 32136
	1	Flagler Technical Institute	Fire Fighter Training Facility 3889 Tiger Bay Road Daytona Beach, FL 32124
	1	Flagler Technical Institute	Flagler Palm Coast High School 3265 East Highway 100 Palm Coast, FL 32164
Gadsden	0	Gadsden Technical Institute www.gadسدentech.org	201 Martin Luther King, Jr. Boulevard Quincy, FL 32351 850-875-8324 x 7290
Hendry	1	Fort Myers Institute of Technology http://fortmyerstech.edu/	Edison State College 1092 East Cowboy Way La Belle, FL 33935 863-674-0408
Hernando	1	Suncoast Technical Education Center www.suntech.com	4057 California Street Brooksville, FL 34604 352-797-7091
Hillsborough	0	Aparicio-Levy Technical College www.goaltc.com	10119 East Ellicott Street Tampa, FL 33610 813-740-4884
	1	Brewster Technical College www.brewster.edu	2222 North Tampa Street Tampa, FL 33602 813-276-5448 x 357
	1	Erwin Technical College http://erwin.edu	2010 East Hillsborough Avenue Tampa, FL 33610 813-769-5180
	1	Erwin Technical College	Middleton High School 4801 North 22 nd Street Tampa, FL 33610
	1	Erwin Technical College	Tampa Bay Technical High School 6410 Orient Road Tampa, FL 33610
	1	Learey Technical College www.learey.mysdhc.org	7010 North Manhattan Avenue Tampa, FL 33614 813-769-2123

	1	Learey Technical College	Tampa Bay Technical High School 6410 Orient Road Tampa, FL 33610
	1	Learey Technical College	Erwin Technical Center 2010 East Hillsborough Avenue Tampa, FL 33610
	1	Learey Technical College	Workforce Tampa Bay 9215 North Florida Avenue Tampa, FL 33612
	1	Learey Technical College	Carpenters JATC 7930 US Highway 301, North Tampa, FL 33637
	1	Learey Technical College	Electrical JATC 5625 Harney Road Tampa, FL 33610
	1	Learey Technical College	Millwrights JAC 9711 East Hillsborough Avenue Tampa, FL 33610
	1	Learey Technical College	Sheet Metal JAC 5619 North 50th Street Tampa, FL 33610
	1	Learey Technical College	Tampa Fire Rescue Training Facility 116 South 34th Street Tampa, FL 33605
	1	Learey Technical College	Trowel Trades JAC 4502 Dr. Martin Luther King, Jr. Blvd. Tampa, FL 33614
Indian River	2	Technical Center for Career and Adult Education www.indianriverschools.org	School District of Indian River County 1426 19th Street Vero Beach, FL 32960 772-564-4970
	2	Technical Center for Career and Adult Education	Alternative Education/Adult Education Center 4680 28th Court Vero Beach, FL 32967
	2	Technical Center for Career and Adult Education	Thompson Lifelong Learning Center 1110 18 th Avenue SW Vero Beach, FL 32962
Lake	1	Lake Technical College www.laketech.org	2001 Kurt Street Eustis, FL 32726 352-589-2250
	1	Lake Technical College	Lake Technical Center South 1414 West Main Street Leesburg, FL 34748
	1	Lake Technical College	Kenneth Bragg Public Safety Complex 1565 Lane Park Cut-Off Tavares, FL 32778
Lee	1	Cape Coral Technical College www.capecoraltech.edu	360 Santa Barbara Boulevard, North Cape Coral, FL 33993 239-574-4440
	1	Fort Myers Technical College www.fortmyerstech.edu/	3800 Michigan Avenue Ft. Myers, FL 33916 239-334-4544
Leon	1	Lively Technical Center www.leonschools.net/livelytech	500 North Appleyard Drive Tallahassee, FL 32304 850-487-7555
	1	Lively Aviation Center	3290 Capitol Circle, S.W. Tallahassee, FL 32310
Manatee	1	Manatee Technical College manateetech.edu	6305 State Road 70 East Bradenton, FL 34203 941-751-7900
	1	Manatee Technical College	East Campus 5480 Lakewood Ranch Blvd. Bradenton, FL 34211
Marion	1	Marion Technical College http://mariontc.edu	1014 S.W. 7th Road Ocala, FL 34471 352-671-7200

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<p>Miami Dade College (Educational Opportunity) Dr. Franklin Valcine (305) 237-6120 franklin.valcine@mdc.edu</p>	<p>Pensacola State College (Talent Search) Dr. Ann Smith (850) 484-1620 asmith@pic.edu</p>	<p>University of Florida (Upward Bound) Mr. Harry B. Shaw (352) 392-0788 hshaw@oasis.ufl.edu</p>
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