



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

FLORIDA COUNSELING FOR FUTURE EDUCATION HANDBOOK

2021-2022 Edition

A stylized illustration of several hands of various colors (teal, orange, purple, blue, yellow, red) raised in the air, symbolizing diversity and support.

Prepared by the Florida Department of Education

The *Florida Counseling for Future Education Handbook* is updated each school year to provide school counselors and advisors with a comprehensive academic advising resource to guide secondary 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-examination, financial aid and updated postsecondary programs, degrees and requirements.

School counselors are a key resource for providing appropriate advising related to secondary course selection, careers 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 PK-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 2019 Florida public high school graduate cohort collected by colleges and universities is on the Office of Articulation website 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 and career experiences.

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 for the 2021-22 academic school year.

College Readiness Checklist

The College Readiness Checklist is a roadmap with steps and tips for high school students to transition successfully into college. The College Readiness Checklist is easily accessible for download at <https://www.floridashines.org/go-to-college/get-ready-for-college>.

Success Worksheets

A collection of guides, checklists and tip sheets designed to help high school students develop the skills they will need to be successful in college. Among the topics covered: time management, study skills, note taking and test taking. For more information, visit <https://www.floridashines.org/go-to-college/get-ready-for-college/standard-high-school-diploma>.

Program and Degree Requirements

Students can get a head start on planning towards a college degree. High school counselors, advisors and administrators can use this tool with students who are utilizing a degree audit online. Students can easily learn about the requirements of the specific college degree they are exploring and develop a successful plan to meet those requirements and graduate. Visit <https://www.floridashines.org/go-to-college/discover-degrees> for more information.

Florida's College and University Profiles

A great tool for students and parents, especially during the college selection process. Get detailed information about each institution, campuses, admission criteria (e.g., SAT, ACT, GPA), majors and programs, cost, deadlines for admission and financial aid, student enrollment, demographics, campus life, and much more. Each college and university uploads its information directly to FloridaShines, so it is always accurate and up-to-date. To visit the profiles, go to <https://www.floridashines.org/go-to-college/explore-colleges-universities>.

Virtual Campus Tours

The Virtual Campus Tours page allows students the flexibility to explore Florida's colleges and universities without leaving the comfort of their home. Students are able to tour virtually from any device and feel like they are walking on campus; visit <https://www.floridashines.org/go-to-college/get-ready-for-college/virtual-campus-tours>.

ROLE OF MIDDLE SCHOOL 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 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 taking action and providing recommendations necessary to guarantee each child equal postsecondary opportunities and choices.

POSTSECONDARY READINESS AND THE MIDDLE GRADES

Florida Law

Sections (s.) 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 into high school.
- [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.
 - One of the state-approved courses (<http://www.fldoe.org/core/fileparse.php/7746/urlt/careerplanappcourses2021-22.pdf>) in career and education planning to be completed in grades 6, 7 or 8.

Additional considerations related to career and education planning courses include the following:

- The career and education planning course helps students become aware of the relationships that exist between education and career achievement. Students are introduced to educational alternatives and course options as they prepare to transition to high school. For more information on Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/>.
- The career and education planning course offered must be a stand-alone course or integrated into another subject area course appearing on the state-approved list (<http://www.fldoe.org/core/fileparse.php/7746/urlt/careerplanappcourses2021-22.pdf>).
- The career and education planning course must do the following:
 - Be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals.
 - Result in a completed, personalized academic and career plan for the student, which can be revised as the student progresses through middle school and high school.
 - Emphasize the importance of entrepreneurship and employability skills.
 - Include information from the Department of Economic Opportunity's economic security report required by [s. 445.07, F.S.](#), and other state career planning resources, and available at <https://launchmycareerfl.org/pages/florida/esrreport.html>.

- The required personalized academic and career plan must inform students of:
 - high school graduation requirements, including a detailed explanation of the diploma designation options provided under [s. 1003.4285, F.S.](#)
 - the requirements for each scholarship in the Florida Bright Futures Scholarship Program.
 - State University System (SUS) and Florida College System (FCS) institution admission requirements.
 - available opportunities to earn college credit in high school, including Advanced Placement® (AP®)¹ courses.
 - the International Baccalaureate (IB) Program.
 - the Advanced International Certificate of Education Program (AICE).
 - dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification, pursuant to [s. 1003.492](#) or [s. 1008.44](#), F.S.

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 on [Page 9](#) 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 passed the EOC assessment without enrolling in the course.
 - 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.

Computer Science and Technology Instruction

Pursuant to [s. 1007.2616, F.S.](#), middle and high schools in each district, including combination schools in which any of grades 6 through 12 are taught, must provide an opportunity for students to enroll in a computer science course. If a school district does not offer an identified computer science course, the district must provide students access to the course through [Florida Virtual School® \(FLVS®\)](#)² or through other means. A listing of courses identified as meeting the definition of computer science is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/2122CompSci.pdf>.

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. 1008.25, F.S.](#))

Each student must participate in the statewide, standardized assessment program required by [s. 1008.22, F.S.](#) The implications for students scoring below Level 3 include the following:

¹ *AP® and Advanced Placement® Program are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, this product.

² Copyright © by Florida Virtual School®. All rights reserved. Florida Virtual School® and FLVS® are registered trademarks of Florida Virtual School®, a public school district of the State of Florida.

- Students scoring below Level 3 on the statewide, standardized ELA or on the statewide, standardized Mathematics assessments in grades 3-8 or 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.
 - A federally-required student plan such as an individual educational plan (IEP).
 - A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and/or 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 can 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 on [Page 9](#).

RIGOROUS COURSES HELP STUDENTS ENTER AND SUCCEED IN COLLEGE

One of the most important things students can do to prepare for any postsecondary education is 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 AP®, International Baccalaureate (IB), Advanced International Certificate of Education (AICE), 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 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 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 can be included in parent newsletters, the local newspaper’s school news section, student handbooks and planners, school websites and bulletin boards. A series of parent workshops offered throughout the school year can 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, <https://www.act.org/content/act/en/education-and-career-planning/resources-for-families.html> ACT for Students, <http://www.actstudent.org/index.html>
- Bureau of Standards and Instructional Support, FDOE, <http://www.fldoe.org/academics/standards/>
- Bureau of Exceptional Student Education, FDOE, <http://www.fldoe.org/academics/exceptional-student-edu>
- Bureau of Student Support Services, FDOE, <https://www.fldoe.org/schools/k-12-public-schools/bosss/> or <https://sss.usf.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/>
- Florida College Access Network, <http://www.floridacollegeaccess.org>
- Florida Prepaid College Plans, <http://www.myfloridaprepaid.com/>
- Florida Education Foundation, <https://floridaeducationfoundation.org/>

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

Bureau of Student Support Services
Division of Public Schools
850-245-7851
[Staff Contacts](#)

Standards, Benchmarks & Frameworks
Division of Career and Adult Education
850-245-0446
[Staff Contacts](#)

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,
- Career and Technical Education (CTE) Pathways option,
- AICE curriculum, or
- IB curriculum.

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

- [s. 1003.4282, F.S.](#), Requirements for a standard high school diploma.
- [s. 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 comparative score to graduate with a standard diploma. Additional information related to assessment requirements is available at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/>.

Each high school is required to advise each student of courses that earn college credit, including AP, IB, AICE, CLEP®, Excelsior, DSST, dual enrollment, early admission and career academy courses and courses that lead to an 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.](#), and eligibility requirements for state scholarship programs and postsecondary admission.

Students with Disabilities

In addition to the five 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. These include:

- Specific requirements for students with disabilities for whom the IEP has determined that participation in the Florida Standards Alternate Assessment (FSAA) 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.
- Both options allow for CTE substitutions.

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

Military Support

Florida is a member of the [Interstate Compact on Educational Opportunity for Military Children](#) and has recognized the need to provide support to students of military families. The goal of the Compact is to replace the widely varying policies affecting transitioning military students. The Compact addresses key educational transition issues encountered by military families, including enrollment, placement, attendance, eligibility and graduation. Information on the Interstate Compact is accessible at <http://www.mic3.net/assets/rules-2018-re-print-single-page-rev-19-jul-2018.pdf>. Frequently asked questions concerning the Compact are found at <http://www.fldoe.org/core/fileparse.php/7757/urlt/0082683-qamilitary.pdf>.

The 2020 Florida Legislature amended [s. 1003.05, F.S.](#), to provide greater flexibility to transitioning students of military families for enrollment and certain preferential treatment.

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 earns a minimum of 24 credits and meets the requirements set forth in [s. 1003.4282, F.S.](#), 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.

Academically Challenging Curriculum to Enhance Learning (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 pursuant to [s. 1002.3105, F.S.](#), 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.

Career and Technical Education (CTE) Pathway Option

Students are eligible to complete an alternative pathway to earning a standard high school diploma through the CTE Pathway option. In order to earn a standard diploma under this option, a student must successfully complete at least 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.

This option requires that the student complete the standard course requirements for the 24-credit program without the required fine and performing arts (or speech, debate or Practical Arts course), physical education course or online course requirement.

In addition, four electives are required instead of eight as compared to the 24-credit program. A student must complete:

- Two credits in CTE.
 - The courses must result in a program completion and an industry certification.
- Two credits in work-based learning programs.
 - A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program course to fulfill this requirement.

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 a 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 can 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 examination or CLEP®, then the school district is required to award credit to the student who is not enrolled or who has not completed the course. Equivalent postsecondary credit earned through these exams will be awarded upon the student’s entrance into a postsecondary institution and should not be reflected on the student’s high school transcript.

A school district must permit a public school or home education 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 or examination 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/or the merit designation pursuant to [s. 1003.4285, F.S.](#) 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 or an equally rigorous course (see table below)
- Pass the Geometry EOC assessment
- Earn 1.0 credit in Statistics or an equally rigorous mathematics course (see table below)
- 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.

Equally Rigorous to Algebra 2 (1200330)	
1200340	Algebra 2 Honors
1298310	Advanced Topics in Mathematics
1200395	IB Middle Years Programs Algebra 2
1209825	Pre-AICE Mathematics 3 IGCSE Level
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
Any dual enrollment course or other college, credit-bearing AICE, AP or IB mathematics course with a passing score on the associated exam.	

Equally Rigorous to Statistics (1210300)	
1210323	IB Statistics & Probability
1202362	AICE Mathematics & Probability & Statistics 1 AS Level
1202364	AICE Mathematics & Probability & Statistics 2 A Level
1210310	IB Statistics & Introductory Differential Calculus
1201300 and 1201315 or 1211300	Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
1202340	Pre-calculus Honors
1202300	Calculus Honors
Any dual enrollment course or other college, credit-bearing AICE, AP or IB mathematics course with a passing score on the associated exam.	

To earn a merit diploma designation, a student must meet standard high school diploma requirements and must attain one or more industry certifications from the list established under [s. 1003.492, F.S.](#)

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 [Section 1 of 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.

Financial Literacy

Pursuant to [s. 1003.4282, F.S.](#), all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.

Computer Science and Technology Instruction

Pursuant to [s. 1007.2616, F.S.](#), middle and high schools in each district, including combination schools in which any of grades 6 through 12 are taught, must provide an opportunity for students to enroll in a computer science course. If a school district does not offer a computer science course, as identified by the FDOE, the district must provide students access to the course through [FLVS®](#) or through other means. A listing of courses identified as meeting the definition of computer science is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/2122CompSci.pdf>.

Online Course Credit

At least one course within the 24 required credits 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 (consisting of both traditional classroom and online instructional techniques);
- 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. The requirement is met through an online course offered by the FLVS®, a virtual education provider approved by the State Board of Education (SBE), a 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 under [s. 1003.57, F.S.](#), which indicates that 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 (s. 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 (s. 1003.4282(5), F.S.)

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. A forgiveness policy for elective 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 another course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Recruiting Students into Career-themed Courses and Career and Professional Academies

Pursuant to [s. 1003.491\(3\)\(j\) F.S.](#), school boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative GPA drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his/ her designee during any semester the student is at risk of dropping out or have a cumulative grade point average below a 2.0.

24-CREDIT PROGRAM

4 Credits English/Language Arts (ELA)
<ul style="list-style-type: none"> English/Language Arts 1, 2, 3, 4 English/Language Arts Honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement. Pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score to graduate with a standard diploma.
4 Credits Mathematics*
<ul style="list-style-type: none"> One of which must be Algebra 1 and one of which must be Geometry. A student’s performance on the statewide, standardized Algebra 1 end-of-course (EOC) assessment constitutes 30 percent of the student’s final course grade. A student must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score, to earn a standard high school diploma. A student’s performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student’s final course grade. A student who earns an industry certification that articulates to college credit may substitute the certification for up to two mathematics credits, except for Algebra 1 and Geometry. To substitute the two mathematics credits, the student would need to earn two industry certifications. An identified computer science course may substitute for up to one mathematics credit (except for Algebra 1 or Geometry).
3 Credits Science*
<ul style="list-style-type: none"> One of which must be Biology 1, two of which must be equally rigorous science courses. The statewide, standardized Biology 1 EOC assessment constitutes 30 percent of the student’s final course grade. Two of the three required credits must have a laboratory component. A student who earns an industry certification, for which there is a statewide, college-credit articulation agreement approved by the SBE, may substitute the certification for one science credit, except for Biology 1. An identified computer science course may substitute for up to one science credit (except for Biology 1).

3 Credits Social Studies
<ul style="list-style-type: none"> • One credit in World History. • One credit in U.S. History. The EOC results constitute 30 percent of a student’s final course grade. • One-half credit in U.S. Government. • One-half credit in Economics.
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
<ul style="list-style-type: none"> • Eligible courses and substitutions are identified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd/.
1 Credit Physical Education
<ul style="list-style-type: none"> • To include the integration of health.
8 Elective Credits
1 Online Course Within the 24 Credits
<ul style="list-style-type: none"> • Students must meet the state assessment requirements. Refer to “Graduation Requirements for Florida’s Statewide Assessments” to learn more. • Students must earn 2.0 GPA on a 4.0 scale.

Special Notes: *A computer science credit may not be used to substitute for both a mathematics and science credit.

National Collegiate Athletic Association (NCAA)

College-bound student athletes will need to meet rigorous academic rules to compete or receive a scholarship at NCAA Division I and II colleges or universities. Please refer to the following webpages for additional information:

- [Play Division I Sports](#)
- [Play Division II Sports](#)

For more information on high school graduation options, contact:

Bureau of Student Support Services
 Division of Public Schools
 850-245-7851
[Staff Contacts](#)

Bureau of Exceptional Student Education
 Division of K-12 Public Schools
 850-245-0475
[Staff Contacts](#)

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. Florida law designates all of Florida’s virtual programs and courses as school choice options for Florida’s students. This means that Florida students may enroll in virtual schools and courses throughout the state, including FLVS®. Virtual teachers are required to meet Florida’s certification requirements and virtual curriculum and courses must align to Florida state standards.

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 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/>. School districts may also sponsor virtual charter schools; 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 16,000 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 access to an official course description, a description of the unique features of the course, course passage and completion rates and a method for students to provide evaluative feedback. Users can also use the filters to search for courses by district, grade level, major subject, major sub-subject and provider. 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 Florida Online Course Catalog is available at <http://web06.fldoe.org/CourseCatalog/>. If you have any questions while using the catalog, please contact the Florida Online Catalog Administrator at OnlineCatalog@fldoe.org.

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. As a fully accredited, statewide public school district, FLVS® provides educational solutions at no cost to K-12 public, private, and homeschooled Florida students. Through a variety of personalized instructional programs taught by certified teachers, FLVS® students can create an educational plan that fits their unique needs. Since 1997, FLVS® students have successfully completed more than 5.1 million semester enrollments.

FLVS® has 2,400 certified instructors for more than 190 elementary, middle and high school courses including AP®, Career and Technical Education, world language, elective and NCAA-approved core courses (see full listing available at <https://www.flvs.net/online-courses>). 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.

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

CAREER DEVELOPMENT PROGRAMS AND SERVICES

Career and Technical Education (CTE) offers students the opportunity to explore 17 career pathways directly aligned with workforce needs in Florida's emerging industries. Students begin exploring fields in information technology, cybersecurity, healthcare, aviation and aerospace, manufacturing, agriculture and more as early as primary school through special interest programs and extracurricular activities.

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the CTE pathway option. For more information on the CTE Pathway Option for a Standard High School Diploma, please visit <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml>.

Secondary students may also enroll in CTE courses, earning high-value skills and credentials in CTE courses offered at their local high school, district technical college or state college. The 76 state and district technical colleges offer a variety of post-secondary certifications and two-year degree programs in 17 career pathways. Upon successful completion, students earn the nationally and industry recognized credentials and certifications necessary to begin a high-wage and sustaining career quickly and affordably. For more information on CTE, please visit <https://gettherefl.com/>.

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 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/core/fileparse.php/7534/urlt/cruiser_guide.pdf.

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/core/fileparse.php/7534/urlt/parent_primer06.pdf. Text-only versions of this publication are also available in Spanish (<http://www.fldoe.org/core/fileparse.php/7534/urlt/parent-primerspanish.pdf>) and Creole (<http://www.fldoe.org/core/fileparse.php/7534/urlt/parent-primercreole.pdf>).

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/career-tech-edu/the-congress-bundestag-vocational-yout.stml>.

PREAPPRENTICESHIP

The primary purpose of a registered preapprenticeship program is to prepare an individual to become an apprentice and provide a pathway for individuals, who are at least 16 years of age, to enter registered apprenticeship programs. Preapprenticeship programs are sponsored by registered apprenticeship programs in the same occupation(s).

Florida district school boards, state college institutions, and state universities are often involved in preapprenticeship programs, assisting sponsors in providing related technical instruction. Programs for high school students typically begin in the junior year and may include on-the-job training with participating employers of the sponsoring apprenticeship program. Adult programs may include GED® completion, as well as related technical instruction and on-the-job training.

After completing their programs, preapprentices are afforded the same consideration as veterans as part of the selection process for entry into registered apprenticeship programs. They may also receive credit towards the completion of their registered apprenticeship program, often shortening the program length by as much as a year. For more information on Florida preapprenticeship programs, visit <http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/preapprenticeship.stml>.

APPRENTICESHIP

Apprenticeship is a highly structured training system in which the apprentice typically works full-time (40 hours per week) during the day for a sponsoring employer, learning the skills of the occupation (through on-the-job training with a journeyworker/mentor). A minimum of 144 hours or a 3-credit hour course of related instruction for each year of apprenticeship is recommended. Some programs partner with local technical schools or state colleges for the related classroom instruction, while many programs provide their own related instruction to its apprentice(s). Upon successful completion of the program, an apprentice is issued a nationally-recognized *Completion of Apprenticeship* certificate issued by the FDOE.

All registered apprenticeship programs operate independently and establish their own application process and minimum qualifications. The required minimum qualification for persons entering an apprenticeship is an eligible starting age of not less than 16 years. Applicants seeking entrance into a registered apprenticeship program must apply to the registered program sponsor directly. For a complete list of registered apprenticeship occupations in Florida, visit <http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/>. From there, click on "Contacts," then search by "Registered Apprenticeship Occupation."

MIDDLE SCHOOL CAREER AND EDUCATION PLANNING COURSE

Promotion from middle school requires one of the state-approved courses in career and education planning to be completed in the 6th, 7th or 8th grade. The course is designed to help students become aware of the relationships that exist between education and career achievement.

Schools must use one of the career and education planning courses available in the Course Code Directory; the approved list is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/careerplanappcourses2021-22.pdf> to meet this requirement. Per [s. 1003.4156, F.S.](#), at a minimum, the course must be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. The course must result in a completed, personalized academic and career plan for the student, which must:

- inform students and parents of high school graduation requirements and diploma designations, high school and college entrance test requirements, Florida Bright Futures Scholarship program requirements, SUS and FCS admission requirements, acceleration mechanisms, preapprenticeship and apprenticeship programs, career-themed courses, and courses that lead to national industry certification.
- emphasize the importance of entrepreneurship and employability skills.
- provide information from the Department of Economic Opportunity's economic security report as described in [s. 445.07, F.S.](#)

Students are introduced to educational alternatives and course options as they prepare for the transition to secondary school.

SUPPORT SERVICES FOR MINORITY AND LOW-INCOME STUDENTS

Counselors play an important 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

The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, and 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 SUS institutions and are given priority for the awarding of funds from the Florida Student Assistance Grant, a need-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, program or entry points (summer, fall or spring) of choice.

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 Test; and
- complete all 18 college preparatory credits as specified in [Board of Governors Regulation 6.002](#).

Students who are eligible for 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 2020 for fall 2021 admission). If students do not apply before they are determined to meet all 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 before appealing to the Florida Board of Governors for assistance with 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 76](#) for contact information.

UPWARD BOUND PROGRAMS

Upward Bound Programs consist of three types: Classic (available at many colleges), Veteran's (Miami Dade College) and Regional Centers for Math and Science (Florida A&M University). The purpose of 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 beginning in grades nine through high school graduation. The Veteran's Upward Bound Program targets veterans and provides services like 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 students, those with disabilities, and first-generation college students. All TRIO Programs are designed to increase the number of underrepresented individuals earning postsecondary educational degrees. The target populations and the services vary within 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) assist 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 centers, 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. Targeted 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 freshman year through graduation. Follow-up services and graduate school admission assistance are provided to upperclassmen. 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.

Full details about TRIO programs are available at <http://www2.ed.gov/about/offices/list/ope/trio/index.html>.

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 <https://www.americorps.gov/>.

SUPPORTS FOR STUDENTS WITH DISABILITIES

On June 21, 2021, Governor DeSantis signed into law House Bill (HB) 173, Individual Education Plan Requirements for Students with Disabilities. The bill changes s. 1003.5716, F.S., Transition to postsecondary education and career opportunities. These changes revise the timeline for the development and implementation of transition services in the individual educational plan (IEP) for a student with a disability, starting the transition process at an earlier age or grade (whichever occurs first) than federal law requires.

The federal Individuals with Disabilities Education Act (IDEA), requires 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. Changes to Florida law support starting the transition process earlier and may be found below. These changes describe the updated requirements for districts, IEP teams and the FDOE.

Pursuant to HB 173, districts and IEP teams must:

- begin the process of identifying a student’s need for transition services during the students 7th grade year, or when the student attains the age of 12, whichever occurs first (e.g., self-determination; description of how the student is being prepared to graduate from high school with a standard diploma and/or a scholar or merit diploma designation).
- include a plan with postsecondary goals and transition services that identify the student’s need for transition services before the student enters high school or attains the age of 14, whichever occurs first, so that the IEP is operational and in place for implementation on the first day of the student’s first year of high school.
- include the provision of information to the student and parents about the following resources:
 - the school district’s high-school level transition services, CTE and collegiate programs available.
 - programs and services available through
 - Florida’s Center for Students with Unique Abilities,
 - Florida’s Centers for Independent Living,
 - the Division of Vocational Rehabilitation,
 - the Agency for Persons with Disabilities, and
 - the Division of Blind Services.
 - Referral forms, links, and technical support contacts for accessing these services and programs.

Beginning no later than the first IEP to be in effect when a student enters high school (or attains the age of 14), the IEP must document the IEP team’s discussion of the process for a student with a disability who meets the requirements to defer receipt of a standard high school diploma. In addition, the IEP in effect at the beginning of the school year a student is expected to graduate must include a signed statement by the parent (or adult student whose rights have transferred) that he or she understands the process for deferment and identify if the student will defer receipt of the standard high school diploma.

Lastly, this bill requires the FDOE to conduct a review, in conjunction with the Project 10: Transition Education Network, a Bureau of Exceptional Student Education (BESE) discretionary project, of existing transition services and programs to establish uniform best practices for such transition programs to deliver appropriate employment, pre-employment, and independent living skills education to enrolled students. The FDOE must establish and publish uniform best practices on its website by July 1, 2022.

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 their 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 and identifying agencies and connections that may be helpful after high school.

Counselors can make a difference in the lives of students with disabilities as they move on to postsecondary education and life after high school by familiarizing themselves with the IEP process, which is required for students served in exceptional student education (ESE) programs. At IEP meetings, students and their parents, along with other IEP team members, make critical decisions including the course of study, the type of diploma the student will work toward and whether 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. Florida has two additional high school diploma options only available 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, is at <https://fl-pda.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.

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 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 are 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 that 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., CTE 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 understand that testing (e.g., ACT, SAT) is critical and that each test requires specific documentation for accommodations required in advance of the test dates. Students wishing to enter a career center or college need to take placement exams, which also require documentation for accommodations.

Currently, [s. 1007.265\(1\), F.S.](#), states, "A student with a disability 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." Students with disabilities are defined in [s. 1007.02, F.S.](#) [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 might 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 that 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 encouraged to review the *Your Guide to Employment Handbook of Services* found at <http://www.rehabworks.org/docs/yourguidetoemployment.pdf> and view the *Pre-Employment Transition Services* at <http://www.rehabworks.org/docs/flyers/Pre-EmploymentTransitionServices.pdf?id=1> for additional information on Division of Vocational Rehabilitation (VR) services that promote successful transitions from school to adult life.

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" letters, available at <https://ifap.ed.gov/ilibrary/document-types/dear-colleague-letters>. 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.”

The Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) is charged with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. [Section 1004.6495, F.S.](#), describes 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.

The purpose 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.” ([s. 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: (1) facilitate application and approval of their program that serves students with intellectual disabilities as a FPCTP, (2) provide scholarship awards to students attending an institution’s approved FPCTP, and (3) provide grant funding to foster starting up new and/or enhancing existing programs. Additionally, the Center offers the opportunity for schools serving students in grades 9-12 to apply for resources to establish a Florida College and Career Transition Club to increase awareness of Florida Postsecondary Comprehensive Transition Programs opportunities. These 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 for more information.

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 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 or 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 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.)

Help for Parents

Additional guidance may be needed for parents of students with disabilities, to help prepare for college and the changes in supports as the supports and services available to students in the K-12 setting may not be available after graduation. Students and families may find useful information at the following websites:

- A Transition Guide, <https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>
- Affordable Colleges Online, <https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>
- Center for Parent Information & Resources, <https://www.parentcenterhub.org/>
- Family Network on Disabilities, <https://fndusa.org/>

- Going to College, <http://going-to-college.org/>
- IRIS Center, <https://iris.peabody.vanderbilt.edu/module/tran/>
- Juvenile Justice Resource Series Transition Age Youth With Mental Health Challenges in the Juvenile Justice System, <https://www.umassmed.edu/contentassets/15113f8a672840fca8b783ca95a800af/taywithmentalhealthchallengesij.pdf>
- Mapping Your Future, <https://www.mappingyourfuture.org/>
- National Collaborative on Workforce and Disability, A Guide for Students with Disabilities, <http://www.ncwd-youth.info/wp-content/uploads/2016/11/Making-My-Way-through-College-FINAL.pdf>
- National Technical Assistance Center on Transition, Differences Between Secondary and Postsecondary Education, https://transitionta.org/wp-content/uploads/docs/Highschool_vs_College_list.pdf
- PACER's National Parent Center on Transition and Employment, <https://www.pacer.org/transition>
- NCSET's Youth Web Site, <http://www.ncset.org/websites/youthhood.asp>

Florida Division of Vocational Rehabilitation (VR)

The Florida Division of Vocational Rehabilitation's Transition Youth Program assists high school students with disabilities to 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 job exploration counseling, work readiness training, self-advocacy training and peer mentoring, postsecondary educational counseling, and work-based learning experiences after a school district makes referral to VR. These Pre-ETS services are 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 14 and beyond for needed VR Pre-ETS and additional Transition Youth services.** A joint memorandum between the FDOE's BESE, Division of Blind Services 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 centers, 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 <http://www.rehabworks.org/stw.shtml> 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: <https://www.flbog.edu/universities/admissions-transfers/students-with-disabilities/>.

High school seniors admitted to a state university are welcome to apply for the Johnson Scholarship (found at the above link) with the designated university coordinator. There is an April 1, 2022, deadline for scholarship application submissions. A Free Application for Federal Student Aid (FAFSA) is required. Students are reminded that they should submit their FAFSA as early as permitted for aid during the 2022-2023 academic year.

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

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 are online at <https://eligcert.ed.gov/ows-doc/intro.htm>.

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.

FDOE Publications

- *Dare to Dream for Adults*: http://www.fldoe.org/core/fileparse.php/7690/urlt/0070077-dream_adults.pdf
- *Middle School Transition Trail Map for Families*: http://project10.info/Documents/Middle_School_Transition_Trail_Map_-_Final_7.28.2020_2.pdf
- *Benchmarks for Middle School Transition Planning*: http://project10.info/Documents/Benchmarks_for_MS_Transition_Planning_Final_7.2021docx.pdf
- *Secondary Transition Roadmap for Families* – This document is available on the Project 10 website at http://project10.info/Documents/Secondary_Transition_Roadmap_FINAL_1.19.21_1.pdf
- *Extended Transition (Florida 18-22 Programs)* – This document is available on the Project 10 website at http://project10.info/Documents/Extended_Transition_Programs_in_Florida_Updated_09.15.2020_1.pdf

Other Useful Publications

- *Guidance and Career Counselor’s Toolkit: Advising High School Students with Disabilities on Postsecondary Options* is available at the HEATH Resource Center’s Online Clearinghouse on Postsecondary Education for Individuals with Disabilities at <https://www.heath.gwu.edu/sites/g/files/zaxdzs2346/f/downloads/Toolkit%202014.pdf>.
- *Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators* from the U.S. Department of Education, Office for Civil Rights, may be found at <https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>.

Websites

- ACT, Services for Students with Disabilities: <http://www.act.org/content/dam/act/unsecured/documents/6368-ACT-Policy-for-Documentation-Web.pdf>
- Alexander Graham Bell Association for the Deaf and Hard of Hearing: <http://www.agbell.org/>
- American Council of the Blind: <https://www.acb.org>
- Association on Higher Education and Disability (AHEAD): www.ahead.org/
- Bureau of Exceptional Student Education, FDOE: <http://www.fldoe.org/academics/exceptional-student-edu/>
- College Board, Services for Students with Disabilities: <http://www.collegeboard.com/ssd/student/>
- 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: <https://studentaid.ed.gov/sa/>
- Florida Board of Governors, State University System, Services for Students with Disabilities: <https://www.flbog.edu/universities/admissions-transfers/students-with-disabilities/>
- 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 Coordinating Council for the Deaf and Hard of Hearing: <http://www.floridahealth.gov/provider-and-partner-resources/fccdhh/index.html>
- Florida Health and Transition Services (HATS): <http://www.floridahats.org/>
- Going to College: <http://going-to-college.org/>
- HEATH Resource Center at the National Youth Transitions Center: www.heath.gwu.edu/
- 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: <https://ldaamerica.org>
- National Alliance on Mental Illness (NAMI): www.nami.org
- National Association for the Deaf: <https://www.nad.org>
- National Collaborative on Workforce and Disability for Youth: <http://www.ncwd-youth.info/>
- National Center on Secondary Education and Transition: www.ncset.org
- National Deaf Center on Postsecondary Outcomes: <https://www.nationaldeafcenter.org/>
- National Institute on Mental Health: www.nimh.nih.gov/index.shtml
- National Technical Assistance Center on Transition (NTACT): <http://www.transitionta.org>
- Project 10: Transition Education Network: <http://www.project10.info/>
- State of Florida Student Financial Assistance: <http://www.floridastudentfinancialaid.org>
- The Center for Scholarship Administration: <https://www.csascholars.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 Students with Intellectual Disabilities: <https://thinkcollege.net/resource/foundations/think-college-postsecondary-education-options-for-students-with-intellectual>

COLLEGE CREDIT PROGRAMS FOR HIGH SCHOOL STUDENTS

Florida provides several acceleration mechanisms that give students an opportunity to earn high school and college credit: AP[®], dual enrollment, career pathways, the IB Diploma Program, the AICE Diploma Program, and certain credit-by-exam options. 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 accelerated coursework aligns with their degree requirements. To learn more about meta-majors, visit <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=13646462&type=1&file=6A-14.065.doc>.

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 review the resources available online at the Office of Articulation website, <http://www.fldoe.org/policy/articulation> and at <https://dlss.flvc.org/>. Another important document to become familiar with is the *Common Prerequisite Manual*. Postsecondary baccalaureate degree programs often have lower-level coursework specifically required for majors that students are required to take prior to admission into the degree program itself. For example, these may be specific mathematics and natural science coursework that a student must take that are required for engineering degree programs. It is particularly important to refer to the *Manual* when advising students who may be interested in seeking science, technology, engineering, mathematics or health-related baccalaureate degrees. Advising the student into the proper course(s) will assist students in saving money and potential time-to-degree.

These resources provide guidance to assist school counselors, students and parents in the careful selection of courses, as well as up-to-date information to inform districts and high schools about graduate cohort postsecondary performance measured by pre-graduate and post-graduate indicators of “college readiness.” These resources provide information to reduce duplication of college credit, support informed decision-making, and guide careful and effective academic planning for postsecondary success. The following section should be used for students participating in multiple acceleration options, as they should be monitored closely for good utilization of postsecondary credits.

DUAL ENROLLMENT AND EARLY ADMISSION

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. Florida’s dual enrollment program allows a student to take college-level courses while still attending classes at their high school, while Early Admission allows high school students to attend courses full-time at an eligible postsecondary institution. Successful completion of dual enrollment courses allows eligible high school students to earn high school core or elective credit and postsecondary credit toward a career certificate, an associate or a bachelor’s degree.

Initial eligibility for academic dual enrollment includes a 3.0 unweighted high school GPA, and a minimum score on a common placement test or alternative eligibility methods as adopted by the SBE. Students interested in career dual enrollment must have a 2.0 unweighted high school GPA. Additional initial eligibility requirements may also be included by the school district and/or postsecondary institution to ensure college readiness. Through effective dual enrollment partnerships, districts can enhance curricular options available to students, reduce class size and strengthen relationships with local colleges, universities, career centers or independent postsecondary institutions.

As the emphasis on career planning increases, more students are encouraged to select an advanced curriculum that aligns with their postsecondary goals. Career dual enrollment enables students to pursue a rigorous curriculum for high school graduation, as well as earn credit toward a degree or industry certification. Many industry certifications will articulate to college credit toward a degree. The SBE has approved the listed Statewide Career and Technical Education Articulation Agreements that are based on industry certifications. A listing of articulated industry certifications is available at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

Through collaborative partnerships between school districts and eligible postsecondary institutions, dual enrollment courses will continue to provide options for students to accelerate and pursue advanced coursework in academic and career-related areas. With the number 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 play 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. Please refer to the following sections regarding considerations when advising students participating in dual enrollment and other acceleration options.

For more information, please visit the [Frequently Asked Questions](#) available on the Office of Articulation website.

ADVISING

Preliminary Advising

High school students must demonstrate “college readiness” to participate in the dual enrollment program by taking a common placement test, or meeting alternative eligibility methods for academic dual enrollment, and earning a qualifying high school GPA for academic and career dual enrollment. 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 FLVS®.

Key advising points may include:

- Students who withdraw from dual enrollment courses must immediately notify the high school counselor 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.
- Grades received in a dual enrollment course will be on a student’s permanent postsecondary transcript, including withdrawn or failed courses. All postsecondary courses attempted may be included in the student’s GPA calculation for consideration of acceptance into postsecondary institutions.

Current law allows for any course in the Statewide Course Numbering System (<http://flscns.fldoe.org/>), with the exception of developmental or pre-collegiate courses and Physical Education skills courses, to be offered as dual enrollment. Guidance regarding the award of high school credit for successful completion of a dual enrollment course is provided on the Dual Enrollment Course-High School Subject Area Equivalency Lists for academic courses and career and technical courses. These lists provide high school credit equivalencies for specific dual enrollment courses as well as guidance for the award of high school subject area credit for postsecondary courses not included on the lists.

ACC CREDIT-BY-EXAMINATION LIST

The Articulation Coordinating Committee's (ACC) Credit-by-Exam Equivalencies List

(<http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>) identifies a number of examination programs in which students may earn college credit for successful completion of an exam. International Baccalaureate (IB), Advanced International Certificate of Education (AICE) and AP® also include coursework for a high school diploma. Students can take CLEPs® to meet high school graduation requirements, as well as for college credit. Other included examinations are DSST and UExcel, in which students complete only the exam for college credit. Upon admission to a postsecondary institution following high school graduation, a student can be awarded credit for the successful completion of these exams.

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 including those courses identified as part of the 15-credit general education core, but the statewide general education agreement stipulates that public universities, Florida colleges and 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 an FCS 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.](#), and [Board of Governors Regulation 8.005](#), as part of the general education course requirements. Students should identify a major as soon as possible because only select general education courses may meet major prerequisite requirements.

Counselors and students should review all the above-referenced materials when determining what courses should be taken through dual enrollment. Particular attention should be paid to postsecondary credit a student may earn through secondary acceleration options (AICE, AP and IB) prior to enrolling in a dual enrollment course, to ensure duplicate college credit is not attempted (i.e., if a student has taken AP English Language and Composition, or AP English Literature and Composition, and received a score of 3 or higher on the exam, the student should not also enroll in ENC X101, as they have already earned this credit through Credit-by-Exam).

Students should be encouraged to complete secondary and postsecondary acceleration options in a way that best optimizes their use of classes. The Office of Articulation recommends that courses be earned in the following order to ensure success for both high school graduation and postsecondary study:

1. Courses that fulfill both high school graduation core and Postsecondary General Education Core requirements.
2. Courses that fulfill both high school graduation elective and Postsecondary General Education Core requirements.
3. Courses that may be used as prerequisite courses in the student's major area of study as well as meeting elective credits for both high school graduation and postsecondary graduation.

REPORTING DUAL ENROLLMENT COURSES AND GRADES

Automated Student Data Element for Course Numbers

The FDOE Automated Student Information System provides guidance on course reporting for all secondary and postsecondary course formats at <http://www.fldoe.org/core/fileparse.php/19879/urlt/2021-109525.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.

[Rule 6A-1.09941, F.A.C.](#), *State Uniform Transfer of Students in Middle Grades and High School*, establishes uniform procedures related to the receiving school's acceptance of transfer credit for students in Florida's public schools.

"(1)(a) 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. The [FASTER User Manual](#) provides guidance for the use of the "W" code.

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

Postsecondary credit earned from independent postsecondary institutions that do not participate in the SCNS is reported on the student's 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 college 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.

Private College Career Dual Enrollment Courses for Bright Futures Reporting

Course code "ZZV9999" is provided for schools to report career dual enrollment credits earned at private colleges or universities, which do not participate in the Statewide Course Numbering System. There is no limit on the number of private college 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.

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 and thereafter. 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

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

Office of Articulation
Phone: 850-245-0427
Fax: 850-245-9010
Articulation@fldoe.org
www.fldoe.org/policy/articulation

FLORIDA’S STATEWIDE COURSE NUMBERING SYSTEM

Florida’s Statewide Course Numbering System (SCNS) is a classification system for all postsecondary courses offered at public universities, FCS institutions, career centers and select nonpublic institutions participating in the SCNS. Institution courses are assigned to faculty discipline coordinators in their respective discipline areas. 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, career certificate, career preparatory
1-2	=	Lower-level undergraduate courses, freshman and sophomore
3-4	=	Upper-level undergraduate courses, junior and senior
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.

The following courses are exceptions to the general rule for course equivalencies and will not transfer automatically. Transferability is at the discretion of the receiving institution.

- Courses not offered by the receiving institution.
- For courses at non-regionally accredited (private) institutions, courses offered prior to the established transfer date of the course in question.
- Courses in the X900-999 series are not automatically transferable and must be evaluated individually. These include such courses as Special Topics, seminars, internships, apprenticeships, practicums, Study Abroad experiences, Thesis and Dissertations (including any similar individualized courses with numbers other than those in the 900-999 series).
- College preparatory (developmental or remedial) and career preparatory courses.
- Graduate-level courses.
- Applied courses in the performing arts (Art [prefix ART], Dance [DAA], Interior Design, Music [MVB, MVH, MVJ, MVK, MVO, MVP, MVS, MVV, and MVW] and Theater [TPP with numbers ranging from 000-299]) and skills courses in Criminal Justice are not automatically transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.) and must be evaluated individually.

ACCELERATION OPTIONS

ADVANCED PLACEMENT® PROGRAM

The AP® Program enables willing and academically prepared students to pursue college-level studies while in high school. The program consists of 38 college-level courses developed by the AP® Program that high schools can choose to offer, and corresponding exams that are administered once a year in May.

Schools must be authorized by the AP® Course Audit to offer approved AP® courses and use the AP® designation. Detailed information about the curricular enhancements, resources, and updates can be found on AP® Central.

In 2020-2021, the AP® Program has multiple subjects offered by participating high schools in Florida, including FLVS®. Each AP® course is modeled on a comparable introductory college course and culminates with an externally assessed college-level AP® Examination. With the challenge presented by the COVID-19 pandemic and school closures, the AP® program launched a series of teacher resources and online instructional lessons known as AP® Live via YouTube to allow students to stay on track with their studies in virtual AP® courses. A number of these videos include master classes taught by successful achievers including Lin-Manuel Miranda, Janet Yellen, and Nate Silver. With the successful introduction of 2020 online resources, the AP® program launched **AP® Daily** on September 1, 2020. AP® Daily offers an estimated 6,000 AP® online lessons and videos taught by expert AP® teachers and college faculty, and is available for viewing on two unique sites: YouTube and AP® Classroom. AP® Daily provides on-demand instructional videos focusing on every content topic while building knowledge and skills across units in all AP® courses with a unit structure. Webinars for teachers new to AP® are now available along with AP® 2020-2021 School Year Support.

AP® Exams are usually administered in May each year at Florida high schools and testing locations all over the world. In 2020, AP® students took 4,926,557 AP® exams online at home. By way of comparison, in 2019, students took 5,098,815 AP® exams at school. Psychometric linking shows very comparable student abilities in 2020 compared to 2019; score distributions are similar between AP® exams taken online and at school.

Faculty from higher education and expert AP® teachers score the free response sections of the AP® Exams using a rubric-based assessment of students' academic proficiency aligned to national standards of learning outcomes and comparable college-level academic coursework. AP® students earning a "qualifying" score of three and higher on an AP® Exam can earn college credit and/or advanced course placement at Florida public colleges and universities. 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 Office of Articulation maintains the [ACC Credit-by-Exam Equivalencies](#) to inform students, schools, and colleges about the college credit granted by Florida public colleges and universities. This chart outlines the minimum AP® Exam score and the postsecondary course credit available for students. Earning college credit for success on AP® Exams saves students and families

college tuition costs and advances degree completion. In order to receive college credit for AP® success, students must remember to visit apcentral.collegeboard.org and electronically send an official College Board AP® Exam Score transcript. Students must log into their College Board Account and select a college or university to receive the AP® Exam scores. To earn college credit, institutions of higher education must receive the official College Board AP® transcript of exam scores.

Information for High School AP® Coordinators

Students enrolled in AP® courses register for AP® Exams by mid-November each year. More information is available at <https://apcentral.collegeboard.org/ap-coordinators> regarding the 2021 annual calendar, deadlines, fall registration and exam ordering. The changes to Fall Exam registration help teachers create a classroom culture where students are committed and engaged throughout the year. It all starts with joining the online system. New digital tools and resources are available to support personalized learning, and teachers and coordinators have access to resources throughout the year, including an AP® Question Bank, Unit Guides, and Personal Progress Checks. New College Board Scholarship opportunities are available, including the College Board Opportunity Scholarship and the AP® Computer Science Female Diversity Award. Encourage students to sign up for the College Board Opportunity Scholarships. Get started at <https://opportunity.collegeboard.org/>.

AP® Capstone Diploma Program

There are currently 249 Florida high schools offering the College Board AP® Capstone™ Diploma Program. Students complete two year-long AP® courses and earn qualifying exam scores for AP Seminar and AP Research, and pass the courses and exams in four additional AP® subjects. Rather than teaching subject-specific content, these courses develop students' multi-disciplinary skills in research, analysis, evidence-based arguments, collaboration and writing. Students present their research method and findings in writing culminating in a scholarly research paper and an oral presentation to a panel of educators, mentors and content specialists. Students who complete the two-year program can earn one of two different AP® Capstone awards: the full Capstone Diploma and the Capstone Certificate (for successfully completing AP Seminar and AP Research). Colleges value this program across the United States and around the world. In 2020, the Florida Legislature passed HB 641, Funds for the Operation of Schools, which provides an additional value of 0.3 weighted full-time equivalent (FTE) student membership for funding through the Florida Education Finance Program for any student who receives a College Board AP® Capstone Diploma and meets the requirements for a standard high school diploma.

Preparing Students for AP®

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 College Board PSAT at 888-477-7728 or psat@info.collegeboard.org.

Pre-AP® Program

Pre-AP® courses deliver grade-level-appropriate instruction through focused course frameworks, instructional resources, learning checkpoints and collaborative educator workshops. They are designed to support all students across various levels of abilities through focus. The Program grants educators and their students the space and time for deep engagement with content. Pre-AP® courses are identified in the 2021-2022 Course Code Directory, available at <http://www.fldoe.org/policy/articulation/ccd/2021-2022-course-directory.stml>.

Pre-AP® focuses on achieving results for **all** students. Here is how the program is designed to accomplish that.

- **Focused Course Frameworks:** The Pre-AP® Course Frameworks are like a blueprint that teachers can use to plan targeted instruction that best suits their students' specific needs. By devoting more time to fewer concepts, all students can achieve success and mastery of grade-level-appropriate material.
- **Engaging Instructional Resources:** Model lessons that feature motivating classroom activities, engaging texts and challenging practice. They are developed in close collaboration with educational experts and align closely with state standards.
- **Assessment for Learning:** The Pre-AP® digital learning checkpoints and performance tasks help students track their growth against consistent, high standards and allow teachers the opportunity to refocus on foundational concepts that need more attention. Final exams in each course provide an opportunity for students to demonstrate their mastery.
- **Collaborative Educator Workshops:** Pre-AP® Foundational Learning introduces the content, design and pedagogy of Pre-AP®. New Pre-AP® teachers can complete this Foundational Learning either through the Online Foundational Module Series or through the Pre-AP® Summer Institute, a four-day collaborative experience that empowers participants to begin to

prepare for their Pre-AP® course. Educators explore course materials, plan for their course and develop connections within the Pre-AP® Community.

COLLEGE-LEVEL EXAMINATION PROGRAM® (CLEP®)

Helping Students Earn College Credit

The College Board's CLEP® is a rigorous credit-by-exam program that allows students from a wide range of ages and backgrounds to demonstrate mastery of introductory college-level material and earn college credit. The exams are designed, developed and approved by college and university faculty, and research consistently shows that students who score a 50 or higher on CLEP® exams experience greater academic success in college and improved college completion rates.

State and System-wide CLEP® Credit Policies

Today, CLEP® is accepted at more than 2,900 colleges and universities, and students can earn college credit by demonstrating competency in any of CLEP®'s 34 subjects, spanning English, math, science, history, business and world languages. As of May 2021, 20 states have state- or system-wide CLEP® policies. A clear and consistent CLEP® credit and placement policy ensures that qualified students consistently receive credit or placement.

The Office of Articulation maintains the [ACC Credit-by-Exam Equivalencies](#) to inform students, schools and colleges about the college credit granted by Florida public colleges and universities. This chart outlines the minimum CLEP® exam score and the postsecondary course credit available for students.

Each computer based 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 can schedule to take a CLEP® exam at many Florida college and university test centers. They 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.

- A searchable list of all test centers is available at <https://clep.collegeboard.org/test-center-search>.
- Students must register for CLEP® at <http://www.collegeboard.com/student/testing/clep/reg.html>.
- Remote proctoring is now available through the same registration process.

Saving Money and Reducing Tuition Costs

The average cost of a course at a public 4-year college is more than \$1,000, while the cost of a CLEP® exam is \$89. This means that with a successful score on one 3-credit CLEP® exam, a student could save hundreds of dollars at a public college or university, and likely more at a private institution. At scale, CLEP® could have a substantial impact on total tuition spend.

CLEP® can also improve seamless course articulation and transfer, credit portability and degree completion rates; and reduce the duplication and accumulation of excess credit hours, minimizing economic burdens for students and improving enrollment efficiency for higher education systems. On average, students who earn CLEP® credit complete their degrees in less time than their non-CLEP® counterparts, which means that CLEP® helps students complete their degrees and enter the workforce sooner.

For additional information about CLEP®, please contact clep@collegeboard.org.

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 include the following courses:

- Language A: literature, available in 55 languages
- Language A: language and literature, which is available in 17 languages
- Literature and performance

Group 2 Language Acquisition (Second Language) include the following courses:

- Language B, available in over 80 languages
- Classical languages: Latin or Classical Greek
- Language ab initio

Group 3 Individuals and Societies (Social Sciences) include the following courses:

- Business management
- Economics
- Geography
- Global Politics
- History
- Information Technology in a Global Society
- Philosophy
- Psychology
- Social and Cultural Anthropology
- World Religions
- Environmental Systems and Societies (interdisciplinary)

Group 4 Sciences include the following courses:

- Biology
- Computer Science
- Chemistry
- Design Technology
- Physics
- Sports, Exercise and Health Science
- Environmental Systems and Societies (interdisciplinary)

Group 5 Mathematics include the following courses:

- Mathematics: Applications and Interpretation SL
- Mathematics: Applications and Interpretation HL
- Mathematics: Analysis and Approaches SL
- Mathematics: Analysis and Approaches HL

Group 6 The Arts and Electives include the following courses:

- Dance
- Music
- Film
- Theatre
- Visual Arts

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

There are IB Programs in over 156 countries and 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-six (86) 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.

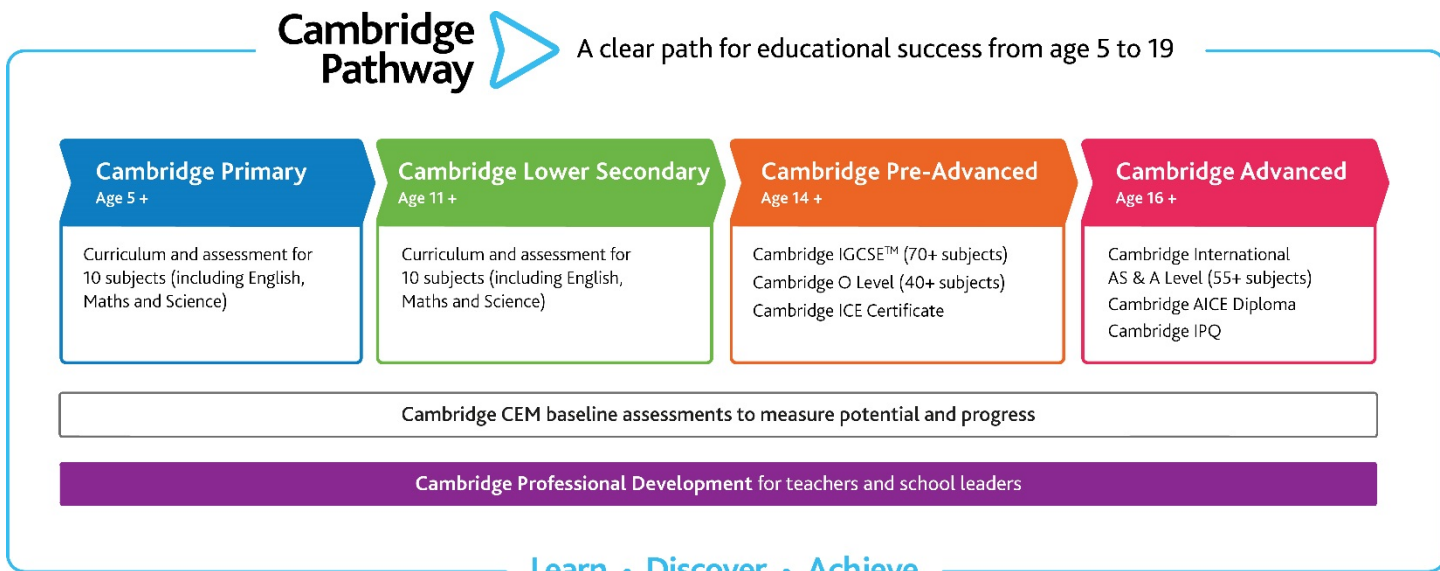
The International Baccalaureate Career Program

The IB Career Program was developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication and cross-cultural engagement. The Career Program is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of the students engaged in career-related education and leads to further/higher education, apprenticeships or employment. Career Program students undertake a minimum of two (2) IB Diploma Program courses, a core consisting of four (4) components and a career-related study. Diploma Program courses provide the theoretical underpinning and academic rigor of the program; the career-related study further supports the program’s academic strength and provides practical, real-world approaches to learning; and the Career Program core helps them to develop skills and competencies required for lifelong learning.

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

CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION DIPLOMA PROGRAM

The Cambridge Advanced International Certificate of Education (AICE) Diploma Program is administered and assessed by Cambridge International, a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom (UK). Cambridge International prepares students for life, helping them develop an informed curiosity and a lasting passion for learning. Cambridge International’s mission is to provide educational benefit through provision of international programs and qualifications for education and to be the world leader in this field. Working together with schools, the goal is to 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 employment qualifications in more than 160 countries.



Cambridge AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study. 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 a variety of 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. Attainment of the Cambridge AICE Diploma requires students to pass Cambridge Advanced Global Perspectives and Research (AS Level) which helps develop these essential skills. This helps 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 Advanced (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 50 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 Advanced A Level examinations require two years (360 hours) of study in a subject while Cambridge Advanced AS Level examinations cover one year (180 hours).

Students can choose specific subjects and levels of study for each. It is possible to take the Cambridge Advanced AS Level examination one year and then continue study in that subject and take the remaining examination papers (called A2) required for a Cambridge Advanced 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 Cambridge Advanced A Level. Other students may choose to study a subject for a year and be assessed only at the Cambridge Advanced AS Level.

Cambridge Advanced Global Perspectives and Research

Cambridge Advanced Global Perspectives and Research helps students meet the demands of twenty-first century study and make a successful transition to higher education. The Cambridge Advanced 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 Cambridge Advanced 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. Students themselves devise the essay title. The essay must be between 1,750 and 2,000 words and written in continuous prose.

Students at the Cambridge Advanced AS Level must also engage in a Team Project to identify a local problem that 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 teamwork, each student within a team prepares two pieces of work for individual submission – a presentation and a reflective paper.

Students can achieve a Cambridge Advanced Global Perspectives and Research A Level qualification if they continue their investigation of a global perspective of their choice during the following year. The Cambridge Advanced Global Perspectives and Research A Level qualification requires students to develop and answer a researchable question based on independent personal research. The research paper must be between 4,500–5,000 words.

The Cambridge Advanced International Certificate of Education (AICE) Diploma

[Section 1003.4282, F.S.](#), defines the 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. Completion of the AICE curriculum includes passing seven Cambridge Advanced (AICE) courses with at least one course from each of the three AICE subject group areas (1-3), the Diploma core: Cambridge Advanced Global Perspectives and Research (AS Level) plus three additional Cambridge Advanced (AICE) courses, and taking all components of the corresponding seven Cambridge Advanced (AICE) AS or A Level end-of-course exams.

To be awarded an AICE Diploma, students must earn a minimum of seven points by passing a combination of examinations at either Cambridge Advanced A Level (counts for two points) or Cambridge Advanced AS Level (counts for one point), as follows. The AICE Diploma Core: Cambridge Advanced Global Perspectives and Research AS Level (mandatory – pass the AS Level exam) and six points from the following AICE subject group areas:

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

The following combinations of points are valid for the AICE Diploma:

Point Combinations	Cambridge Advanced A Level Exam(s) passed (2 points each)	Cambridge Advanced AS Level Exam(s) passed (1 point each)	Cambridge Advanced Global Perspectives & Research (AS Level) 9239 exam passed	Total
Option A	3	0	1	7 points
Option B	2	2	1	7 points
Option C	1	4	1	7 points
Option D	0	6	1	7 points

The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the Cambridge Advanced (AICE) subject examinations. For Cambridge Advanced (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 U.S. 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 Advanced (AICE) Exams and College Credits

Both Cambridge Advanced 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 on 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.

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

Guidance for Reporting Cambridge International AICE Curriculum Completion on Senior Year Transcripts

The Office of Student Financial Assistance (OSFA), which oversees the Bright Futures Scholarship Program, is requesting schools provide an indicator on the senior year transcript of Cambridge Advanced program students if they have completed the AICE Curriculum (but not earned the AICE Diploma). This ensures the identification of all students who qualify for a Bright Futures Scholarship via the AICE Curriculum completion route. While OSFA can audit transcripts to ensure students have passed the required AICE Curriculum courses, they are presently unable to confirm whether a student took all of the components of the corresponding AICE course exams that are a part of the AICE Curriculum definition.

OSFA is asking that the senior year transcript of a student who **did not earn the AICE diploma but completed the AICE Curriculum** include the following course on their senior year transcript with a grade of "T" to indicate all seven AICE subject tests were taken.

Course #: 2000324, Cambridge AICE Examination Series Completion **Course Credit:** 0.0 **Course Grade:** T

Cambridge Pre-Advanced (IGCSE®) or Pre-AICE Education

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

Cambridge Pre-Advanced (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 Cambridge Advanced (AICE) subjects are not required to also offer Cambridge Pre-Advanced (IGCSE) courses, students are expected to have mastered the Cambridge Pre-Advanced (IGCSE) level of study and skills in a subject before beginning a Cambridge Advanced AS Level AICE subject course.

Most Cambridge Pre-Advanced (IGCSE) subjects are offered at two levels: extended and core. The extended (honors) level is for students planning to progress to Cambridge Advanced AS/A Level AICE Diploma or other college-level coursework in grades 11 and 12. The core level of Cambridge Pre-Advanced (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 Cambridge Pre-Advanced (IGCSE) study and continue on to the Cambridge Advanced (AICE) program. This possibility opens doors for previously unidentified advanced students.

Skills Development and Assessment

Assessment methods for both Cambridge Advanced and Cambridge Pre-Advanced end-of-year courses include written examinations, laboratory practicums 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's programs and services, please contact Sherry Reach, Cambridge Regional Deputy Director, North America, at (850) 624-4410 or email Sherry.Reach@cambridgeinternational.org. To see a list of subjects, downloadable syllabi and sample examination papers, please visit the Cambridge website at www.cambridgeinternational.org.

SEAMLESS TRANSITION WITHIN FLORIDA

FLORIDA'S 2+2 SYSTEM

Many students begin their college education in the FCS 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 SUS, as well as many students attending independent colleges and universities, began their postsecondary work at an FCS 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 an FCS institution.
- are guaranteed admission with an AA to at least one of the SUS or baccalaureate-granting FCS institutions.
- do not need to complete any additional general education requirements.
- can transition to a four-year institution to complete the baccalaureate degree program.

STATEWIDE POSTSECONDARY ARTICULATION MANUAL

The Statewide Postsecondary Articulation Manual provides for the seamless transfer process between and among Florida's public postsecondary institutions. The 2+2 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/statewide-postsecondary-articulation-manual.pdf>.

TRANSFER STUDENT BILL OF RIGHTS

Students who graduate from a FCS institution with an AA degree are guaranteed the following rights under the Statewide Articulation Agreement ([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 an FCS institution if it offers baccalaureate degree programs.
- 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 an FCS 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.

STATE UNIVERSITY TRANSFER ADMISSION REQUIREMENTS

Although completion of an FCS AA degree guarantees admission to the SUS or baccalaureate-granting FCS institution, 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

[Section 1007.271, F.S.](#), requires that FCS institutions and school district-sponsored career and technical centers/colleges enter into a Dual Enrollment Articulation Agreement with the public school districts, eligible private secondary schools, and home education programs/students within their service area. SUS and eligible independent colleges and universities may also enter into agreements with these entities. School districts may have Dual Enrollment Articulation Agreements with multiple eligible postsecondary institutions. Sample agreements are available online.

- 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>
- Dual Enrollment Articulation Agreement Sample Format (Career Centers/Colleges), <http://www.fldoe.org/core/fileparse.php/5421/urlt/DEAA-District-Career.pdf>

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 SBE 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 FCS. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e., industry certification) and does 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>.

Independent Colleges & Universities of Florida (ICUF) Agreement

The FCS has an articulation agreement with ICUF, a diverse association of 30 private, not-for-profit, higher educational institutions. The agreement establishes the provisions for the transfer of AA degree students into ICUF institutions. It guarantees that FCS AA degree students will enter as juniors, receive at least 60 credit hours toward their bachelor degree and receive recognition for the general education core completed at the FCS 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.

Additional Articulation Agreements

The FCS may work with other interested private postsecondary institutions to develop additional articulation agreements. Individual FCS institutions may choose to participate in these agreements.

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 University System, public and nonpublic schools and career centers. The ACC advises the SBE, the Board of Governors and the Florida Talent Development Council on potential resolutions to statewide transfer policy issues. For additional information, please visit <http://www.fldoe.org/policy/articulation/committees/articulation-coordinating-committee-ov/meetings.stml>.

HOW TO APPEAL AN ADMISSION OR TRANSFER DIFFICULTY

Prior to contacting the FDOE, a 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 an 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:

Office of Articulation
Florida Department of Education
325 West Gaines Street, Suite 701
Tallahassee, Florida 32399-0400
Phone: 850-245-0427
Fax: 850-245-9010
Articulation@fldoe.org
www.fldoe.org/policy/articulation

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 may visit the Office of Student Financial Aid (OSFA) website at www.FloridaStudentFinancialAidsg.org to view fact sheets for the scholarship and grant programs administered by the FDOE.
- Students should complete the Florida Financial Aid Application (FFAA), available online at www.FloridaStudentFinancialAidsg.org, to be considered for State of Florida student financial aid programs, including the Florida Bright Futures Scholarship Program. Select **Create a Student Account** to create a profile and begin the application process which is open October 1, 2020 through August 31, 2021, for 2021-22 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.FloridaStudentFinancialAidsg.org, State Grants, Scholarships & Applications or Office of Student Financial Assistance, State Programs, 325 West Gaines Street, Suite 1314, Tallahassee, FL 32399-0400; 1-888-827-2004; OSFA@fldoe.org.
- 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 a 2021-22 FAFSA online by midnight Central Daylight time, June 30, 2022.
- Florida Student Assistance Grant: For the 2021-22 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 2021 high school graduates, all students must complete the Florida Financial Aid Application (FFAA) by high school graduation (beginning October 1, 2020 and no later than August 31, 2021) to be considered for an award under the Florida Bright Futures Scholarship Program. The Office of Student Financial Assistance (OSFA) encourages ALL graduating high school seniors to submit the FFAA regardless of potential eligibility or if a student is considering attending an out-of-state college or university.

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. [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 bachelor 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 bachelor 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.FloridaStudentFinancialAidsg.org, by completing a two-step process during their last year in high school (beginning October 1, 2020, and no later than August 31, 2021) by (1) selecting **Create a Student Account** to create a profile, and (2) completing the FFAA. **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 additional information, students should visit the State Student Financial Aid website at <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN> 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.FloridaStudentFinancialAidsg.org, and select **Postsecondary Institutions** within the **Eligible Institutions** section.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled *nolo contendere* to, a felony charge.
- Begin receiving funding within five years of high school graduation. If enlisting into the military immediately after graduation, the five-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 five-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 www.FloridaStudentFinancialAidsg.org.

There are three steps in the process:

1. Create a Student Account (Profile) and 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, students should log into their account to check the status of their application. Then,

**ACTIVATE YOUR USER ID AND PASSWORD
KNOW IT, USE IT AND 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 (FARH) screen; and
 - d. view the status of their application and awards.

If a student has questions about completing the FFAA or about state of Florida scholarship and grant programs, please call 1-888-827-2004 for assistance. Fact Sheets about State Scholarship and Grant Programs offered by the Office of Student Financial Assistance are available at www.FloridaStudentFinancialAidsg.org.

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

The Florida College System (FCS) includes Florida's 28 public state and community colleges with over 70 campuses and approximately 200 centers. FCS institutions are open-access, meaning anyone can access educational opportunities regardless of test scores or high school grade point average (GPA). The colleges offer certificate, associate and baccalaureate degree programs, as well as high school general equivalency diploma (GED®) preparation and adult basic education. Certificate and degree programs offered at 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. Besides associate degrees, 27 FCS institutions offer bachelor's degrees in areas that meet local workforce needs such as nursing, teaching, management, and technology. Students who plan to pursue an associate or bachelor's degree will need to earn a standard high school diploma or high school equivalency diploma. Students without a standard high school diploma or its equivalent should contact the college admissions office to determine enrollment options.

For a listing of FCS institutions, please visit <http://www.fldoe.org/schools/higher-ed/fl-college-system/colleges/>.

GENERAL ADMISSION INFORMATION

Admission to an associate degree program requires a standard high school diploma, a high school equivalency diploma or 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 or a termination notice sent to the local school district. [Section 1007.263, F.S.](#), includes requirements for admission to an FCS institution.

Limited Access Programs offer a defined number of spaces. Admissions to such programs may be 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.

Developmental Education Exemptions

Pursuant to [s. 1008.30\(3\)\(a\), F.S.](#), students who entered 9th grade in a Florida public high school in 2003-04 and thereafter, earned a Florida standard high school diploma or served as active duty military, are not required to take a common placement test and are not required to enroll in developmental education courses at an FCS institution. These students may opt to be assessed and enroll in developmental education. The college shall provide access to 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 in completing 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 might differ from those in high school. Students must register with the college's office for disability services to request services. Students should meet with the disability services coordinator before their first semester to arrange services.

Housing

Information about the availability of on-campus and off-campus housing is available on each college's website or by calling the college campus.

Residency and Tuition

Students in FCS institutions pay tuition on a per-credit-hour or clock hour basis. Students who are not residents of Florida for tuition purposes must pay the additional out-of-state tuition. To qualify as a resident for tuition purposes, an independent student or a dependent student's parent or legal guardian must have established and maintained legal residence in Florida for at least 12 consecutive months before 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 dependent students, and residency status is determined based on their parent's 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 apply within 24 months of graduation. This waiver allows eligible students to pay the in-state tuition rate and applies to all students who meet the eligibility criteria, including undocumented students 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 the individual is 18 years of age or older, or 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 college credit certificate program of 450 clock hours or more must be tested to determine whether they have the minimal level of basic skills needed to successfully complete the program. This test must be administered within six weeks of admission and is not considered an admission requirement. The designated examinations for assessing a student's mastery of basic skills are the Test of Adult Basic Education (TABE), a common placement test, Wonderlic Basic Skills Test (WBST), 1994, or 2014 GED® Tests. According to [Rule 6A-10.040\(8\), F.A.C.](#), certain students are exempt from basic skills testing requirements.

As measured by the previously mentioned tests, students who lack the minimal level of skills must enroll in career and technical preparatory courses designed to develop needed skills. 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

College students intending to transfer to a public university or a FCS baccalaureate degree program 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. 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. While satisfaction of the foreign language requirement is mandatory to earn an AA degree, those students intending to transfer to a college or university before earning the AA are encouraged to meet the foreign (world) language requirement before they transfer. 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 (world) language competence is through a foreign (world) language examination, approved by the college or university, such as those offered through CLEP®.

Civic Literacy Component

Prior to the awarding of an AA or bachelor's degree, first-time-in-college students entering an FCS institution in the 2019-20 school year, and thereafter, must demonstrate competency in civic literacy. For students entering the 2021-22 school year, this is achieved by successfully passing either POSX041 (American Government) or AMHX020 (Introductory Survey Since 1877), by scoring a 3 or higher on the AP Government and Politics: United States exam, a 4 or higher on the AP United States History exam, or a 50 or higher on the CLEP American Government and passing an approved assessment. For students entering before the 2021-22 school year, this is achieved by successfully passing either POSX041 (American Government) or AMHX020 (Introductory Survey Since 1877), by

scoring a 3 or higher on the AP Government and Politics: United States exam, a 4 or higher on the AP United States History exam, or a 50 or higher on the CLEP American Government.

Meta-Major Academic Pathways

Appropriate academic advising for students is critical to help students avoid excess credit hour surcharges and accelerate time-to-degree completion. Meta-major pathways outlined in [Rule 6A-14.065, F.A.C.](#), help students select an academic major that aligns with their career goals and identify courses related to the chosen academic area.

Counselors and students should use meta-majors to guide course selection and follow 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 (1) Arts, Humanities, Communication and Design; (2) Business; (3) Education; (4) Health Sciences; (5) Industry/Manufacturing and Construction; (6) Public Safety; (7) Science, Technology, Engineering and Mathematics (STEM); and (8) Social and Behavioral Sciences and Human Services.

Degrees and Certificates Awarded

The AA degree is the primary transfer degree of Florida colleges, serving as the basis for admission of transfer students to upper-division study in a state university or FCS institution. The AA degree is awarded upon completion of 60 college credits (including 36 credits in general education courses), achievement of a cumulative GPA of 2.0, completion of specific college-level English and Mathematics courses, and beginning with students initially entering an FCS institution in 2014-15 and thereafter, demonstration of competency in a 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, Statistics or higher.

The Associate in Science (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 program. 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 bachelor degrees under the provisions of [Rule 6A-10.024\(6\)\(f\), F.A.C.](#) Also, the AS degree is considered fully transferable to appropriate baccalaureate degree programs within the FCS.

The Associate in Applied Science (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 (CCC) is awarded to students who successfully complete a planned program of study consisting of college-level courses totaling less than 60 college credits that are part of an AS degree or an AAS degree program and prepare students for entry into employment.

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

The Advanced Technical Certificate (ATC) 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 45 college credits, of lower-division and upper-division courses. FCS institutions offering ATC with upper-division courses must be approved to offer baccalaureate degree programs containing those courses. An ATC may be awarded to students who have already received an AS degree or an AAS degree and seek an advanced specialized program of instruction to supplement their associate degree.

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

The College Credit Certificate (CCC) is awarded to a student who satisfactorily completes a planned program of instruction consisting of clock hour postsecondary career and technical courses. The courses in the CCC programs prepare students for employment. College Credit Certificates are available at many colleges and area career centers assigned to district school boards (see [Rule 6A-14.030, F.A.C.](#)).

Selective baccalaureate degree programs 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. Contact individual colleges for more detailed information on programs currently 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 FCS. Approximately 50 percent of students in upper-division courses at the universities are FCS institution transfers. A Statewide Articulation Agreement, which is a contract between the SUS and the FCS, creates a “2+2” system. In other words, students who earn an AA degree at an FCS institution are guaranteed admission into an upper-division baccalaureate program at a state university or college. Students are not guaranteed admission into a specific degree program or institution. 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 transfer course credits to many private colleges or universities. The Independent Colleges and Universities of Florida (ICUF) institutions have maintained an articulation agreement with the FCS since 1992. The agreement guarantees that students with an associate degree transfer as juniors receive 60 credit hours toward their bachelor’s degree and receive recognition for the general education courses taken at the FCS institution. For more information about the participating ICUF institutions, articulation manuals are available at <https://dlss.flvc.org/admin-tools/statewide-articulation-agreements>.

Additional statewide articulation agreements with the FCS and nonpublic postsecondary institutions are available at <http://www.fldoe.org/policy/articulation/articulation-agreements.stml>.

Targeted 2+2 Pathways

Many FCS institutions have developed partnerships with their local state universities that guarantee admission into the local university that eases the transfer process for students. Examples of these programs include *DirectConnect* at the University of Central Florida, FUSE at the University of South Florida, TCC2FSU, and TCC2FAMU. For more information, please visit your local college or university website.

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

Location should not be a barrier for place-bound students wanting to pursue a bachelor’s 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’s or higher degree. While many colleges have received authority to offer their own baccalaureate degree programs in certain areas, most bachelor’s 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.

A listing of college baccalaureate programs (<http://fldoe.org/core/fileparse.php/5592/urlt/currentFCSBaccalaureates.xls>), 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 a career and technical certificate, an AAS degree, or an AS degree vary from institution to institution. Career and technical education postsecondary programs are listed 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> and are organized by career cluster. For more information on degrees and certificates offered at a specific college, please visit <https://www.floridashines.org/go-to-college/discover-degrees> or contact the individual college directly.

UNIVERSITIES & COLLEGES

STATE UNIVERSITY SYSTEM OF FLORIDA

OVERVIEW

Twelve institutions comprise the State University System (SUS) of Florida. Some of these institutions have 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 provide limited advanced degree offerings. New College of Florida is an honors college that provides 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. National agencies and organizations with knowledge and skills associated with a specific discipline accredit many academic programs.

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

Preeminent State Research University Designation

A state university may receive recognition 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, Florida State University and the University of South Florida are Preeminent Research Universities. Florida International University and the University of Central Florida are Emerging Preeminence Universities.

RESPONSE TO COVID-19

The SUS is pleased to announce that all 12 public universities expect to increase classroom occupancy to pre-COVID capacity by the 2021-22 academic year and return to pre-COVID operations. Further, institutions anticipate returning to full in-person participating in athletic and social activities on campuses, including fan participation in stadiums and arenas.

ACADEMIC DEGREE PROGRAMS

To search for a program of study at one of the SUS institutions, visit <https://courses.flvc.org/degrees/search/search?keywords#/>. The official SUS Academic Program Inventory is found at <https://prod.flbog.net:4445/pls/apex/f?p=136:13:421680713917061>. Students and counselors can research what degree programs are available at the various institutions by utilizing the inventory.

There are 476 online programs/majors in the SUS, with 302 (63%) of those being in Programs of Strategic Emphasis (STEM, Health, Education, Critical Workforce Gap Analysis and Global Competitiveness). To search for online degree programs, please visit <https://www.floridashines.org/succeed-in-college/learn-online>.

Common Prerequisites Manuals

The Common Prerequisite Manual lists the prerequisite courses and substitutions for each university degree program. Students must complete all required prerequisite courses for admission into an upper division program. Specific requirements are determined by the student's matriculation date. To access the manual, visit <https://cpm.flvc.org/advance-search>.

Limited Access Programs

Some academic degree programs are limited access programs. These programs require higher GPAs or other specific criteria for admission. The SUS Academic Program Inventory link found above also provides a link to the programs. Click on the "Limited Access Baccalaureate Programs" under the "General Reports" link.

Admission criteria for admission into limited access programs are the same for Florida public college graduates with AA degrees and SUS students who have completed their sophomore year. Students wishing to transfer into a limited access program should 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](#)).

Criteria for Awarding the Baccalaureate Degree

All students receiving a bachelor's degree within the SUS must complete at least 36 hours of general education courses in Communication, Mathematics, Social Sciences, Humanities and Natural Sciences. Students must take at least six semester credit hours in Mathematics at the level of College Algebra or higher, six semester credit hours in English, and six semester hours of courses specified as offering multiple writing assignments.

Per [s. 1007.25, F.S.](#), baccalaureate degree-seeking students must demonstrate competency in civic literacy; specific options for demonstrating competency are found in [Board of Governors Regulation 8.006](#), Civic Literacy. This Regulation will be considered for amendment during the summer of 2021. At time of publication of this *Handbook*, specific details regarding expectations for students entering postsecondary fall 2021 are unclear, except that the students must pass a specified course and specified assessment prior to graduation. Additional information concerning the civics assessment in high school being able to count toward the postsecondary assessment will be forthcoming.

Most baccalaureate degree programs are a minimum of 120 semester credit hours in length. In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

Excess Hour Fee

Students should be aware that undergraduate students entering a state university for the first time might be required to pay an excess hours fee if they go over a specified number of credit hours as needed for their baccalaureate degree. Withdrawals and failing a course are included in the total. University academic advisors and registrars are useful campus resources for further information.

Acceleration Mechanisms

SUS institution admission directors recognize the value of "acceleration mechanisms" for students. These are avenues for students to challenge themselves by earning postsecondary credit while taking the courses in middle or high schools. Postsecondary credit may be obtained through students earning specified scores on AP®, Advanced International Certificate of Education, International Baccalaureate, Dantes, UExcel, and College-Level Examination Program exams. A list of approved Articulation Coordinating Committee Credit-by-Examination Equivalencies is on the Office of Articulation website. Besides these testing opportunities for minimum recommended postsecondary education credit, dual enrollment is an option for many students. Please remind students 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. Therefore, grades will follow them throughout their undergraduate career.

Some academic degree programs offer little flexibility for college electives. If students know their potential future major and 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. School counselors should refer to the postsecondary *Common Prerequisite Manual* at <https://cpm.flvc.org/advance-search>. Students, parents, and counselors can search the *Manual* by intended degree program name to find the institutional degree program requirements.

Distance Education

Distance education is a significant resource for students who need maximum flexibility in course scheduling or those needing hard-to-find courses. Students may enroll in college credit courses offered through distance education by public colleges and universities. Classes are delivered using synchronous (everyone at the same time), asynchronous (no set time for anyone) and mixed (includes both synchronous and asynchronous) methods of instruction. The FloridaShines website provides additional information about online course offerings.

The website helps students quickly locate distance education courses offered at Florida postsecondary institutions. Degree-seeking students should obtain approval from their home institution for the course.

Students with Disabilities

There are over 14,000 students with disabilities attending state universities in Florida. Students with disabilities may receive accommodations to assist in overcoming barriers; however, they must inform the appropriate office and request assistance.

[Links to SUS Disability/Accessibility Services Offices:](#)

[Florida Agricultural and Mechanical University \(FAMU\)](#)
[Florida Atlantic University \(FAU\)](#)

[Florida Gulf Coast University \(FGCU\)](#)
[Florida International University \(FIU\)](#)

[Florida Polytechnic University \(FLPOLY\)](#)
[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 \(UWF\)](#)

Students may 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 academic program requirements ([Board of Governors Regulation 6.018](#)). Students are encouraged to contact the university's disability services office early to determine necessary documentation.

It is more important than ever for high school seniors to reach out to the disability or accessibility office at the postsecondary institutions of their choice. Students must self-identify and request accommodations needed while attending class. Students should not wait until they attend classes to contact the office. Students will not receive accommodations until they have gone through the disability office's process.

Applicants with disabilities who require part-time college enrollment status are eligible to apply for state financial aid. Specific documentation may be necessary; therefore, applicants should check with the university disability or financial aid offices for guidance.

Programs for Students with Intellectual Disabilities

There are specialized postsecondary education programs at some of the state universities that serve students with intellectual disabilities. [Florida Atlantic University](#), [Florida Gulf Coast University](#), [Florida International University](#), [University of Central Florida](#) and the [University of South Florida at St. Petersburg](#) are among the approved Florida Postsecondary Comprehensive Transition Programs. Students participating in these programs may be eligible for [Florida Postsecondary Comprehensive Transition Program Scholarships](#) and/or [federal financial aid](#). One other university also offers a program for students with intellectual disabilities; however, this program is not an approved Florida Postsecondary Comprehensive Transition Program. Students may wish to explore the program the [University of North Florida](#).

Contact the [Florida Center for Students with Unique Abilities](#) for additional information about support to students with intellectual disabilities.

Florida Residency Status

A student's residence at the time of admission determines the amount of tuition paid. 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. The institution will then review the documentation to determine residency. This determination is based on [s. 1009.21, F.S.](#), and [Board of Governors Regulation 7.005](#). **There is no residency appeal to the Board of Governors or Division of Florida Colleges.**

[Section 1009.21, F.S.](#), provides specific documentation needed to determine eligibility. The parental or legal guardian's documentation is required for the typical student graduating from high school. Documents must include at least one of the following (dated at least 12 months before 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 the 12-month period.

Often institutions require three or more documents 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 dated at least 12 consecutive months before the anticipated date of postsecondary enrollment;
- a Florida professional or occupational license;
- Florida incorporation;
- documentation 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.

Students should be aware that for most 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 FCS institution to receive a waiver for the out-of-state fee. Students must have attended school for three consecutive years immediately before graduating from a Florida high school. They must also apply for enrollment to 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 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 on [page 40](#) 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.

Students with a disability who have financial need may qualify for a Johnson Scholarship. They should contact the university disability or accessibility office for application information.

Housing

All universities have on-campus student housing, but not at all campuses. Students in their high school senior year should contact the institution's housing office in the fall to determine policy and deadlines. Housing deposits may be required.

Homeless Student Tuition and Fee Waiver

Secondary students who are homeless and remain so after high school graduation should be aware that they might meet the requirements necessary to obtain a homeless student tuition and fee exemption at state universities and FCS institutions. Students should ask the university admission staff to provide them with the contact information for the institutional contact person who handles this area. Documentation is required. Students may use a letter from the district Homeless Education Liaison if enrolling immediately after high school. If a student waits longer than the fall succeeding high school graduation, additional documentation may be required. The institution's contact person should explain what documentation is required.

Former Foster Student Tuition and Fee Exemption

Fee exemptions are offered to students if:

- they are or were at the time they reached age 18 in the custody of the Department of Children and Families (DCF);
- they were adopted from DCF after May 5, 1997;
- they are or were at the time of reaching age 18 in the custody of a relative under [s. 39.5085, F.S.](#);
- they are or were at the time of reaching age 18 in the custody of a non-relative under [s. 39.5085, F.S.](#); or
- they were placed in a guardianship by the court after spending at least six months in the custody of the DCF 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 more information.

STATE UNIVERSITY ADMISSION POLICIES

Every fall, the state university admission directors sponsor the "SUS Admissions Tour" for middle school, high school, and district counselors and staff. Counselors may download copies of information presented at the annual SUS Admissions Tour by visiting <http://www.flbog.edu/resources/admissions-tour/>. Information such as the matrix, first-year university contacts, fact sheets and PowerPoint presentations, etc., are available.

Due to the uncertainty of hosting the tour at the SUS institutions, the 2021 SUS Admissions Tour will once again be held virtually. This year, however, it will be expanded. Additional information will be posted at the link above.

Competitive Admission

Admission into Florida's public universities is competitive. Acceptance is based on enrollment limitations and qualifications of the freshmen applicant pool. Prospective students should apply to more than one university and complete a rigorous curriculum in high school to increase their chances for acceptance.

Freshman Admission

The state universities have limited space. As a result, qualified students may be denied admission to one or more of the state universities while being accepted for admission by others. [Board of Governors Regulation 6.002](#) provides specific information on system-wide requirements for first-time-in-college (FTIC) students. Prospective students should contact the institution in which they would like to enroll for accurate information regarding admission *as each institution may establish higher criteria than the minimum identified in Board of Governors Regulation.*

SUS institutions recognize the rigor of the program and the achievement of higher standards for students who graduate with an AA degree while also in high school. These "AA HS graduates" must be carefully advised so that they may smoothly transition into an upper-level degree program. Students who have not completed their required common prerequisites at the point of graduation are general not considered for admission into the program until they do. This leaves the student in the position of needing to pick up coursework that may, or may not be, covered by financial aid while adding costs and time-to-degree.

The [Board of Governors Regulation 6.002](#) considers AA HS graduates as first-time-in-college students as they have not earned at least 12 semester hours after high school graduation.

Transfer from Florida College System Institutions

Many students transfer from FCS institutions. [Section 1007.23, F.S.](#), provides guidance for statewide articulation. [Board of Governors Regulations 8.007](#) and [6.004](#) are among Board regulations addressing articulation concerns. FCS AA degree graduates are guaranteed, with certain limitations, admission to an SUS institution. Students are not necessarily guaranteed admission to their first choice of institution or program of study; limited access degree programs have additional requirements.

The typical high school student who brings in credit earned through dual enrollment is not considered a transfer student. Students must have earned twelve (12) or more semester credit hours *after* high school graduation to officially be considered a transfer student.

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](#).

Universities still prefer students to complete an AA degree if attending an FCS institution before moving on to a university. Ideally, the AA degree should include the common prerequisites needed for the intended degree program at the receiving SUS institution. This factor will assist students in avoiding the costs and time of excess hours and assist students in maintaining any financial aid eligibility.

Counselors advising students who are planning to attend an FCS institution or who are currently taking dual enrollment coursework should encourage students to enroll in postsecondary coursework that is a common prerequisite course for the student's intended baccalaureate degree program. Degree program prerequisite requirements are found in the *Common Prerequisite Manual*.

2+2 Enhancement Programs (Targeted Pathways)

To assist with student access, SUS institutions have developed specific 2+2 Enhancement Programs (Targeted Pathways) with feeder FCS institutions. These programs provide opportunities for ease of transfer and articulation for qualified participants. Further information about the individual programs are linked below:

FAMU	Ignite
FAU	LINK
FGCU	Destination FGCU
FIU	Connect4Success
FL POLY	Polk State College
FSU	TCC2FSU
NCF	Guaranteed Admission Program (more information TBA)
UCF	DirectConnect
UF	Gator Design and Construction@Santa Fe Gator Engineering@Santa Fe
UNF	Connect FSCJ→UNF UNF/SJR State Gateway SF2UNF FGC/UNF10/4 Program
USF	FUSE
UWF	Transfer2UWF

Admission Applications

All state universities strongly suggest that students complete applications electronically via the Internet. University applications are on the institution's website.

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 move transcripts from one school to another or to a postsecondary institution in Florida. Avoid sending transcripts as an email attachment or a pdf document. When FASTER/SPEEDE/ExPRESS is not used, information must be entered into databases at the universities manually before the admission decision.

Directions for completing electronic applications vary among universities. Still, generally, the student must print out the certification form attesting to the integrity 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 cost. Many universities allow students to waive application fees if they meet specific 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. The deposit includes a non-refundable portion and confirms the student's admission standing. It 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 before 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 an FCS institution. Generally, admission criteria includes, but is not limited to: 1) high school graduation,

2) GPA in academic core courses, 3) placement 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. [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 to quality points (QP) may be assigned to certain grades in AP®, dual enrollment, Honors, IB, AICE and other accelerated courses (see chart below).

AP®	Dual Enrollment	Honors	IB	AICE
*1 QP	*1 QP	*.5 QP	*1 QP	*1 QP

*Asterisk indicates course(s) must have a grade of C or higher to be weighted.

Admission eligibility for students will be determined based on the university calculated high school GPA, admission test scores course selection and other factors deemed important by the individual SUS institution.

Minimum SUS Requirements for FTIC Students

[Board of Governors Regulation 6.002](#) was amended in July 2017, regarding FTIC students applying for admission based on the following criteria:

- A 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 with passing grades will not be included in the calculation.
- Students with a high school grade point average of 2.5-2.99 as calculated by the institution must place ready for college-level coursework as specified in Board Regulation 6.008.
- No minimum placement score is required for admission for students with a 3.0 or higher grade point average as calculated by the institutions. Student still have to take one of the tests.
- Students must also provide ACT or SAT scores and have taken the college preparation high school core for SUS admissions as described below.

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). School counselors may find out how courses are evaluated for SUS admission by going to the [Bright Futures Course Table](#) and entering the course number or name. The SUS Admission column will indicate whether the course would be considered as “Core,” “Elective” or “Neither” (or C, E, or N, respectively). Expected minimum high school credit for SUS admission is listed below:

English/Language Arts	4 High School Credits
Mathematics	4 High School Credits at Algebra 1 or higher
Natural Sciences	3 High School Credits, with at least 2 with corresponding laboratory experiences
Social Sciences	3 High School Credits
World Languages	2 High School Credits or competency demonstrated at the World Language HS Level 2
<u>Electives</u>	<u>2 High School 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 both 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 to be competitive with other students possibly. Industry certifications and computer science coursework **do not** count toward SUS admissions' Mathematics or Natural Science requirements. 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 toward SUS admissions**. Students may find themselves not being eligible 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 lacking credits toward NCAA eligibility.

World Language Course Requirement

Students may meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits in the same language. If a student can 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 two 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](#).

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.

Please note that universities encourage students to apply early for admission (such as September–October 2021 for fall 2022). Students should be aware that the choice of universities may be limited if they put off applying. Housing and financial aid may also no longer be available at institutions that may still have space.

After three notifications of denial, students should contact their high school counselor to request a possible complimentary review of their transcript by other state universities. The school counselor should contact the Board of Governors Office at BOGinfo@fbog.edu to request the additional review. Board staff will provide 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\(2\)\(c\)](#)). Note that admission may be offered for a semester other than fall.

Alternative Admission

The majority of students are admitted based on 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 standards provided that the university determines that the student has the 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 abilities should be reported with the application. The factors will not include preferences based on race, color, national origin, disability, religion 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 the chance for admission. Many students take additional courses classified as core as their electives. For example, students accepted to Florida State University averaged 4 English courses, 5 mathematics courses, 4.5 natural sciences courses and 5 social science courses. These courses filled up the elective hour requirements for many of those students.

Students may complete the two elective requirements in any combination of courses listed in the Course Code Directory (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 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 more than 20,000 of Florida's bachelor's degrees annually. ICUF institutions are non-profit, Florida-based and (like Florida public universities and colleges) accredited by the Southern Association of Colleges and Schools Commission on College (SACSCOC). They serve 159,000 students at 190 sites around the state. They offer bachelor's degree opportunities on eight FCS campuses. Institutional enrollments vary from approximately 400 to 21,000 students. ICUF schools offer nearly 700 fully online degree and certificate 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 Effective Access to Student Education (EASE) Grant. Ninety-four percent of full-time, first-time undergraduate students at ICUF institutions receive financial aid.

For a complete listing of ICUF institutions, please visit <https://www.icuf.org/our-colleges/>.

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 2019-20 fiscal year, 370 degree-granting institutions were under the jurisdiction of the Commission. The 2018-19 total reported enrollment for these degree programs was 123,947. There were 31,365 graduates reported from these degree programs. Currently, 269 (73%) of these degree-granting institutions are accredited by one or more recognized accrediting agencies. A complete listing of these nonpublic colleges and universities is available at the Commission's website

[\(http://www.fldoe.org/policy/cie/\)](http://www.fldoe.org/policy/cie/) or by searching <https://web02.fldoe.org/CIE/SearchSchools/SchoolSearch.aspx>. 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 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 CENTERS/COLLEGES OPERATED BY SCHOOL DISTRICTS

OVERVIEW OF MISSION

Institutions that offer postsecondary career and technical education, which includes colleges and school district career centers/colleges, 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 & 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 career and technical education certificate programs is available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>. Additional programs and services support career goals of students and economic development needs of business, industry and the community.

Programs and Other Offerings

School district career centers/colleges offer the following types of programs and activities:

- **Occupational programs:** An occupational program includes instruction in a specific occupation or cluster of closely related occupations to develop skills needed for employment. Such programs 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.
- **Apprenticeship:** Career centers/colleges cooperate with local apprenticeship committees and provide pre-apprenticeship programs and apprenticeship-related instruction.
- **Adult General Education:** Career centers/colleges may provide Adult Basic Education, Adult High School and GED® Preparation, and English for Speakers of Other Languages (ESOL) programs. These programs emphasize basic skills, such as reading, writing, mathematics and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education and/or career opportunities.
- **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.
- **National Technical Honor Society (NTHS):** Many career centers/colleges sponsor local chapters of NTHS on their campus. NTHS honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce.

Career Dual Enrollment

High school students may attend a career center/college or a state college as a dually enrolled student to obtain career and technical education instruction that may not be available at their high school. This credit may also count toward postsecondary education after high school graduation depending on the student's postsecondary pathway.

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 and technical education program.

Articulation with High Schools

Career centers/colleges and state colleges may 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.

Career and technical education courses (clock hour) taken through dual enrollment at career centers/colleges or state colleges 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 awarded for career and technical education courses (clock hour) 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 566 institutions offering only non-degree programs under the jurisdiction of the Commission during the 2019-20 fiscal year. The 2018-19 reported enrollment for these non-degree programs was 56,108. There were 39,174 reported graduates from these programs and, of this number, 29,981 (77%) were placed in jobs, joined the military or are continuing their education at an institution of higher learning. Currently, 159 (28%) of the Commission's licensed institutions that offer only diplomas are accredited by one or more recognized 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 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 independent postsecondary vocational and technical schools is available at the Commission's website (<http://www.fldoe.org/policy/cie/>) or by searching <https://web02.fldoe.org/CIE/SearchSchools/SchoolSearch.aspx>. You may also call the Commission at (850) 245-3200.

APPENDICES

HIGH SCHOOL SPECIAL CASE COURSE EQUIVALENCIES

The following list of course equivalencies is provided to assist counselors with determining the award of credit for various course combinations toward graduation with a standard high school diploma, based on a review of the course content.

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 (1200500) 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) and 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.

- *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. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of Chemistry 1.

Due to their similarities in course content, Chemistry 2 Honors (2003360) and IB Chemistry 3 (2003820) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of Chemistry 2.

Due to their similarities in course content, AP Chemistry (2003370) and AICE Chemistry (2003371) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses.

United States History and World History Equivalencies

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

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

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

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

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

- any portion of United States History Honors (2100320); or
- a full credit of Visions and Countervisions (2100480).

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

- any portion of United States History (2100310); or
- a full credit of Visions and Countervisions (2100480).

A student who completes the combination of a full credit of Visions and Countervisions (2100480) may not also receive credit for a full credit of United States History (2100310) or a full credit of United States History 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.

Economics & Financial Services Equivalencies

For students graduating after the 2005-06 school year, any of AP Microeconomics (2102360), AP Microeconomics Innovation (2102365), and AP Macroeconomics (2102370) can substitute for Economics & Financial Services (8815110) in the Finance career and technical program (8815100). Up to 1.0 credit of any combination of these four courses can be used to satisfy CTE program credit requirements.

English/Language Arts Equivalencies

Due to their similarities in course content, English 1 (1001310), English 1 Honors (1001320), Pre-AP English 1 (1001415), FL Pre-IB English 1 (1001800), and IB MYP English 1 (1001840) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of English 1.

Due to their similarities in course content, English 2 (1001340), English 2 Honors (1001350), Florida's Pre-IB English 2 (1001810), and IB MYP English 2 (1001845) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of English 2.

Due to their similarities in course content, English 3 (1001370) and English 3 Honors (1001380) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of English 3.

Due to their similarities in course content, English 4 (1001400), English 4: Florida College Prep (1001405), and English 4 Honors (1001410) are considered equivalent. A student can earn no more than 1.0 credit in any combination of these courses; such combinations must contain the entire content of English 4.

As additional equivalencies are determined by the FDOE, this listing will be updated.

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 [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](#).

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	1005320 British Literature
1001320 English Honors 1	1005330 Contemporary Literature
1001340 English 2	1005340 Classical Literature
1001350 English Honors 2	1005350 Literature and the Arts 1 Honors
1001370 English 3	1005360 Literature and the Arts 2 Honors
1001380 English Honors 3	1005370 AICE English Literature 1 AS Level
1001400 English 4	1005375 AICE English Literature 2 A Level
1001405 English 4: Florida College Prep	1005380 Pre-AICE English Literature IGCSE Level
1001410 English Honors 4	1005850 IB English Language & Literature 1
1001415 Pre-AP English 1	1005855 IB English Language & Literature 2
1001420 AP English: Language & Composition	1005856 IB English Language & Literature 3
1001425 AP English Composition Innovation	1005900 CLEP American Literature
1001430 AP English: Literature & Composition	1005901 CLEP English Literature
1001480 *Communications Methodology Honors	1005902 CLEP Analyzing and Interpreting Literature
1001550 AICE English Language 1 AS Level	1005913 IB German Literature Self-Taught 3
1001551 AICE English Language 2 A Level	1005914 IB German Literature Self-Taught 4
1001555 AICE English Language & Literature AS Level	1005915 IB German Literature Self-Taught 5
1001560 Pre-AICE English Language IGCSE Level	1005916 IB German Literature Self-Taught 6
1001800 Florida’s Pre-IB English 1	1005923 IB Gujarati Self-Taught 3
1001810 Florida’s Pre-IB English 2	1005924 IB Gujarati Self-Taught 4
1001816 IB English Literature 1	1005925 IB Gujarati Self-Taught 5
1001818 IB English Literature 2	1005926 IB Gujarati Self-Taught 6
1001820 IB English Literature 3	1005933 IB Hindi Self-Taught 3
1001830 IB English Literature 4	1005934 IB Hindi Self-Taught 4
1001840 IB MYP English 1	1005935 IB Hindi Self-Taught 5
1001845 IB MYP English 2	1005936 IB Hindi Self-Taught 6
1001870 IB English B1	1005943 IB Norwegian Self-Taught 3
1001880 IB English Ab Initio 1	1005944 IB Norwegian Self-Taught 4
1001885 IB English Ab Initio 2	1005945 IB Norwegian Self-Taught 5
1002300 English 1 through ESOL	1005946 IB Norwegian Self-Taught 6
1002310 English 2 through ESOL	1005953 IB Spanish Self-Taught 3
1002320 English 3 through ESOL	1005954 IB Spanish Self-Taught 4
1002520 English 4 through ESOL	1005955 IB Spanish Self-Taught 5
1004300 *Semantics and Logic Honors	1005956 IB Spanish Self-Taught 6
1005300 World Literature	1005963 IB Swahili Self-Taught 3
1005310 American Literature	1005964 IB Swahili Self-Taught 4
1005312 Modern Literature	1005965 IB Swahili Self-Taught 5

1005966 IB Swahili Self-Taught 6
1009380 CLEP College Composition
1009381 CLEP College Composition Modular
1009400 AICE English General Paper 1 AS Level
1020810 American Literature Honors
1020830 Classical Literature Honors

1020840 Contemporary Literature Honors
1020850 World Literature Honors
1020860 Great Books Honors
1020870 Ancient Literature Honors

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
1200320 Algebra 1 Honors
1200325 CLEP College Algebra
1200330 Algebra 2
1200340 Algebra 2 Honors
1200370 Algebra 1A**
1200380 Algebra 1B**
1200386 Pre-AP Algebra 1
1200387 Financial Algebra
1200390 IB MYP Algebra 1
1200395 IB MYP Algebra 2
1200500 Advanced Algebra w/Financial Applications
1200700 Mathematics for College Readiness
1200701 CLEP College Mathematics
1201300 Mathematics Analysis Honors
1201315 Analysis of Functions Honors
1201325 IB Math: Analysis and Approaches 1
1201330 IB Math: Analysis and Approaches 2
1201335 IB Math: Analysis and Approaches 3
1202300 Calculus Honors
1202301 CLEP Calculus
1202310 AP Calculus AB
1202320 AP Calculus BC
1202340 Pre-Calculus Honors
1202341 CLEP Precalculus
1202352 AICE Mathematics 1 AS Level
1202354 AICE Mathematics & Mechanics 1 AS Level
1202362 AICE Mathematics & Probability & Statistics 1 AS Level
1202364 AICE Mathematics & Probability & Statistics 2 A Level
1202365 AICE Further Mathematics 1 AS Level
1202366 AICE Math & Mechanics & Probability & Statistics 2 A Level
1202370 AICE Further Mathematics 2 A Level
1202371 Pre-AICE Additional Mathematics 3 IGCSE Level
1202375 IB Pre-Calculus
1202380 IB MYP Pre-Calculus
1206310 Geometry
1206320 Geometry Honors
1206810 IB MYP Geometry

1207300 Liberal Arts Mathematics 1
1207310 Liberal Arts Mathematics 2
1209300 IB Mathematics: Applications and Interpretations 1
1209305 IB Mathematics: Applications and Interpretations 2
1209310 IB Mathematics: Applications and Interpretations 3
1209810 Pre-AICE Mathematics 1 IGCSE Level
1209820 Pre-AICE Mathematics 2 IGCSE Level
1209825 Pre-AICE Mathematics 3 IGCSE Level
1210300 Probability & Statistics w/Applications Honors
1210320 AP Statistics
1210330 AICE Mathematics Statistics AS Level
1211300 Trigonometry Honors
1298310 Advanced Topics in Mathematics

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, at a minimum, courses 1-3 in order to meet the science requirements.

2000310 Biology 1	2002450 Integrated Science 3 Honors
2000320 Biology 1 Honors	2002480 Forensic Science 1
2000321 AICE Biology 1 AS Level	2002490 Forensic Science 2
2000322 Pre-AICE Biology IGCSE Level	2002500 Marine Science 1
2000323 AICE Biology 2 A Level	2002510 Marine Science 1 Honors
2000325 CLEP Biology	2002515 AICE Marine Science 1 AS Level
2000330 Biology 2 Honors	2002520 Marine Science 2
2000335 *Pre-AP Biology	2002530 Marine Science 2 Honors
2000340 AP Biology	2002535 AICE Marine Science 2 A Level
2000350 Anatomy & Physiology	2002800 IB Marine Science 1
2000360 Anatomy & Physiology Honors	2002810 IB Marine Science 2
2000370 *Botany	2003310 Physical Science
2000380 *Ecology	2003320 Physical Science Honors
2000410 *Zoology	2003335 Pre-AICE Physical Science IGCSE Level
2000430 Biology Technology	2003340 Chemistry 1
2000440 Genetics Honors	2003350 Chemistry 1 Honors
2000500 Bioscience 1 Honors	2003360 Chemistry 2 Honors
2000510 Bioscience 2 Honors	2003370 AP Chemistry
2000520 Bioscience 3 Honors	2003371 AICE Chemistry 1 AS Level
2000800 Florida's Pre-IB Biology 1	2003372 Pre-AICE Chemistry 1 IGCSE Level
2000805 IB Biology 1	2003373 AICE Chemistry 2 A Level
2000810 IB Biology 2	2003376 CLEP Chemistry
2000820 IB Biology 3	2003380 Physics 1
2000850 IB MYP Biology	2003390 Physics 1 Honors
2001310 Earth/Space Science	2003410 Physics 2 Honors
2001320 Earth/Space Science Honors	2003421 AP Physics 1
2001330 *Meteorology Honors	2003422 AP Physics 2
2001340 Environmental Science	2003425 AP Physics C: Electricity & Magnetism
2001341 Environmental Science Honors	2003430 AP Physics C: Mechanics
2001342 Pre-AICE Environmental Management IGCSE Level	2003431 AICE Physics AS Level
2001350*Astronomy Solar/Galactic	2003432 Pre-AICE Physics IGCSE Level
2001370 IB Environmental Systems & Societies 1	2003433 AICE Physics 2 A Level
2001375 IB Environmental Systems & Societies 2	2003500 *Renewable Energy 1 Honors
2001380 AP Environmental Science	2003600 Principles of Technology 1**
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
2001810 IB Astronomy 2	2003830 IB MYP Chemistry
2001820 IB Sports Exercise Science 1	2003836 FL Pre-IB Physics 1
2001830 IB Sports Exercise Science 2	2003840 IB Physics 1
2001835 IB Sports Exercise Science 3	2003845 IB Physics 2
2002375 CLEP Natural Science	2003850 IB Physics 3
2002400 Integrated Science 1	2003855 IB MYP Physics
2002410 Integrated Science 1 Honors	2020710 Nuclear Radiation Honors
2002415 IB MYP Integrated Science	2020910 Astronomy Solar/Galactic Honors
2002420 Integrated Science 2	8106810 Agriscience Foundations 1
2002430 Integrated Science 2 Honors	8417100 Health Science Anatomy & Physiology
2002440 Integrated Science 3	

**Student may take this for up to one credit 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.

0900305 *Humanities 1 Honors	2103805 *IB Geography 3
1700362 *Pre-AICE Global Perspectives IGCSE Level	2103810 *IB MYP World Geography
1700364 *AICE Global Perspectives 1 AS Level	2104315 *Exploring Hip Hop as Literature
1700365 *AICE Global Perspectives 2 A Level	2104320 *Global Studies
2100310 U.S. History	2104340 *Women’s Studies
2100320 U.S. History Honors	2104600 *Multicultural Studies
2100325 CLEP U.S. History 1	2105310 *World Religions
2100326 CLEP U.S. History 2	2105340 *Philosophy
2100330 AP U.S. History	2105355 *Philosophy Honors: Ethics
2100335 *African-American History	2105860 *IB Philosophy 1
2100336 *African-American History Honors	2105870 *IB Philosophy 2
2100340 *African-American History	2105875 *IB Philosophy 3
2100345 *Great Men/Women of Color Who Shaped World History	2105880 *IB World Religions 1
2100350 *Florida History	2105890 *IB World Religions 2
2100360 *Latin American History	2106310 U.S. Government
2100365 *African History Honors	2106320 U.S. Government Honors
2100370 *Eastern & Western Heritage	2106325 CLEP American Government
2100380 *Visions & Pursuits (U.S. History)	2106340 *Political Science
2100400 *History of the Vietnam War	2106350 *Law Studies
2100405 *Holocaust History Honors	2106360 *Comparative Political Systems
2100460 *Eastern & Western Heritage Honors	2106370 *Comprehensive Law Studies
2100470 *Visions & Pursuits Honors	2106375 *Comprehensive Law Honors
2100480 Visions & Countervisions Honors	2106420 AP U.S. Government/Politics
2100490 AICE International History 1 AS Level	2106430 *AP Comparative Government/Politics
2100495 AICE International History 2 A Level	2106440 *International Relations
2100500 AICE U.S. History 1 AS Level	2106445 *International Relations 2
2100505 AICE U.S. History 2 A Level	2106460 American Political Systems Honors
2100800 IB History of the Americas	2106468 *Constitutional Law Honors
2101300 *Anthropology	2106800 Florida’s Pre-IB American Government
2101800 *IB Social Anthropology 1	2106810 *IB World Politics 1
2101810 *IB Social Anthropology 2	2106850 *IB Global Politics 1
2101820 *IB Social Anthropology 3	2106855 *IB Global Politics 2
2102310 Economics	2106860 *IB Global Politics 3
2102320 Economics Honors	2107300 *Psychology 1
2102321 AICE Economics 1 AS Level	2107310 *Psychology 2
2102322 AICE Economics 2 A Level	2107350 *AP Psychology
2102323 Pre-AICE Economics IGCSE Level	2107360 *AICE Psychology 1 AS Level
2102335 Economics w/Financial Literacy	2107370 *AICE Psychology 2 A Level
2102345 Economics w/Financial Literacy Honors	2107380 *CLEP Introduction to Psychology
2102355 CLEP Macroeconomics	2107800 *IB Psychology 1
2102356 CLEP Microeconomics	2107810 *IB Psychology 2
2102360 AP Microeconomics	2107820 *IB Psychology 3
2102365 AP Microeconomics Innovation	2108300 *Sociology
2102370 AP Macroeconomics	2108310 *AICE Sociology 1 AS Level
2102390 *American Economic Experience Honors	2108320 *AICE Sociology 2 A Level
2102800 Florida’s Pre-IB Comparative Economics w/Financial Literacy	2108330 CLEP Introduction to Sociology
2102810 IB Economics 1	2109310 World History
2102820 IB Economics 2	2109320 World History Honors
2102830 IB Economics 3	2109321 Pre-AICE World History IGCSE Level
2103300 *World Cultural Geography	2109330 *African History
2103400 *AP Human Geography	2109350 *Contemporary History
2103410 *AICE Geography 1 AS Level	2109371 AICE Modern European History 1 AS Level
2103420 *Pre-AICE Geography IGCSE Level	2109372 AICE European History 2 A Level
2103430 *IB Geography 1	2109380 *AP European History
2103800 *IB Geography 2	2109410 *Jewish History

2109415 Pre-AP World History and Geography
2109420 AP World History: Modern
2109430 *Holocaust
2109800 *IB Contemporary History 1
2109805 *IB Contemporary History 2
2109810 Florida's Pre-IB World History

2109820 *IB History of Europe
2109830 *IB MYP World History
2120710 *Anthropology Honors
2120910 *Philosophy Honors
2120915 *Philosophy Honors 2
8009120 Principles of Agribusiness

Fine or Performing Arts

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

0100300 AP Art – History of Art
0101370 AICE Art & Design 1 AS Level
0101371 AICE Art & Design 2 A Level
0102330 AICE Art & Design: Ceramics AS Level
0104300 AP Drawing
0104420 AICE Art & Design: Painting & Related Media AS Level
0105320 AICE Design and Textiles AS Level
0105340 AICE Art & Design: Textiles AS Level
0106315 Pre-AICE Art & Design: Graphic Communication IGCSE Level
0106320 AICE Art & Design: Graphic Design AS Level
0107470 IB Film Studies 1
0107472 IB Film Studies 2
0107474 IB Film Studies 3
0107480 AICE Art & Design: Film & Video AS Level
0108360 AICE Art & Design: Photography AS Level
0108400 AICE Digital Media and Design 1 AS Level
0108410 AICE Digital Media and Design 2 A Level

0109350 AP 2-D Art & Design
0109355 AP Studio Art 2D Design Portfolio Innovation
0109360 AP 3-D Art & Design
0114815 IB Visual Arts 1
0114825 IB Visual Arts 2
0114835 IB Visual Arts 3
0300655 IB Dance 1
0300660 IB Dance 2
0300670 IB Dance 3
0400810 IB Theatre 1
0400820 IB Theatre 2
0400830 IB Theatre 3
1300330 AP Music Theory
1300395 AICE Music 1 AS Level
1300816 IB Music 1
1300818 IB Music 2
1300820 IB Music 3

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) if 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 baccalaureate programs require 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
0701320 French 1
0701330 French 2
0701340 French 3 Honors
0701350 French 4 Honors
0701360 French 5 Honors
0701380 AP French Language & Culture

0701382 CLEP French Language 1 & 2
0701391 AICE French A 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
 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
 0702398 AICE German Language A Level
 0702800 Florida's Pre-IB German 1
 0702810 Florida's Pre-IB German 2
 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
 0704300 Hebrew 1
 0704310 Hebrew 2
 0704320 Hebrew 3 Honors
 0704330 Hebrew 4 Honors
 0704340 Hebrew 5 Honors
 0704350 Hebrew 6 Honors
 0705320 Italian 1
 0705330 Italian 2
 0705340 Italian 3 Honors
 0705350 Italian 4 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
 0705395 IB Italian 3
 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
 0706375 AP Latin
 0706382 Pre-AICE Latin Language 1 IGCSE Level
 0706384 Pre-AICE Latin Language 2 IGCSE Level
 0706800 Florida's Pre-IB Latin 1
 0706810 Florida's Pre-IB Latin 2
 0706825 IB Latin 3
 0706830 IB Latin 4
 0706840 IB Latin 5
 0706845 IB Latin 6
 0707300 Russian 1
 0707310 Russian 2
 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
 0708455 CLEP Spanish Language with Writing, Levels 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
 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
 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
 0711356 AICE Chinese Language AS 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
 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
 0713366 AICE Portuguese Language AS Level
 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
 0717300 American Sign Language 1
 0717310 American Sign Language 2
 0717312 American Sign Language 3 Honors
 0717314 American Sign Language 4 Honors
 0717316 American Sign Language 5 Honors
 0717318 American Sign Language 6 Honors
 0719300 Creek 1
 0719310 Creek 2
 0720300 Elaponke 1
 0720310 Elaponke 2

Courses That Were Approved, But Are No Longer Offered

The following courses are no longer listed in the CCD, but may be accepted as meeting “college prep” qualifications by the universities if they were taken while they were being offered at the high school.

The following **English** courses are no longer in the CCD:

1001490 Pacesetter English
 1001500 Pacesetter Language Arts
 1001510 Pacesetter English 1
 1001520 Pacesetter English 2
 1001530 Pacesetter English 3
 1001540 Pacesetter English 4
 1001875 IB English B2
 1002530 Pre-AICE ESOL IGCSE Level
 1005311 Ancient Literature
 1005390 Pre-AICE World Literature IGCSE Level
 1005860 IB English Literature & Performance 1
 1005865 IB English Literature & Performance 2
 1006311 Journalism 2 Honors
 1006321 Journalism 3 Honors

1006322 Journalism 4 Honors
 1007320 Speech III
 1007400 Debate VIII
 1009333 *Creative Writing 5 Honors
 1009360 AICE General Paper 1 AS Level
 1009365 AICE General Paper 2 AS Level
 1010330 American Sign Language 1
 1010340 American Sign Language 2
 1010350 American Sign Language 3
 1010360 American Sign Language 4
 1020820 British Literature Honors

The following **Mathematics** courses are no longer in the CCD:

1200350 Linear Algebra
 1200360 Abstract Algebra
 1200500 Pacesetter Mathematics 1
 1200500 Advanced Algebra with Financial Applications
 1200510 Pacesetter Mathematics 2
 1201310 Analysis of Functions
 1201320 IB Mathematical Analysis
 1202330 Multivariate Calculus
 1202350 Pacesetter Mathematics
 1202356 AICE Mathematics & Mechanics 2 A Level
 1202360 AICE Mathematics
 1202372 AICE Further Mathematics 2 A Level
 1202800 IB Calculus
 1202810 IB Calculus & Descriptive Statistics

1202820 IB Further Mathematics 1
 1202825 IB Further Mathematics 2
 1202830 IB Advanced Calculus
 1204300 Differential Equations
 1205400 Applied Mathematics 1
 1205410 Applied Mathematics 2
 1206330 Analytic Geometry Honors
 1206400 Pacesetter Mathematics 2
 1206800 IB Analytic Geometry
 1207310 Integrated Mathematics 1
 1207320 Integrated Mathematics 2
 1207330 Integrated Mathematics 3
 1208290 Liberal Arts Mathematics 1
 1208300 Liberal Arts Mathematics 2

1209700 Pre-AICE International Mathematics IGCSE Level
 1209800 IB Mathematics Studies
 1209830 IB Mathematics Higher Level 1
 1209835 IB Mathematics Higher Level 2
 1210310 IB Statistics & Introductory Differential Calculus
 1210323 IB Statistics & Probability
 1210324 IB Discrete Mathematics
 1210325 IB Sets, Relationships & Groups
 1211800 IB Trigonometry
 1212300 Elements of Mathematics 1
 1212310 Elements of Mathematics 2

1212320 Elements of Mathematics 3
 1213330 Elements of Mathematics 4
 1213340 Elements of Mathematics 5
 1213350 Elements of Mathematics 6
 1213360 Elements of Mathematics 7
 1213370 Elements of Mathematics 8
 1220310 Linear Algebra
 1220612 Abstract Algebra
 1220810 Differential Equations
 1220820 Multivariate Calculus
 1220910 Discrete Mathematics Honors

The following **Natural Science** courses are no longer in the CCD:

2000390 Limnology
 2001405 Pre-AICE Combined Science IGCSE Level
 2001410 AICE Food Studies 1 A Level
 2001415 AICE Food Studies 2 A Level
 2001800 IB Astronomy 1
 2001840 IB Science Technology and Societies 1
 2001850 IB Science Technology and Societies 2
 2002310 General Science
 2002330 Space Technology and Engineering
 2002350 Integrated Science 1
 2002360 Integrated Science 2
 2002370 Integrated Science 3
 2002380 Integrated Science 4

2002390 Integrated Science 5
 2002460 Integrated Science 4 Honors
 2002470 Integrated Science 5 Honors
 2002550 Solar Energy Honors 2
 2003330 AICE Physical Science AS Level
 2003400 Nuclear Radiation
 2003420 AP Physics B
 2003440 AP Physics C: Electricity & Magnetism
 2003450 AP Physics C: Mechanics
 2003610 Principles of Technology 2
 2003838 Florida's Pre-IB Physics 2
 2003870 IB MYP Design Technology
 2003900 Pre-AICE 21st Century Science IGCSE Level

The following **Social Studies** courses are no longer in the CCD:

0900530 AICE Divinity 2 A Level
 1700366 *AICE Global Perspectives 2 A Level
 2100390 Visions and Countervisions: Europe, the US & the World
 2100410 Caribbean Studies
 2100415 AICE Caribbean History AS Level
 2100420 Civil War and Reconstruction
 2100810 IB American History
 2101310 Archeology
 2102380 *American Economic Experience
 2102805 IB MYP Economics with Financial Literacy
 2103415 AICE Geography 2 A Level
 2104310 Future Studies
 2104370 Pre-AICE Developmental Studies IGCSE Level
 2104610 The American Mosaic
 2104800 IB Human Rights 1
 2104810 IB Human Rights 2

2104820 IB Peace and Conflict Studies 1
 2104830 IB Peace and Conflict Studies 2
 2106330 Civics
 2106410 Constitutional Law
 2106450 American Political Systems
 2106470 Constitutional Law 2
 2106480 Constitutional Law Honors
 2106805 IB MYP United States Government
 2106820 *IB World Politics 2
 2106830 IB Political Thought 1
 2106840 IB Political Thought 2
 2108305 Pre-AICE Sociology IGCSE Level
 2109340 Asian History
 2109360 British History
 2109370 European History
 2120330 Comparative Economics Systems

The following **Fine or Performing Arts** courses are no longer in the CCD:

0100800 IB Art History 1
 0100810 IB Art History 2
 0100820 IB World Arts & Cultures 1
 0100830 IB World Arts & Cultures 2
 0103365 Pre-AICE Art & Design: Printmaking IGCSE Level
 0105320 AICE Design and Textiles AS Level
 0105325 AICE Design and Textiles A Level
 0105330 AICE Art & Design: Fashion Design AS Level

0105340 AICE Art & Design: Textiles AS Level
 0106315 Pre-AICE Art & Design: Graphic Communication IGCSE Level
 0110320 AICE Art & Design Printmaking AS Level
 0111340 AICE Art & Design Sculpture AS Level
 1300380 IB Music 4
 1300396 AICE Music 2 AS Level
 1300397 AICE Music 3 A Level
 1300430 Pre-AICE Music IGCSE Level

The following **World (Foreign) Language** courses are no longer in the CCD (NOTE: Conversational languages are marked with a (+) sign to indicate that they are generally not preferred college prep classes and may not be accepted as college prep):

0700320 Haitian Creole for Haitian Creole Speakers 3 Honors
 0700330 Haitian Creole for Haitian Creole Speakers 4 Honors

0701370 French 6 Honors
 0701390 AP French Literature

0701392 AICE French Literature AS Level
 0701850 IB French 4 Language A
 0701860 IB French 5 Language A
 0701893 AICE French Language
 0702300 +Conversational German 1
 0702310 +Conversational German 2
 0702360 German 5 Honors
 0702370 German 6 Honors
 0702394 Pre-AICE German 3 IGCSE Level
 0702396 AICE German Language AS Level
 0702400 AICE German Language A Level
 0702820 Florida's Pre-IB German 3
 0702850 IB German 4 Language A
 0702860 IB German 5 Language A
 0703360 Greek 5 Honors
 0703370 Greek 6 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
 0704340 Hebrew 5 Honors
 0704350 Hebrew 6 Honors
 0705300 +Conversational Italian 1
 0705310 +Conversational Italian 2
 0705360 Italian 5 Honors
 0705370 Italian 6 Honors
 0705394 IB Italian 5
 0705396 IB Italian 6
 0706350 Latin 6 Honors
 0706360 AP Latin: Latin Literature
 0706370 AP Latin: Vergil
 0706380 AICE Latin Language AS Level
 0706386 Pre-AICE Latin 3 IGCSE Level
 0706390 AICE Latin Literature A Level
 0706820 Florida's Pre-IB Latin 3
 0707320 Russian 3 Honors
 0707330 Russian 4 Honors
 0707340 AP Russian
 0707800 Florida's Pre-IB Russian 1
 0707810 Florida's Pre-IB Russian 2
 0707820 Florida's Pre-IB Russian 3
 0707825 IB Russian 3
 0707830 IB Russian 4
 0707835 IB Russian 5
 0707840 IB Russian 6
 0708300 +Conversational Spanish 1
 0708310 +Conversational Spanish 2
 0708320 +Conversational Spanish 3
 0708500 Pacesetter Spanish 1
 0708510 Pacesetter Spanish 3
 0708520 Pacesetter Spanish 4
 0708850 IB Spanish 4 Language A
 0708860 IB Spanish 5 Language A
 0709340 Spanish for Spanish Speakers 5 Honors
 0709350 Spanish for Spanish Speakers 6 Honors
 0709360 Pacesetter Spanish
 0710320 Arabic 3 Honors
 0710330 Arabic 4 Honors
 0710340 AICE Arabic A Level
 0710350 AICE Arabic Language AS Level
 0710375 IB Arabic 4
 0710380 IB Arabic 5
 0710385 IB Arabic 6
 0711335 Chinese 5 Honors
 0711354 Pre-AICE Chinese 3 IGCSE Level
 0711358 AICE Chinese Literature
 0711360 AICE Chinese A Level
 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
 0713364 Pre-AICE Portuguese 3 IGCSE Level
 0713368 AICE Portuguese Literature AS Level
 0713370 AICE Portuguese A Level
 0713800 Florida's Pre-IB Portuguese 1
 0713810 Florida's Pre-IB Portuguese 2
 0713820 Florida's Pre-IB Portuguese 3
 0713830 IB Portuguese 4 Language A
 0713840 IB Portuguese 4
 0713850 IB Portuguese 5 Language A
 0713860 IB Portuguese 5
 0713870 IB Portuguese 6
 0715300 French Language & Literature for International Studies 1
 0715310 French Language & Literature for International Studies 2
 0715320 French Language & Literature for International Studies 3 Honors
 0715330 French Language & Literature for International Studies 4 Honors
 0715340 French Language & Literature for International Studies 5 Honors
 0715350 French Language & Literature for International Studies 6 Honors
 0715360 French Language & Literature for International Studies 7 Honors
 0715370 French Language & Literature for International Studies 8 Honors
 0715375 Language and Literature through International Studies 8 Honors
 0715400 German Language & Literature for International Studies 1
 0715410 German Language & Literature for International Studies 2
 0715420 German Language & Literature for International Studies 3 Honors
 0715430 German Language & Literature for International Studies 4 Honors
 0715440 German Language & Literature for International Studies 5 Honors
 0715450 German Language & Literature for International Studies 6 Honors
 0715460 German Language & Literature for International Studies 7 Honors
 0715470 German Language & Literature for International Studies 8 Honors
 0715500 Spanish Language & Literature for International Studies 1
 0715510 Spanish Language & Literature for International Studies 2
 0715520 Spanish Language & Literature for International Studies 3 Honors
 0715530 Spanish Language & Literature for International Studies 4 Honors
 0715540 Spanish Language & Literature for International Studies 5 Honors
 0715550 Spanish Language & Literature for International Studies 6 Honors

0715560 Spanish Language & Literature for International Studies 7 Honors
0715570 Spanish Language & Literature for International Studies 8 Honors
0715580 Italian Language & Literature for International Studies 1
0715590 Italian Language & Literature for International Studies 2
0715600 Italian Language & Literature for International Studies 3 Honors
0715610 Italian Language & Literature for International Studies 4 Honors
0715620 Italian Language & Literature for International Studies 5 Honors
0715630 Italian Language & Literature for International Studies 6 Honors

0715640 Italian Language & Literature for International Studies 7 Honors
0715650 Italian Language & Literature for International Studies 8 Honors
0716330 Turkish 4 Honors
0718300 AICE Afrikaans A Level
0718310 AICE Afrikaans 1st Language AS Level
0718320 AICE Afrikaans Language AS Level
0721300 IB Polish 1
0721310 IB Polish 2
0721320 IB Polish 3
0721330 IB Polish 4
0721340 IB Polish 5
0721350 IB Polish 6

CAREER CENTER/COLLEGE 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
Bay	1	Tom P. Haney Technical Center http://haney.edu/	3016 Highway 77 Panama City, FL 32405 850-747-5500 x5322
Bradford	1	North Florida Technical College http://nftc.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.sheridantechnicalcollege.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.bakeraviationtechcollege.com	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://www.miamilakes.edu	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	South Dade Technical College https://www.southdadetech.edu/	109 NE 8 th Street Homestead, FL 33030 305-248-5723
Escambia	1	George Stone Technical College www.georgestonecenter.com	2400 Longleaf Drive Pensacola, FL 32526 850-941-6200 x 2103
Flagler	1	Flagler Technical Institute https://flaglertech.edu/	5400 East Highway 100 Palm Coast, FL 32164 386-447-4345
Gadsden	1	Gadsden Technical Institute www.gadسدentech.org	201 Martin Luther King, Jr. Boulevard Quincy, FL 32351 850-875-8324 x 7290

Hernando	1	Suncoast Technical Education Center www.suntech.edu	4057 California Street Brooksville, FL 34604 352-797-7091
Hillsborough	1	Aparicio-Levy Technical College https://www.hillsboroughschools.org/altc	10119 East Ellicott Street Tampa, FL 33610 813-740-4884
	1	Brewster Technical College www.hillsboroughschools.org/brewster	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
Indian River	1	Treasure Coast Technical College https://tctc.indianriverschools.org	School District of Indian River County 4680 28 th Ct. Vero Beach, FL 32967 772-564-4970
Lake	1	Lake Technical College www.laketech.org	2001 Kurt Street Eustis, FL 32726 352-589-2250
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 College https://www.livelytech.com/	500 North Appleyard Drive Tallahassee, FL 32304 850-487-7555
Manatee	1	Manatee Technical College https://manateetech.edu/	6305 State Road 70 East Bradenton, FL 34203 941-751-7900
Marion	1	Marion Technical College https://mariontc.edu	1014 S.W. 7th Road Ocala, FL 34471 352-671-7200
Okaloosa	1	Okaloosa Technical College www.otcollege.net	1976 Lewis Turner Boulevard Ft. Walton Beach, FL 32547 850-833-3500
Orange	1	Orange Technical College - Mid Florida Campus www.orangetechcollege.net	2900 West Oak Ridge Road Orlando, FL 32809 407-251-6047
	1	Orange Technical College – Orlando Campus	301 West Amelia Street Orlando, FL 32801 407-246-7060 x 4899
	1	Orange Technical College – Westside Campus	955 East Story Road Winter Garden, FL 34787 407-905-2018
	1	Orange Technical College – Winter Park Campus	901 West Webster Avenue Winter Park, FL 32789 407-622-2900
Osceola	1	Osceola Technical College http://otec.osceolaschools.net/	501 Simpson Road Kissimmee, FL 34744 407-344-5080 x 15100
		Osceola Technical Center – St. Cloud Campus	2901 17 th Street Kissimmee, FL 34769 407-343-7342
		Osceola Technical Center – Poinciana Campus	1030 Cypress Parkway Kissimmee, FL 34759 407-343-7341
Pasco	1	Frank K. Marchman Technical College http://mtec.pasco.k12.fl.us	7825 Campus Drive New Port Richey, FL 34653 727-774-1700
Pinellas	1	Pinellas Technical College - Clearwater Campus www.pcsb.org/myptc	6100 154th Avenue, North Clearwater, FL 33760 727-538-7167 x 2148
	1	Pinellas Technical College - St. Petersburg Campus	901 34th Street, South St. Petersburg, FL 33711 727-893-2500 x 1001

Polk	1	Ridge Technical College http://www.polkedpathways.com/ridge-technical-college/	7700 State Road 544 Winter Haven, FL 33881 863-419-3060
	1	Traviss Technical College http://www.polkedpathways.com/traviss-technical-college/	3225 Winter Lake Road Lakeland, FL 33803 863-499-2700 x 233
St Johns	1	First Coast Technical College www.fctc.edu	2980 Collins Avenue St. Augustine, FL 32084 904-547-3282
	1	First Coast Technical College	Barge Port Campus 102 Port Road Palatka, FL 32177 904-547-3282
	1	First Coast Technical College	Putnam County Campus 1001 Husson Avenue Palatka, FL 32177 904-679-3551
Santa Rosa	1	Radford M. Locklin Technical College www.locklintech.com	5330 Berryhill Road Milton, FL 32570 850-983-5700 x 204 or 213
Sarasota	1	Suncoast Technical College http://suncoast.edu/	4748 Beneva Road Sarasota, FL 34233 941-924-1365 x 62325
Suwannee	1	RIVEROAK Technical College http://rtc.suwannee.k12.fl.us/	415 Pinewood Drive, S.W. Live Oak, FL 32064 386-647-4200
Taylor	1	Big Bend Technical College https://www.bbtc.edu/	3233 South Byron Butler Parkway Perry, FL 32348 850-838-2545
Walton	1	Emerald Coast Technical College www.ectc.edu	761 North 20th Street DeFuniak Springs, FL 32433 850-892-1240 x 5142
Washington	1	Florida Panhandle Technical College www.fptc.edu	757 Hoyt Street Chipley, FL 32428 850-638-1180 x 301

CROP CONTACT INFORMATION

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