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INTRODUCTION

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

Currently, the focus of both Florida and the nation is on higher education and secondary reform. Of particular interest, is the growing need to increase “college and career readiness.” Guidance counselors are a key resource for providing appropriate advising relating to secondary course selection and postsecondary planning. Data on student course taking patterns in high school and subsequent success in postsecondary education is a useful tool to assist counselors and secondary administrators in future planning. The Florida Department of Education’s (DOE) Office of Articulation, using data collected and reported by the K-20 Education Data Warehouse, produces online college readiness reports, available through the High School Feedback Report and Performance on Common Placement Tests. The latest performance data for the 2011 Florida public high school graduate cohort collected by colleges and universities can be accessed at http://www.fldoe.org/policy/articulation.

In addition to college readiness data, the Office of Articulation, through the Articulation Coordinating Committee (ACC), produces advising resources that support acceleration, seamless articulation, and transfer of credit. Listed below are links to the valuable resources:

- Dual Education Dual Enrollment Agreement Template http://www.fldoe.org/core/fileparse.php/5421/urlt/0078396-dualenrollmentarticulationagreement.pdf

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

The 2014-2015 Handbook is available online through the Florida Virtual Campus at www.flvc.org/advising-manuals, along with a variety of other useful guidance tools. Many thanks to all that contributed to the new edition.
FLVC.org: FLORIDA VIRTUAL CAMPUS

The Florida Virtual Campus (FLVC) provides a variety of online services for students from Florida’s public high schools, colleges, and universities. FLVC’s academic advising services make it easy for high school students to prepare for college or a career after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation and Bright Futures Scholarships. In addition, they can explore Florida’s college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply 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. For more information, visit www.flvc.org.

The following section highlights some of FLVC’s academic advising services, and outlines changes impacting counselors, students, and families for the 2014-2015 academic school year.

College & Career Readiness Evaluation (CCRE)
FLVC’s College & Career Readiness Evaluation provides currently enrolled public high school students the course requirements for various graduation plans, and allows them to track their individual progress toward meeting those requirements. It provides students with access to records including their transcripts, grade point average (GPA), and assessments (such as the Postsecondary Education Readiness Test, or PERT). To access the CCRE, students must provide their Florida Student Identifier Number, their school district, and their last name. The CCRE can be found at www.flvc.org > My Records > College & Career Readiness Evaluation.

College & Career Planner
The College & Career Planner helps middle and high school students understand their options, select a graduation plan, and map out the coursework they need in high school to prepare them for postsecondary education or training appropriate for their chosen career path. It includes a four-year high school planning worksheet that can be printed and used to fulfill the middle school career and education planning course requirement. It is available in Word and PDF formats, and no ID or passwords are required to access it. The College & Career Planner can be found at www.flvc.org > My Records > College & Career Planner.

Bright Futures Scholarship Eligibility Evaluation
The Bright Futures Scholarship Eligibility Evaluation shows currently enrolled public high school students the requirements for each Bright Futures award, and their individual progress toward meeting those requirements. To access the evaluation, students must provide their Florida Student Identifier Number, their school district, and their last name. Authorized high school counselors can utilize the Bright Futures system and choose action code “F” to view their students’ Bright Futures Scholarship Eligibility Evaluation. The evaluation can be accessed from www.flvc.org > My Records > Scholarship Eligibility Evaluation.

Legislative Changes Impacting the Florida Virtual Campus
During their 2014 session, the Florida Legislature passed a bill that repeals the statute establishing the FLVC and creates two new organizations: the Complete Florida Plus Program, which will provide distance learning and student support services similar to those currently provided by FLVC; and the Florida Academic Library Services Cooperative, which will provide library automation services similar to FLVC’s current offerings. These two organizations will be administered by the University of West Florida (UWF). The newly established Complete Florida Plus Program is charged with providing a K-20 statewide computer-assisted student advising system that will support career and education planning for the K-12 system.

While this statute became effective on July 1, 2014, the transition of FLVC’s current resources and services to the Complete Florida Plus Program will be accomplished over the coming months. In the meantime, these services can still be accessed via www.flvc.org. More information will be provided about the Complete Florida Plus Program as it becomes available.

ROLE OF MIDDLE GRADES COUNSELORS IN POSTSECONDARY ADVISING

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

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

POSTSECONDARY READINESS AND THE MIDDLE GRADES
Florida Law
Sections of Florida Statutes (F.S.) pertaining to middle grades preparation for high school, in part, include the following:

- S. 1003.4156, F.S., General requirements for middle grades promotion, outlines general requirements for middle grades promotion, including one course in career and education planning.
- 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
  - Beginning with students entering 6th grade in the 2012-2013 school year, 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.
  - Beginning with the 2013-2014 school year, 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/7531/urlt/approved-courses.pdf) in career and education planning to be completed in the 6th, 7th or 8th grade.

Additional Considerations for Middle Grades Students
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 a 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 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.
- Statewide, standardized EOC assessments in mathematics and science will be administered to students based on when the student completes the applicable curriculum (such as Algebra 1, Geometry, or Biology 1). 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.

Additional considerations related to career and education planning courses are as follow:

- The career and education planning course may be taught by any member of the instructional staff and is designed to help 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 for the transition to high school. For more information, visit the Educator’s Toolkit on Career and Education Planning at [http://www.fldoe.org/academics/college-career-planning/educators-toolkit](http://www.fldoe.org/academics/college-career-planning/educators-toolkit).
- The career and education planning course must do the following:
  - Be Internet-based, easy to use and customizable to each student and include research-based assessments to assist students in determining educational options and goals
  - Result in a completed, personalized academic and career plan for student
  - Emphasize the importance of entrepreneurship skills
  - Emphasize technology or the application of technology in career fields

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.;](https://www.sunypress.com/academics/college-career-planning/educators-toolkit) high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; and state university and Florida College System admission requirements. The plan must inform students about available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and career education courses, including courses that lead to industry certification. For more information, refer to the section on “Florida High School Graduation Options for a Standard Diploma” in this Handbook.

**Grading System**

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.](https://www.sunypress.com/academics/college-career-planning/educators-toolkit). 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(6), F.S.](https://www.sunypress.com/academics/college-career-planning/educators-toolkit)).

**Statewide. Standardized Assessment Implications**

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

- Students scoring below Level 3 on the statewide, standardized ELA or mathematics assessments must be provided with additional diagnostic assessments to determine the following:
  - The nature of the student’s difficulty
  - The area of academic need
  - Strategies for appropriate intervention and instruction
- The school in which the student is enrolled must develop and implement a progress-monitoring plan in consultation with the student’s parent. A progress-monitoring plan is intended to target instruction and identify ways to improve academic achievement for a student who is not meeting the school district or state requirements for proficiency in reading and math.
- The plan must be designed to assist the student in meeting the state and district expectation for proficiency and to prepare the student for a rigorous high school curriculum.
- For each year in which a student scores at Level 1 or Level 2 on the statewide, standardized Reading assessment or, when implemented, the ELA assessment, the student must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery the following year.
- For each year in which a student scores at Level 1 or Level 2 on the statewide, standardized Mathematics assessment, the following year the student must receive remediation that may be integrated into the student’s required mathematics courses.
Middle school counselors help to acquaint students and their parents with information about the high school graduation options, including the following:

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

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

A high school student who completes a minimum of 18 credits, achieves a cumulative GPA of a 2.0 on a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation has 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 and only three elective courses.

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

CHALLENGING COURSES HELP STUDENTS ENTER AND SUCCEED IN COLLEGE

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

A student's program of study should lead to successful completion of requirements for the student’s chosen postsecondary goals. School counselors perform a critical function in assisting students in the development of a comprehensive plan to accurately assess strengths, interests and preferences that encourage the selection of challenging educational courses, including ACCEL options. ACCEL options provide academically challenging curriculum or accelerated instruction to eligible students, such as:

- Whole-grade and midyear 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.

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

TRANSITION TO 9TH GRADE

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

- The Center for Comprehensive School Reform and Improvement
  [http://www.centerforcsri.org](http://www.centerforcsri.org)
- The National High School Center
  [http://www.betterhighschools.org/webinar/default.aspx](http://www.betterhighschools.org/webinar/default.aspx)
- The Association for Middle Level Education
- The American School Counselor Association
  [http://www.schoolcounselor.org](http://www.schoolcounselor.org)
- U.S. Department of Education

**HELP FOR PARENTS**

Some parents, especially those who did not attend or finish college themselves, may worry that they cannot provide their child 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. The following areas are particularly important in developing early awareness activities and strategies:

- The Application Process
- Career Development Programs and Services
- College Credit Programs for High School Students
- Florida’s 2+2 System
- Financial Aid
- Facts and Fiction About College Costs
- High School Graduation Options
- Support Services for Minority and Low-Income Students

The information in this *Handbook* could be included in parent newsletters, the local newspaper’s school news section, student handbooks/planners, school websites and bulletin boards. A series of parent workshops offered throughout the school year could also be developed. Middle school counselors, students and parents can find more useful information on these topics by checking some of the following websites:

- ACT for Parents [http://www.act.org/path/parent](http://www.act.org/path/parent)
- ACT for Students [http://www.actstudent.org/index.html](http://www.actstudent.org/index.html)
- Bureau of Standards and Instructional Support, Florida Department of Education (FDOE)
- Bureau of Exceptional Education and Student Services (FDOE)
- Bureau of Standards and Instructional Support Student Progression Resources (FDOE)
- CollegeBoard.com for Parents [http://www.collegeboard.com/parents](http://www.collegeboard.com/parents)
- Educator’s Toolkit on Career and Education Planning (FDOE)
- Florida Virtual Campus (FDOE) [http://www.flvc.org](http://www.flvc.org)
- The Association for Middle Level Education [http://www.amle.org/](http://www.amle.org/)
For more information on the role of middle school counselors in postsecondary advising and high school graduation programs:

Curtis Jenkins, School Counseling Consultant
Student Support Services Project
Bureau of Exceptional Education and Student Services
850-245-7851
cjtjenkins@usf.edu

Helen Lancashire, School Counseling Consultant
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FLORIDA HIGH SCHOOL GRADUATION OPTIONS FOR A STANDARD DIPLOMA

Florida students entering high school may choose from the following options to earn a standard diploma:
• 24-credit program
• 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
• AICE curriculum
• IB diploma curriculum.

Florida’s public high school graduation requirements are specified in the following sections of Florida Statutes:
• Section 1003.4282, F.S., Requirements for a standard high school diploma (effective July 1, 2013)
• Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Option.

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must earn a cumulative GPA of 2.0 on a 4.0 scale and achieve a passing score on the statewide, standardized Grade 10 ELA Assessment or earn a concordant score on the ACT or SAT. Students who entered grade 9 in the 2011-2012 or 2012-2013 school years must achieve a passing Algebra 1 EOC Assessment score or earn a comparable score if enrolled in Algebra 1 after the 2010-2011 school year to graduate with a standard diploma. Students who entered grade 9 in 2013-2014 and forward must achieve a passing Algebra 1 EOC assessment score or earn a comparable score in order to graduate with a standard diploma. Additional information related to assessment requirements is available in Graduation Requirement for Florida’s Statewide Assessment.

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

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

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

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award (if eligible) during the spring term following the student’s graduation, as long as the student applies for the scholarship award no later than August 31 of the student’s graduation year.

A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal. For additional information, please refer to the “Bright Futures Scholarship Program” section of the Handbook.

ACCEL Options
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 midyear promotion
• Enrichment programs
• Subject matter acceleration
• Virtual Instruction in higher grade-level subjects
• CAP, as specified in s. 1003.4295, F.S.
• Enriches science, technology, engineering and mathematics (STEM) coursework

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

Credit Acceleration Program
The CAP is available to allow a secondary student to earn high school credit in Algebra 1, Algebra 2, Geometry, U.S. History or Biology 1 if the student passes the statewide, standardized assessment administered under s. 1008.22, F.S. A school district must award credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. A school district must permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during regular administration of the assessment as specified in s. 1003.4295, F.S.

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

A student entering grade 9 in the 2010-2011, 2011-2012, 2012-2013 and 2013-2014 school years must do the following:

• Earn 1.0 credit in Algebra 2
• Earn 1.0 credit in Statistics or an equally rigorous mathematics course
• Pass the Biology 1 EOC
• Earn 1.0 credit in Chemistry or Physics
• Earn 1.0 credit in a course equally rigorous to Chemistry or Physics
• Pass the U.S. History EOC
• Earn 2.0 credits in the same World Language
• Earn at least 1.0 credit in AP, IB, AICE or a dual enrollment course
• A student enrolled in an AP, IB or AICE Biology course who takes the respective Biology 1 assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology 1 EOC assessment
A student enrolled in an AP, IB or AICE course that includes U.S. History topics who takes the respective assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the U.S. History EOC assessment.

A student entering grade 9 in the 2014-2015 school year and forward must do the following:

- Pass the ELA Grade 11 statewide assessment
- Earn 1.0 credit in Algebra II and pass the Algebra 2 EOC
- Pass the Geometry EOC
- Earn 1.0 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1.0 credit in Chemistry or Physics
- Earn 1.0 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- Earn 2.0 credits in the same World Language
- Earn at least 1.0 credit in AP, IB, AICE, or a dual enrollment course
- A student enrolled in an AP, IB or AICE Biology course who takes the respective Biology 1 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.

The requirements of a merit designation include the following:

- meet standard high school diploma requirements based on the year the student entered 9th grade, and
- 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. 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 shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of C or better. District school boards may not require students to complete the one credit in physical education during the 9th grade year. Please refer to the Physical Education High School Course Waiver Options in the 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 shall satisfy one-half credit in physical education or one-half credit 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 one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Online Course Credit
Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. A high school credit-bearing online course taken during 6th-8th grades fulfills this requirement. A school district may not require a student to take the online course outside the school day or in addition to a student’s course for a given semester. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S., meets this requirement. This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school. (Note: Additional guidance on the online course requirement is available in the Florida Public Virtual Schools Questions and Answers, 2014-2015 online at http://www.fldoe.org/core/fileparse.php/7509/urlt/0085370-districtvip-faq.pdf.)
**Statewide Standardized Assessment Results Waiver (Section 1008.22(3)(c), F.S.)**
A student with a disability, as defined in s. 1007.02, F.S., for whom the individual educational plan (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 Remediation Reading**
Each year a student scores Level 1 or Level 2 on the grade 9 or grade 10 statewide, standardized Reading assessment or when implemented the grade 9, grade 10 or grade 11 ELA assessment, the student must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery the following year. Rule 6A-6.054, F.A.C., states that all students must be progress monitored three times per year. This includes a baseline, midyear and an end-of-the-year assessment.

**High School Remediation Mathematics**
Each year a student scores Level 1 or Level 2 on the statewide, standardized Algebra 1 EOC Assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The content area course must include remediation of skills not acquired by the student.

**Students with Disabilities Statewide, Standardized Results Waiver**
A student with a disability for whom the IEP team determines that the statewide, standardized assessments under s. 1008.22, F.S., cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.

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

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.

**Middle School Grade Forgiveness Policy**
A forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of C (or the grade equivalent), D (or the grade equivalent) or F (or the grade equivalent) must allow the replacement of the grade with a grade of C (or the grade equivalent or higher), earned subsequently in the same or comparable course. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation.

**Postsecondary Preparatory Instruction**
Section 1008.30, F.S., requires students who score at Levels 2 or 3 on the 10th grade ELA assessment, or at Levels 2, 3, or 4 on the statewide, standardized Algebra I assessment, to take the common placement test and students whose scores are not at or above the stated identified minimum must complete postsecondary preparatory instruction.

**24-Credit Program**

<table>
<thead>
<tr>
<th>Students Entering Grade 9 in the 2011-2012 School Year</th>
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<tbody>
<tr>
<td><strong>4 Credits English/ELA</strong></td>
</tr>
<tr>
<td>• Pass the statewide, standardized grade 10 Reading assessment or earn a concordant score in order to graduate with a standard diploma.</td>
</tr>
<tr>
<td><strong>4 Credits Mathematics</strong></td>
</tr>
<tr>
<td>• One of which must be Algebra I and one of which must be Geometry.</td>
</tr>
<tr>
<td>• A student who takes Algebra I after the 2010-2011 school year must pass the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.</td>
</tr>
<tr>
<td>• A student who takes Algebra I or Geometry after the 2010-2011 school year must take the EOC assessment, but</td>
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<tr>
<td>o is not required to pass to earn course credit and</td>
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</tbody>
</table>
• the EOC results are not required to constitute 30 percent of a student’s final course grade.\(^1\)
• A student who earns an industry certification\(^2\) that articulates to college credit may substitute the certification for up to two mathematics credits, except for Algebra I and Geometry.

3 Credits Science

• One of which must be Biology I, two of which must have a laboratory component.
• A student who takes Biology I after the 2010-2011 school year must take the Biology I EOC assessment, but
  o is not required to pass the assessment in order to earn course credit and
  o the EOC results are not required to constitute 30 percent of the student’s final course grade.\(^1\)
• A student who earns an industry certification\(^2\) that articulates to college credit may substitute the certification for one science course (except for Biology I).
• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).

3 Credits Social Studies

• One credit in World History.
• One credit in U.S. History.
• A student who takes U.S. History after the 2011-2012 school year must take the U.S. History EOC assessment, but the EOC results are not required to constitute 30 percent of the student’s final course grade.\(^1\)
• One-half credit in U.S. Government.
• One-half credit in Economics.

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

• Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd/.

1 Credit Physical Education

• To include the integration of health.

8 Elective Credits

National Collegiate Athletic Association (NCAA)
College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division 1 and 2 colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered 9th grade 2012-2013), will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year. The changes include the following:

• minimum core-course GPA of 2.300 required;
• change in GPA and test-score index (sliding scale); and,
• ten (10) core courses required before the seventh semester of the senior year.

A student who enters a NCAA Division II college or university on or after August 1, 2013 (2012-2013 high school graduates), will be required to complete 16 core courses instead of the current 14.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit https://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks.

The FDOE’s Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression and graduation requirements at http://www.fldoe.org/academics/standards/.

FLORIDA VIRTUAL SCHOOL\(^*\)

The mission of Florida Virtual School (FLVS\(^*\)) is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success. FLVS is an established leader in developing and providing virtual Kindergarten-12th grade

\(^1\) Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student’s final course grade.
\(^2\) Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit may be found at http://www.fldoe.org/academics/career-adult-edu/industry-certification/index.stml.
education solutions. As a state-funded, public Internet-based school, FLVS provides engaging online courses for students throughout the state of Florida. Providing students a choice in how, when, and where they learn is paramount to the FLVS mission.

Florida Virtual School has nearly 1,400 certified and highly-qualified instructors for more than 140 middle and high school courses including core academic, honors, AP, Career and Technical Education, and elective courses. These courses are offered at no cost to all Florida students, including public, charter, home education, and affiliated nonpublic school students. FLVS students log on to www.FLVS.net to take courses anywhere internet connectivity is available and credits are fully transferable to any public school in Florida.

Parents and students turn to FLVS for flexible education solutions for many reasons, including:

- **Access** – FLVS brings learning opportunities that may not be otherwise available, such as AP and honors, or courses not easily offered, such as Chinese.
- **Flexible Schedule** – FLVS accommodates students with disabilities, medical issues, homebound care, scheduling conflicts, credit recovery, and other unique student needs.
- **Excellent Curriculum** – The award-winning curriculum of more than 140 courses is built upon research-based teaching strategies and is assessed and validated by an independent panel of experts.
- **Study Tools** – FLVS offers End-of-Course Assessment reviews, a Literacy Center, and a Virtual Library.
- **Smartphone Apps** – FLVS offers a suite of mobile applications to help students prepare for End-of-Course Assessments and AP exams, available for purchase in the iTunes App Store and Android Market.
- **Integration** – Student must use technology to take the course and complete assignments, so improved technological skills are a by-product of online learning.
- **Individualized Instruction** – Pace and teaching methods are designed to meet specific student needs.
- **Professional Instruction** – One-on-one instruction is delivered by highly-qualified state- and nationally-certified teachers who teach within their certification areas.
- **Communication** – Teachers communicate regularly with students and parents via email, instant messaging, and regular phone conversations.
- **High Standards** – Curriculum meets or exceeds all Florida Next Generation Sunshine State Standards, Florida State Standards, and national standards.
- **Accreditation** – FLVS is fully accredited by the Southern Association of Colleges and Schools and by AdvancED.
- **NCAA Approval** – FLVS is an NCAA-approved provider.

As stipulated by the Florida K-20 Education Code (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.


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### 2014-2015 FLVS COURSE OFFERINGS

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<td>Digital Design 1</td>
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<td>ENGLISH/LANGUAGE ARTS</td>
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<td>M/J Fitness Grade 6</td>
<td>Fitness Lifestyle Design</td>
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<td>M/J Comprehensive Science 1</td>
<td>Anatomy &amp; Physiology</td>
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<td>M/J Comprehensive Science 3</td>
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<td>SOCIAL STUDIES</td>
<td>Economics with Financial Literacy</td>
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<td>M/J Civics</td>
<td>United States Government</td>
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<td>Spanish for Spanish Speakers 1</td>
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**ADVANCED PLACEMENT (AP) COURSES**
(AP courses are college-level and approved by The College Board)

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<thead>
<tr>
<th>Course</th>
<th>Course</th>
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<tbody>
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<td>AP Biology</td>
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<tr>
<td>AP Statistics</td>
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* Mobile Learning App available (iTunes, Android, and/or AppUp)

Honors and Advanced tracks are available for most courses. New courses are added throughout the year. Browse our most up-to-date Course Catalog at FLVS.net/Courses.

**CAREER DEVELOPMENT PROGRAMS AND SERVICES**

The Division of Career and Adult Education provides career, educational, financial aid, and related information through printed products 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 Information Delivery System in Florida is called Florida CHOICES, which provides free online career and educational exploration and information. Florida CHOICES includes assessments for career interests, values, and skills. The program contains information on careers, Florida public and independent postsecondary institutions, national institutions, and financial aid.

"Guideways" is a feature that gives step-by-step instructions to navigate through the program. Users can build career and education plans and résumés that are securely stored in the “Your Portfolio” section. Enhanced accountability tools allow educators to review students’ assessment results, measure progress, and report program success. The Florida CHOICES Program is accessible at www.flchoices.org. In-person and webinar training is provided by the Career Planning Team. To view the Training Calendar for Florida CHOICES, go to [http://www.fldoe.org/academics/college-career-planning/index.stml](http://www.fldoe.org/academics/college-career-planning/index.stml) and click on Florida CHOICES Training Schedule.

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#cruiser](http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml#cruiser). A text only version in Spanish and Creole is also available for download.

THE CAREER CRUISER TEACHER’S GUIDE is a companion to the Career Cruiser to assist teachers, career specialists, and counselors in their mission to promote career development for students. The teacher’s guide can be viewed and downloaded from [http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml#cruiser](http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml#cruiser).

EDUCATOR’S TOOLKIT FOR THE 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 can be taught by any member of the instructional staff and is designed to help students become aware of the relationships that exist between education and career achievement. Schools must use one of the approved courses which can be accessed at [http://www.fldoe.org/core/fileparse.php/7531/urlt/approved-courses.pdf](http://www.fldoe.org/core/fileparse.php/7531/urlt/approved-courses.pdf) to meet this requirement. Per § 1003.4156, F.S., at a minimum, the course must be Internet-based, easy to use, and 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, state university and Florida College System admission requirements, acceleration mechanisms, career academy and career-themed courses, and courses that lead to national industry certification;
- emphasize the importance of entrepreneurship skills;
- emphasize technology or the application of technology in career fields; and
- beginning in the 2014-2015 academic year, provide information from the Department of Economic Opportunity’s economic security report as described in § 445.07, F.S. Students are introduced to educational alternatives and course options as they prepare for the transition to secondary school. The Educator’s Toolkit on Career and Education Planning was developed to assist teachers in planning a comprehensive middle school career course. The Toolkit
provides easy access to classroom activities, lesson plans, and related web-based resources and is available at http://www.fldoe.org/academics/college-career-planning/educators-toolkit.

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

**THE CONGRESS-BUNDESTAG VOCATIONAL YOUTH EXCHANGE PROGRAM** provides an opportunity for graduating high school seniors with a vocational background to spend one year in Germany exploring their vocational interests. Each Florida high school may nominate up to three students. Students must be able to demonstrate the maturity and commitment necessary to be successful in an international exchange program. For more information or for a student program application, go to http://www.fldoe.org/academics/career-adult-edu/the-congress-bundestag-vocational-youth.stml.

**SUPPORT SERVICES FOR MINORITY AND LOW-INCOME STUDENTS**

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

**TALENTED 20**

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

In order to qualify for the Talented 20 program, students must:
- be enrolled in a Florida public high school and graduate with a standard diploma;
- be ranked in the top 20% of the class after the posting of 7th semester grades;
- take the ACT or SAT (no minimum score is required); and
- complete all 18 college preparatory credits as specified in State Board of Education (SBE) Rules.

Students who are eligible for the Talented 20 are not officially recognized as Talented 20 students until after the determination of rank after the posting of 7th semester grades. Students should be aware that universities prefer students to apply by early fall for the following year’s admission (such as by November 2014 for fall 2015 admission). If students do not apply before they are determined to meet all of the Talented Twenty requirements, choice may be limited.

For more information on the Talented 20 program, you may wish to visit the DOE 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 include academic enrichment sessions, tutoring, mentoring, test preparation, annual college tour, 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 college.
**Upward Bound Programs** consist of three types: Classic (available at many colleges; see contact list below), Veteran's (Miami Dade College), and Regional Centers for Math and Science (Florida A&M University). The purpose of the Upward Bound Programs is to increase the number of students from low-income/first-generation college backgrounds who enter postsecondary education. The Classic Upward Bound Program provides high school students with academic skill building, counseling, and career planning activities in a model that includes an academic year program and a summer on-campus residential program. Continuous contact is provided to students in grades nine through high school graduation. The Veteran’s Upward Bound Program targets veterans and provides services similar to that of the Classic Upward Bound Program. Upward Bound Regional Centers for Math and Science offer some academic year activities; the major activity consists of summer residential programs designed to identify and motivate students to pursue postsecondary degree programs in the areas of mathematics and science. Regional Centers draw students from a large geographical area (Florida Center at Florida A&M University recruits from eight southeastern states).

### 2014-2015 CROP CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Barry University</th>
<th>Flagler College</th>
<th>Florida Gulf Coast University</th>
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<tbody>
<tr>
<td>Ms. Gabriela Manon</td>
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<tr>
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</tr>
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<tr>
<th>Florida Institute of Technology</th>
<th>Florida International University</th>
<th>Florida State College at Jacksonville</th>
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<tr>
<td>Dr. George Maul</td>
<td>Ms. Sofia Santiesteban</td>
<td>Mr. John W. Grissett, Jr.</td>
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<th>Florida State University</th>
<th>Gulf Coast State College</th>
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<tr>
<td>Mr. Tadarrayl Starke</td>
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<tr>
<th>Indian River State College</th>
<th>Miami Dade College</th>
<th>Pasco-Hernando State College</th>
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<tbody>
<tr>
<td>Ms. Adriene Jefferson-Dover</td>
<td>Ms. Cathy Rodriguez</td>
<td>Mr. Imani Asukile</td>
</tr>
<tr>
<td>(772) 462-7606</td>
<td>(305) 237-3855</td>
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<td><a href="mailto:asukili@phcc.edu">asukili@phcc.edu</a></td>
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<th>Polk State College</th>
<th>St. Johns River State College</th>
<th>St. Petersburg College</th>
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<tr>
<td>Mr. Sylvester Little</td>
<td>Ms. Meghan E. Deputy</td>
<td>Ms. Lacreia Wright</td>
</tr>
<tr>
<td>(863) 292-3762</td>
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<tr>
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<td><a href="mailto:wright.lacreia@sppcollege.edu">wright.lacreia@sppcollege.edu</a></td>
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</table>

| Santa Fe College              | State College of Florida,      | South Florida State College          |
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| Ms. Yvonne Amundson           | Ms. Kristen Anderson           | (863) 453-6661 x7196                 |
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| yvonne.amundson@sfcollege.edu | anderskl@scf.edu               |                                      |

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<tr>
<th>Tallahassee Community College</th>
<th>University of Florida</th>
<th>University of North Florida</th>
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<tbody>
<tr>
<td>Mr. Wendell Johnson</td>
<td>Mr. Robert Welch</td>
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| University of South Florida   |                                |                                      |
| Ms. Allyson L. Nixon         |                                |                                      |
| (813) 974-9261               |                                |                                      |
| anixon@usf.edu               |                                |                                      |

**TRIO PROGRAMS**

The Federal TRIO Programs were established by the 1965 Higher Education Act and amended to provide counseling, basic skills development, tutoring, and information about college admission and financial aid to low-income, disabled, and first-generation college students. Full details about TRIO programs are available at: [http://www2.ed.gov/about/offices/list/ope/trio/index.html](http://www2.ed.gov/about/offices/list/ope/trio/index.html) or
www.coenet.us. All TRIO Programs are designed to increase the number of underrepresented individuals earning postsecondary educational degrees. The target populations and the services vary with each program. Collectively, the programs provide services for students from grade six through the terminal degree.

- **Educational Opportunity Centers** (College of Central Florida, Pensacola State College) provide assistance in selecting a career, choosing an appropriate educational program, applying to a postsecondary institution, and completing financial aid applications. This program usually serves adults who desire to pursue postsecondary education.

- **Educational Talent Search** (Aspira of Florida, Inc., Bethune-Cookman College, Chipola College, Florida A&M University, Lake-Sumter State College, Pensacola State College, Polk State College, Rollins College, Santa Fe College) offers assistance to those who want to continue their educational or vocational training. Services provide individual counseling, exploration of careers, assistance with admission to college or career-technical schools, and assistance obtaining financial aid. Middle school components may offer Saturday on-campus sessions or after-school tutoring and career planning. In-school clients range from grades 6-12; out-of-school clients include those who have completed high school (or equivalency programs), veterans, and persons who left school or postsecondary education before graduating.

- **Ronald E. McNair Post-Baccalaureate Programs** prepare low-income, first-generation college students and students from groups underrepresented in graduate education for doctoral study. Activities include career and personal counseling, mentoring, courses in research and analytical skills, and research internships. Participants receive assistance with graduate school admission processing and securing financial support for graduate studies. Target students are currently enrolled in postsecondary education and have completed at least their sophomore year. Eligible students receive stipends of approximately $2,800 during the research phase.

- **Student Support Services** provide retention and academic support services to students enrolled in host colleges and universities from the freshman year through graduation. Follow-up services and graduate school admission assistance are provided to upper-classmen. Program participants receive career, academic, and personal counseling and are eligible for supplemental financial aid. Depending on the program design, early orientation sessions, credit-earning student development courses, academic support laboratories, and tutoring may be available on host college campuses.

### 2014-2015 TRIO CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Aspira of Florida, Inc. (Talent Search)</th>
<th>Edison State College (Upward Bound)</th>
<th>Florida International University (McNair Program)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>Mr. Eric Lightsey (352) 854-2322 ext. 1642 <a href="mailto:lightsee@cf.edu">lightsee@cf.edu</a></td>
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</tr>
</tbody>
</table>
| College of Central Florida (Educational Opportunity Center) | Florida State University College of Central Florida (Student Support Services) Ms. Lisa Smith (352) 854-2322 ext. 1243 smithl@cf.edu | Off-campus locations include Florida A&M University, Florida State University, Florida International University, and Florida Atlantic University.

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<table>
<thead>
<tr>
<th>College</th>
<th>University</th>
<th>Contact Details</th>
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</table>
| Chipola College (Talent Search)           | Florida A&M University (Upward Bound)   | Ms. Judy Riviere  
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| Pensacola State College (Educational Opportunity) | St. Petersburg College (Student Support Services)  
Mr. George Carbart  
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carbartg@spjc.edu  |
### 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:

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<th>Institution</th>
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<tbody>
<tr>
<td>Escambia County Center of Excellence, Pensacola</td>
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<tr>
<td>North Florida Center of Excellence, Lake City</td>
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<tr>
<td>Tallahassee Coalition Center of Excellence, Tallahassee</td>
<td></td>
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<tr>
<td>Gainesville/Alachua County Center of Excellence, Gainesville</td>
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<tr>
<td>Center of Excellence in Jacksonville</td>
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<tr>
<td>Center of Excellence University of Central Florida, Orlando</td>
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<tr>
<td>Hillsborough County Center of Excellence, Inc., Tampa</td>
<td></td>
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<tr>
<td>Pinellas County Center of Excellence, St. Petersburg</td>
<td></td>
</tr>
<tr>
<td>Atlantic Coast Center of Excellence, Ft. Lauderdale</td>
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<td>South Florida Center of Excellence, Miami</td>
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The centers conduct residential and/or non-residential summer and year-round enrichment programs in which students receive academic support and exposure to the college setting and to the requirements for college.

### AMERICORPS

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

Counselors can make a big difference in the lives of students with disabilities as they move on to postsecondary education. Planning for transition in Florida begins before age 14, through the individual educational plan (IEP) process, which is required for students served in exceptional student education (ESE) programs. At this time, students and their parents make critical decisions, including the course of study, the type of diploma the student will work toward, and whether or not the student requires instruction in self-determination and self-advocacy. Legislation passed in Florida in 2014 will repeal the special diploma statute on July 1, 2015, and requires that the State Board of Education create rules regarding alternate ways in which students with disabilities, beginning with the 2014-2015 ninth grade cohort, may earn a standard diploma. Specific information on this significant change was not available when this publication was updated, but will be posted on http://www.fldoe.org/about-us/division-of-k-12-public-schools/beess/index.shtml as it becomes available. Other FDOE publications that contain information affected by this change will be revised as soon as possible.

As the student gets closer to high school graduation it is important that they make contact with the Office of Disability Services at the institution of higher education they plan to attend. Students who are not eligible for ESE but have a disability that significantly impacts a major life activity may be eligible for a 504 accommodations plan. Unlike the IEP, the 504 plan process does not address transition specifically. However, it is important that counselors and teachers help all students with disabilities understand their rights and responsibilities as well as how their unique needs may be addressed at the secondary and postsecondary levels.

In recent years, legislation has been enacted in an effort to improve postsecondary outcomes for students with disabilities, including enrollment in postsecondary education or training. States are required to develop State Performance Plans (SPPs) and submit Annual Performance Reports (APRs) on associated activities and outcomes. Four indicators in the SPP support secondary transition: Indicator 1 (standard diploma graduation rate), Indicator 2 (dropout rate), Indicator 13 (transition components in the IEP), and Indicator 14 (postsecondary outcomes). Indicator 14 requires states to report on the percent of youth who had IEPs in effect at the time they left school who were enrolled in higher education or some other postsecondary education or training program, competitively employed, or in some other employment within one year of leaving high school.

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

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

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

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

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

It is important to note that students with disabilities are not guaranteed the same accommodations or services at the postsecondary institution as were provided at the secondary level. For example, the colleges and universities do not provide personal care attendants. However, educational institutions are required to ensure that students with disabilities have access to allowable assessment accommodations and exemptions, if needed. As students consider postsecondary education and career options, it is important for them to understand that accommodations are available to qualified individuals with disabilities in various assessment situations (e.g., career and technical education basic skills tests, certification examinations, licensure examinations). The technical assistance paper (TAP), Basic Skills Tests, Academic Skills Tests for Adults, General Educational Development (GED) Tests, Licensure Examinations, and Accommodations and Exemptions for Students with Disabilities, available at http://www.fldoe.org/core/fileparse.php/7671/urlt/0062700-attachment-basicskillstap.pdf provides further information.

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

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

It is also important to note that, as of July 1, 2012, students who have not earned a standard diploma, or the equivalent, are no longer eligible for Title IV federal financial aid. Additional information may be found in the U.S. Department of Education “Dear Colleague” letter, available at http://ifap.ed.gov/dpcletters/attachments/GEN1201.pdf.

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 nondegree 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.” Florida was the recipient of a TPSID grant issued by the U.S. Department of Education, Office of Postsecondary Education in 2010. The Florida Consortium is comprised of the University of South Florida, the University of North Florida, and Lynn University. It is currently engaged in expanding
opportunities authorized by the HEOA, including model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities. Additional information can be found on the Florida Consortium’s website at http://fltpsid.info/.

Tips for counselors to assist high school seniors include the following:

• Encourage the student to visit several colleges/career and technical centers before making a final decision. (The student should contact the college’s Office of Disability Services before going through the admissions process. Admissions personnel may not have complete information about how students with disabilities are supported and accommodated.)

• Make sure that before the student leaves the high school the IEP team invites any outside agency that can assist with financial and/or professional support. (NOTE: Consent is required.)

• Organizations that provide vocational or prevocational services, like the Florida Division of Vocational Rehabilitation (VR), may be available to participate on the IEP team and collaborate in support of the student.

• Compile useful information, such as the Summary of Performance (SOP), which includes recent assessment information and accommodations used, before the student exits high school and provide this information to the student and the college (with the student’s permission). Ensure that the student can describe his/her disability and the types of accommodations used/needed in order to be successful in the classroom.

• Encourage the student to practice self-advocacy skills before entering the college program. (Good communication skills, such as initiating a conversation with an instructor about accommodation needs, are essential to securing accommodations in postsecondary education.)

  Adapted from David R. Johnson (High School Completion and Transitions Teleconference, November 17, 2008)

Florida Division of Vocational Rehabilitation (VR)
The Florida Division of Vocational Rehabilitation’s School to Work Transition Program assists eligible high school students with disabilities connect with activities that help them prepare for training, higher education, and employment after leaving high school. VR is committed to helping students transition into meaningful careers. Students must apply for VR services to be determined eligible. Students should apply at age 16 if they are involved in community-based work experiences or at least two years before exiting high school. VR counselors will determine each student’s eligibility for services 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 help postsecondary institutions (e.g., career and technical schools, colleges, and universities) identify what accommodations the student needs to participate in training or education. Anyone can refer a person with a disability who needs assistance preparing for, obtaining, or maintaining employment to VR. Federal law requires that individuals with the most significant disabilities be served first. Information on the closest VR office can be found using the office locator at www.rehabworks.org or by calling the VR Help Line at 1-800-451-4327. Various resources for transitioning students can be found at www.rehabworks.org under the VR School to Work Transition Program, including transition brochures, links to transition sites and VR FAQs (Frequently Asked Questions).

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 Office for Students with Disabilities regarding the application process and deadline. The following website provides information on the Johnson Scholarship for students with disabilities: http://www.flbog.edu/forstudents/ati/disabilities.php.

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

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

**Florida Department of Education Publications**

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

**Websites**
- American Council of the Blind: [www.acb.org](http://www.acb.org)
- Association on Higher Education and Disability (AHEAD): [www.ahead.org](http://www.ahead.org)
- Disability Network: [www.disabilitynetwork.com](http://www.disabilitynetwork.com)
- Division of Vocational Rehabilitation (VR), DOE: [www.rehabworks.org](http://www.rehabworks.org)
- Florida Department of Education (DOE): [www.fldoe.org](http://www.fldoe.org)
- Florida Health and Transition Services: [www.health.gwu.edu](http://www.health.gwu.edu)
- Going to College: [http://www.going-to-college.org](http://www.going-to-college.org)
- Independent Living Institute: [www.independentliving.org](http://www.independentliving.org)
- Learning Disabilities Association of America: [www.ldanatl.org/](http://www.ldanatl.org/)
- Listening and Spoken Language Knowledge Center: [http://listeningandspokenlanguage.org](http://listeningandspokenlanguage.org)
- National Alliance on Mental Illness (NAMI): [www.nami.org](http://www.nami.org)
- National Center on Secondary Education and Transition: [www.ncset.org](http://www.ncset.org)
- National Secondary Transition Technical Assistance Center (NSTTAC): [www.nsttac.org](http://www.nsttac.org)
- Online Clearinghouse on Postsecondary Education for Individuals with Disabilities: [www.heath.gwu.edu](http://www.heath.gwu.edu)
- PEPNet2: [www.pepnet.org](http://www.pepnet.org)
- Regents Centers for Learning Disorders: [http://www.usg.edu/academics/resources/regents_centers_for_learning_disorders](http://www.usg.edu/academics/resources/regents_centers_for_learning_disorders)
- The Center for Scholarship Administration: [www.scholarshipprograms.org/](http://www.scholarshipprograms.org/)
COLLEGE CREDIT PROGRAMS FOR HIGH SCHOOL STUDENTS

Florida provides several acceleration mechanisms that give students an opportunity to simultaneously earn high school and college credit: AP; dual enrollment; career pathways; the IB Diploma Program; and the AICE Diploma Program. These programs are available free of charge or at minimal cost to the student.

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

- **Comparison of Florida’s Articulated Acceleration Programs**, compares program elements across dual enrollment, AP, IB, AICE and industry certification;
- The ACC Credit-by-Exam Equivalencies reflect new exams and revised passing scores, http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf; and
- The Dual Enrollment Course – High School Subject Area Equivalency List, http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf, provides a list of state-approved dual enrollment courses and credit that meet high school subject area graduation requirements. Current law allows for any course in the Statewide Course Numbering System (http://scns.fldoe.org/scns/public/pb_index.jsp), with the exception of remedial courses and Physical Education skills courses, to be available through dual enrollment. The List should not be interpreted as the total number of dual enrollment courses available as there are many courses that count as high school elective credit that are not included on the List.

DUAL ENROLLMENT AND EARLY ADMISSION

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

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

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

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

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

For more information, please visit the Frequently Asked Questions available on the Office of Articulation website at http://www.fldoe.org/core/fileparse.php/5423/urlt/DualEnrollmentFAQ.pdf.

REPORTING DUAL ENROLLMENT COURSES AND GRADES

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.

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

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

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

High schools may not change or modify postsecondary transcript grades, or change a “W” withdrawal code to an “F” grade on the high school transcript. The following provides guidance related to FASTER transcript instructions:

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

Preliminary Advising

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

- students who withdraw from the dual enrollment course(s) must immediately notify the high school counselor in order to facilitate appropriate high school course placement decisions.
- students must follow the college protocol for course withdrawal to minimize the reporting of negative information to the postsecondary transcript.
- students who withdraw from dual enrollment courses are subject to the limitations of mid-term high school course availability and must consider the potential impact on meeting graduation requirements.
**Reporting Course Numbers for Postsecondary Courses Completed via Dual Enrollment from Eligible Independent Colleges and Universities**

Postsecondary credit earned from independent postsecondary institutions is recorded to the postsecondary transcript. The independent institution course number should be reported as the actual course number. Students should be advised to submit a copy of the independent postsecondary transcript for high school transfer of credit. After reviewing the postsecondary transcript, counselors must determine the appropriate content area for which the dual enrollment course may satisfy high school subject area credit and enter the course codes as described in the following instructions. The coding information is further explained in the Bright Futures CCT within the “Spcl Case” hypertext in the “Dup Crse” column.


**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 the two special cases that follow), there is no limit on the number of private colleges courses for which this code can be used. To distinguish between two courses using the “ZZZ9999” code, enter the course name under “Local Course Title” (Bright Futures online system) or in the “Course Title, Abbreviated” field (FASTER electronic transcript system), and specify the subject area in which the course should be used.

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

The maximum credit awarded for a dual enrollment science course taken at a private college or university will be limited to 0.5 credits, because there is no “ZZZL999” course code to record the lab course required to earn a full 1.0 credit. If code “ZZZ9999” is used, and a school needs to report a full 1.0 science credit for a student completing a dual enrollment science course with a lab at a private college or university, the school should assign course code “ZZZC99A.” If the school needs to similarly report a second course for a full credit, the school must use code “ZZZC99B” and code “ZZZC99C” for a third such course. Note: Three course codes have been provided to record science graduation requirements completed through private college dual enrollment science courses for 1.0 credit each.

**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”, “ZZZ999E”, “ZZZ999F”, “ZZZ999G”, and “ZZZ999H.” These courses shall be awarded a maximum of 0.5 credit each. Note: Five course codes are provided to record all of the science graduation requirements completed through private college dual enrollment science lecture courses (0.5 credit each).

**Dual Enrollment Science Courses in the Bright Futures Comprehensive Course Table**

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

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

**DUAL ENROLLMENT COURSE – HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST**

The Dual Enrollment Course – High School Subject Area Equivalency List is not a complete listing of the dual enrollment courses available in Florida. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses...
taken through dual enrollment that are not listed shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credit), either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

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

To access the Dual Enrollment Course – High School Subject Area Equivalency List, visit http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf.

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

Matthew Bouck
Director, Office of Articulation
Florida Department of Education
matthew.bouck@fldoe.org

Tamaria Williams, Ed.D.
Coordinator of Academic Success
Division of Florida Colleges
Florida Department of Education
tamaria.williams@fldoe.org

ADVANCED PLACEMENT PROGRAM®

The College Board’s Advanced Placement (AP) Program® consists of more than 30 courses and exams in multiple subject areas offered by participating high schools, including the Florida Virtual School. Students earning a “qualifying” grade on an AP Exam can earn college credit and/or advanced course placement for their efforts. More than 1,000 universities and colleges nationwide grant credit, advanced course placement, or both to students who have performed satisfactorily on the exams.

Most postsecondary institutions grant college credit for AP Exams with a score of 3 or higher. Refer to the ACC Credit-by-Exam Equivalencies for specific award guarantees, available online at http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf.

Additional information regarding AP is available online at http://apcentral.collegeboard.com. 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 academics. If your school does not already have access to this tool, contact the College Board’s Florida Office at (850) 521-4900.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

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

The IB Diploma Program is designed to meet the highest standards required of any high school student in the world. Successful completion of the Diploma Program earns the student a diploma recognized for university admission throughout the world and course credit and academic placement at over 1,000 leading colleges and universities in the United States. The IB Diploma Program is a system of syllabi and examinations based on the idea that general education at the postsecondary level should encompass the development of all the main powers of the mind through which the student interprets, modifies, and enjoys his/her environment.
The Curriculum
The IB Curriculum can best be displayed as a multi-layered circle with each of the six academic areas surrounding the core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning – the humanities and the sciences. Candidates are required to select one subject from each of the six subject groups. Distribution requirements ensure that the science-oriented student is challenged to learn a World Language and the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level studies allows students to pursue areas of personal interest and to meet special requirements for university entrance. The six groups of study include:

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

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

Unique Characteristics
The Diploma Program offers special features in addition to the traditional strengths of a liberal arts curriculum. These features make up the core of the IB Diploma Program. They are: Theory of Knowledge, CAS (Creativity, Action, Service) and the Extended Essay.

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

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

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

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

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

University Recognition
The IB Program is recognized by more than 2,500 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, 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. Seventy-eight (78) Florida high schools currently participate in the IB Diploma Program.


CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION DIPLOMA

The Cambridge Advanced International Certificate of Education (AICE) Diploma Program is administered and assessed by Cambridge International Examinations (Cambridge), a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom (UK). Cambridge offers a wide range of academic and vocational qualifications in more than 160 countries.

Cambridge AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum and encouraging in-depth, working knowledge of each subject, and essay-based examinations of knowledge and skill mastery. Cambridge AICE examinations are available at the Advanced Subsidiary (AS) Level after one year (180 hours) of study and/or at the Advanced (A) Level after two years (360 hours) of study.

Cambridge courses provide learners with the foundation to achieve high levels of academic and personal learning in an engaging way. Together with schools, Cambridge aims to develop learners who are:

- Confident in working with information and ideas – their own and of others;
- Responsible for themselves, responsive to and respectful of others;
- Reflective as learners, developing their ability to learn;
- Innovative and equipped for new and future challenges; and
- Engaged intellectually and socially, and ready to make a difference.

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

Within AICE, there are over 35 subjects from four subject group areas:

1. Mathematics and Sciences
2. Languages
3. Arts and Humanities
4. Global Perspectives

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

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

**Cambridge International AS Level Global Perspectives**

Cambridge International AS Level Global Perspectives (in subject group 4) is a new qualification that helps students meet the demands of twenty-first century study and make a successful transition to higher education. The Global Perspectives 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.

A unique feature of Cambridge International AS Level Global Perspectives is the Critical Path. This approach to analyzing and evaluating different perspectives helps students develop essential thinking and reasoning skills. By following the Critical Path, students learn how to deconstruct, reconstruct, reflect and communicate arguments.

As part of the assessment, students write a 1,750 word essay on a global issue of their choice. They must also submit a presentation to Cambridge – based on stimulus material provided – to show how well they can articulate an argument. A wide range of presentation formats are accepted, including posters, podcasts, PowerPoint, video, and blogs, and so it provides an excellent opportunity for students to work creatively and independently. The Cambridge International AS Level Global Perspectives passed examination will count as a single (full) credit towards the six credits required for a Cambridge AICE Diploma.

Students are welcome to continue their investigation of a global perspective of their choice during the following year and produce a 4,500-5,000 word research report which can be submitted to Cambridge for consideration of the prestigious Cambridge Pre-U Global Perspectives and Research qualification. The Pre-U and AS Level Global Perspectives together can count as a double credit towards their Cambridge AICE Diploma requirements.

**The Cambridge Advanced International Certification of Education (AICE) Diploma**

To be considered for an AICE Diploma, students must earn the equivalent of six credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), with at least one course coming from each of the subject group 1, 2, 3 areas:

1. Mathematics and Sciences
2. Languages
3. Arts and Humanities.

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

**The Cambridge Advanced International Certification of Education (AICE) Curriculum for High School Diploma**

Section 1003.4282, F.S., defines the revised options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum, or an AICE curriculum. The components of the AICE curriculum that meet this requirement are as follows:

Completion of the Cambridge AICE curriculum requires students to complete six Cambridge AICE courses and take the examinations for each with at least one course and examination from each of the following subject areas: Mathematics & Sciences, Languages, and Arts & Humanities. Mastery of prerequisite course skills and content is required and assumed before starting a Cambridge AICE course.

**Cambridge AICE Exams and College Credits**

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

Students who have earned an AICE Diploma and completed an approved 100-hour community service program automatically qualify for the Florida Academic Scholars Award from the Florida Bright Futures Scholarship Program. Students who complete the AICE curriculum with best composite score of 1,280 SAT or 28 ACT and 100 hours of community service will also receive the Florida Academic Scholars Award. Students who have completed the AICE curriculum with best composite score of 1,020 SAT or 22 ACT and 75 hours of community service will receive the Florida Medallion Scholars Award from the Florida Bright Futures Scholarship Program.

**Pre-AICE Education – Cambridge IGCSE®**

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

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

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

**Pre-AICE Education – Cambridge Secondary 1 and Cambridge Primary**

For middle schools, Cambridge offers the Cambridge Secondary 1 three-year curricula for three subjects, Mathematics, Science and English, with externally written formative (Progression) and summative (Checkpoint) assessments. In addition, the Cambridge Primary Program features curricula progress checkers and summative achievement assessments in Mathematics, Science and English. The Cambridge Primary Program may be used with students starting in the first grade.

**Skills Development and Assessment**

The Cambridge Primary, Secondary 1, core and extended levels of IGCSE, Advanced Subsidiary (AS) and Advanced (A) Levels in AICE all emphasize the development of higher order thinking skills, oral skills, writing skills, problem solving, real world applications, independent investigative skills, teamwork, and international understanding. Assessment methods include written examinations, laboratory practicals for the science subjects, oral and listening tests for the languages, and coursework projects. These examination papers are sent to Cambridge for grading. While teachers are free to develop their own lesson plans based upon AICE subject syllabi, the variety of Cambridge assessment methods promotes the use of all these methods in the classroom.

**How to Find Out More**

Refer to the [ACC Credit-by-Exam Equivalencies](http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf) online for specific award guarantees. For additional information about the AICE program, please contact Sherry Reach, Cambridge Regional Manager, Americas, at (850) 230-4770 or email reach.s@cie.org.uk. To see a list of subjects, downloadable syllabi and sample examination papers, please visit the Cambridge website at [www.cie.org.uk/usa](http://www.cie.org.uk/usa).

**COLLEGE-LEVEL EXAMINATION PROGRAM ® (CLEP)**

CLEP is a College Board program that offers students of any age the opportunity to earn college credit by earning qualifying scores on any one or more of 33 examinations. CLEP exams provide an opportunity for high school students to earn college credit in subject areas for which no AP exams are available, such as Sociology, College Algebra, Accounting, or Precalculus; or for which your high school does not yet offer an AP course.

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

Each exam is approximately 90 minutes long and, except for English Composition with Essay, is comprised of multiple-choice questions; however, some exams do have other types of questions. Students obtain their score report upon completion of the exam, except for English Composition with Essay (students receive a score report after the essay has been graded, usually two to
Postsecondary institutions grant three to 12 college credits for each CLEP exam passed. **No high school credit is awarded for CLEP exams.**

There are 2,900 colleges and universities that have CLEP credit-granting and/or placement policies. CLEP exams are administered year-round on computers at over 1,700 college test centers. The fee for each CLEP exam is $80. Most test centers also charge an administrative fee. A searchable list of all test centers is available at [https://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp](https://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp). Students must visit the website at [http://www.collegeboard.com/student/testing/clep/reg.html](http://www.collegeboard.com/student/testing/clep/reg.html) for information about registration, scheduling, and fees. Refer to the **ACC Credit-by-Exam Equivalencies** online for specific award guarantees at [http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf](http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf). For additional information about CLEP, please contact the College Board’s Florida Office at (850) 521-4900 or email clep@collegeboard.org.

**INDUSTRY CERTIFICATION TO ASSOCIATE IN APPLIED SCIENCE (AAS)/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/AS statewide articulation agreements. These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits in the Florida College System. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e., industry certification) and do not preclude institutions from granting additional credit based on local agreements.

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

**SEAMLESS TRANSITION WITHIN FLORIDA**

**FLORIDA’S 2+2 SYSTEM**

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

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

**STATE UNIVERSITY TRANSFER ADMISSION REQUIREMENTS**

Although completion of a Florida College System AA degree guarantees admission to the SUS or baccalaureate-granting Florida College System, it does not guarantee admission to the institution of choice or to all programs at all institutions. Common prerequisite courses have been identified for more than two hundred university and college baccalaureate degree programs across all public institutions. Additionally, some degree programs are designated as limited access programs because their admission requirements are more selective than an institution’s general admission requirements. These more stringent requirements may include a higher GPA and/or test scores, or 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 have been published in institutional catalogs, counseling manuals, and other appropriate documents.
ARTICULATION AGREEMENTS

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

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

Independent Colleges & Universities of Florida (ICUF) Agreement
The Florida College System has an articulation agreement with ICUF. The agreement establishes the provisions for the transfer of AA degree students into ICUF institutions. It guarantees that Florida College System AA degree students will enter as juniors, receive at least 60 credit hours toward their bachelor’s degree, and receive recognition for the general education core completed at the Florida College System institution. Please access www.flvc.org to view a list of the participating independent colleges and universities that have recognized this agreement.

GENERAL EDUCATION REQUIREMENTS
Florida also has a general education agreement. The state’s 36-hour general education program is designed to introduce college and university students to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines. General education requirements include courses within the subject areas of communications, humanities, mathematics, natural sciences, and social sciences. Each institution develops its own general education program, but the statewide general education agreement stipulates that public universities, Florida colleges, and those participating ICUF institutions cannot require students to take additional general education courses if they have already successfully completed a general education sequence at another public institution. Beginning with students initially entering a Florida College System institution or state university in 2015-16 and thereafter, each student must complete a 15-credit general education core as established in Rule 6A-14.0303, F.A.C., as part of the general education course requirements.

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

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

The following is an example of a course identifier:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Digit</th>
<th>Course Number</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>1</td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>
In this example, ENC 1101 is “Freshman Composition I” within the English Language and Literature discipline. The course is a lecture only, with no laboratory component.

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

1. College preparatory and vocational preparatory courses;
2. Applied courses in the performing arts (dance, interior design, music, studio art, theater);
3. Clinical courses in health-related areas;
4. Skill courses in Criminal Justice;
5. Graduate courses;
6. Courses with the last three digits ranging from 900-999;
7. Courses not offered at the receiving institution; and
8. Courses not offered at non-regionally accredited institutions prior to the established transfer date.

**TRANSFER STUDENT BILL OF RIGHTS**

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

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

**Note** – Students earning an AA degree at a Florida College System institution are guaranteed admission with 60 semester hours into the SUS. However, admission into a specific program at a given university is not assured:

- some degree programs may include additional admission requirements. These programs are referred to as “limited access” programs; and
- these more stringent requirements may include a higher GPA and/or higher test scores, additional courses or prerequisites, or auditions and/or portfolios.

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

**ARTICULATION COORDINATING COMMITTEE**

The Articulation Coordinating Committee (ACC) is responsible for recommending policies to ensure that students can move easily and efficiently from one Florida institution to another and from one education level to the next. It includes representatives appointed by the Commissioner of Education from the Florida College System, state universities, public and nonpublic schools, and career and technical centers. The ACC advises the SBE, the BOG, and the Higher Education Coordination Council on potential resolutions to statewide transfer policy issues.
HOW TO APPEAL AN ADMISSION OR TRANSFER DIFFICULTY
Prior to contacting the DOE, the student should pursue all available appeal options at the postsecondary institution level. The student should keep a copy of all correspondence and a log of all telephone contacts. If the denial is upheld at the postsecondary level and there is still a question of potential violation of the Articulation Agreement, the student may contact the Office of Articulation for assistance at Florida Department of Education, Office of Articulation, 325 West Gaines Street, Suite 1401, Tallahassee, Florida 32399-0400.
FINANCIAL AID

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

- Students should contact their high school counselor to inquire about federal, state, and other sources of student financial assistance programs.
- Students should complete the Florida Financial Aid Application, available online at www.FloridaStudentFinancialAid.org, to be considered for State of Florida student financial aid programs, including the Florida Bright Futures Scholarship Program. Select State Grants, Scholarships & Applications to access this application which opens on December 1, 2014, for 2015-16 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.
- Application processing can take four weeks to four months from the date the completed forms are mailed before the student is notified of his/her award.
- If possible, students should apply for federal financial aid in January or February before the academic year they plan to begin college. A late application may reduce the amount of money the student ultimately receives. The early application date ensures students a better chance of being considered for all available programs. 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, public and private 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

- 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).
- 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

- Florida Student Assistance Grant: For the 2015-16 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 2015 high school graduates, all students must complete the Florida Financial Aid Application by high school graduation to be considered for an award under the Florida Bright Futures Scholarship Program. Bright Futures Mid-Year Graduates: Public high school districts will automatically submit student transcripts electronically to the DOE for evaluation two times.
  - Early Evaluation—A mid-year graduate 7th semester evaluation includes grade point average (GPA), coursework completed, courses in progress, community service hours completed, and test scores for test dates through June 30, 2014.
  - Final, 8th semester—After the fall graduation and all grades are posted, a final, 8th semester transcript evaluation includes all coursework and community service hours completed by high school graduation, and test scores for test dates through January 31, 2015.
- Students who graduate between September 2014 and January 2015 and wish to receive funding in spring 2015, must apply for Bright Futures via the 2014-15 Florida Financial Aid Application, which closes August 31, 2014.

Some Financial Aid Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGI</td>
<td>Adjusted Gross Income</td>
</tr>
<tr>
<td>COA</td>
<td>Cost of Attendance</td>
</tr>
<tr>
<td>EFC</td>
<td>Expected Family Contribution</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>FRAG</td>
<td>Florida Resident Access Grant</td>
</tr>
<tr>
<td>FSAG</td>
<td>Florida Student Assistance Grant</td>
</tr>
<tr>
<td>OPS</td>
<td>Other Personal Services (part-time employment program)</td>
</tr>
<tr>
<td>OSFA</td>
<td>Office of Student Financial Assistance (Tallahassee)</td>
</tr>
<tr>
<td>PLUS</td>
<td>(Federal) Parent Loan for Undergraduate Student</td>
</tr>
<tr>
<td>SAR</td>
<td>Student Aid Report</td>
</tr>
<tr>
<td>SEOG</td>
<td>(Federal) Supplemental Educational Opportunity Grant</td>
</tr>
</tbody>
</table>

Part-Time Students with Disabilities

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

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

FACT AND FICTION ABOUT COLLEGE COSTS

With all the publicity about elite private colleges with $30,000-a-year price tags, many students and parents have misconceptions about how much it actually costs to attend college. One California study found that high school students overestimated the tuition cost of public universities by several thousand dollars! Such perceptions can have negative effects on students’ and parents’ ambitions.

Fiction: My family can’t afford the $20,000+ a year that it takes to go to college.
Facts: Full-time tuition at Florida public universities is around $5,000 a year. A four-year degree costs less than a new car and will pay for itself many times over in graduates’ higher incomes. At Florida College System institutions, tuition is even lower, generally under $2,500 a year. Living expenses are extra, but you’d have those even if you didn’t go to college!

Fiction: Tuition fees pay for the full cost of running public colleges and universities.
Facts: Only out-of-state students pay the full cost. Florida resident tuition is set at about 25% of the cost of instruction. The state pays 75%. In effect, every resident receives a 75% “scholarship.” It’s a bargain you shouldn’t miss!

Fiction: If I don’t have money for tuition and living expenses, I can’t go to college.
Facts: Money should not be a reason for a qualified student not to go to college. Most students in Florida received some kind of financial aid. Those who qualify for the Florida Bright Futures Scholarships are paid a flat cost per credit hour at an eligible Florida postsecondary institution. The federal Hope Tax Credit also helps some families get reimbursed for the first two years of college. Many sources of need-based aid are also available. On- or off-campus jobs and low-interest loans can help pay living expenses for some low- and middle-income students. Many students with few resources manage to work their way through college. Before saying you can’t afford it, call a college financial aid office to discuss your options!

Fiction: Students and parents shouldn’t take out loans for college.
Facts: Most financial planners agree that if you’re careful and don’t take out too much, student loans, unlike car loans or credit cards, can be “good debt.” That is, they represent an investment that will pay for itself. A student who graduates with $25,000 in student loans and gets a job paying $30,000 a year will have a higher standard of living than a student who doesn’t attend college and has a job paying $20,000 a year. Many families qualify for subsidized loans with low interest and flexible repayment plans. Student loans are also easier to get than many other loans.

Fiction: Private colleges are for rich kids.
Facts: Some private colleges are more expensive than others. Many of the most expensive ones also have the most generous financial aid programs for low-income families. Even middle-income students who attend private colleges often receive “discounts” from full tuition. Getting into selective private colleges isn’t easy, but qualified students shouldn’t shy away for financial reasons. Colleges want students with diverse backgrounds and may make generous financial offers to low-income students with good academic credentials. In addition, Florida offers tuition assistance grants to resident students who attend in-state private colleges. Some families find out that when financial aid offers are considered, a seemingly “pricey” private college is less expensive than a public one.

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

Eligibility: Eligibility for a Pell Grant is determined by the completion of the FAFSA and calculated by federal methodology. The hours enrolled determine the payment amount. Full-time awards range up to a maximum of $5,550 per academic year.

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

Eligibility: Eligibility for FSEOG is determined by the completion of the FAFSA. Awards range from $100 to $4,000 per academic year.

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.

Federal Perkins Loan Program
Description: The Federal Perkins Loan Program is a need-based, low-interest loan awarded by the institution. Priority must be given to students with exceptional financial need. The interest rate is 5% and there is no origination fee. Repayment of a Federal Perkins Loan is deferred until nine months after graduation or termination of at least half-time attendance.
Eligibility: Applicants must complete the FAFSA. Loan maximums are as follows:

- $5,500/year for undergraduate study and $8,000/year for graduate study;
- $27,500 cumulative for undergraduate students who have not completed undergraduate program; and
- $60,000 cumulative for graduate students, inclusive of loans borrowed for undergraduate study.

The Federal Family Education Loan Program

Description: The Federal Family Education Loan Program (FFELP) was authorized in Part B of Title IV of the Higher Education Act of 1965, as amended. With the Health Care and Education Reconciliation Act signed into law by President Obama on March 30, 2010, the authority to make or insure new loans under the FFELP program ended effective June 30, 2010. Beginning July 1, 2010, all new Stafford, PLUS, and Consolidation loans will be made under the Direct Loan program.

For the Florida Department of Education, Office of Student Financial Assistance (OSFA), the passage of the Health Care and Education Reconciliation Act means there are no new loans guaranteed and insured under the FFEL Program. OSFA continues to provide service to our schools, lenders, and borrower’s with FFELP loans, provide default prevention, rehabilitation, and collections.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award types for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is 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 the three types of scholarships, a student must:

- Apply online and complete the [Florida Financial Aid Application](https://www.floridastudentfinancialaid.org) at www.FloridaStudentFinancialAid.org, by selecting State Grants, Scholarships & Applications, then Applications and Updates, during their last year in high school (after December 1 and prior to graduation). Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent. For information on GED, Home Education, or dependents of military or public service personnel outside of Florida, students should visit the State Student Financial Aid website at [www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm) and reference Chapter 1 of the Bright Futures Handbook.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities, and public vocational technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), State Grants, Scholarships & Applications. Select the tab Postsecondary Institutions from the blue toolbar across the top of the page. Look for the links under the title Eligible Institution Information.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

Initial Eligibility Requirements for Year 2015 High School Graduates

The following initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school or a registered Florida Department of Education nonpublic high school. Students must apply by submitting an [Florida Financial Aid Application](https://www.floridastudentfinancialaid.org/ua/SAWSTUA_uaform.asp) at https://www.floridastudentfinancialaid.org/ua/SAWSTUA_uaform.asp during their last year in high school, prior to their high school graduation or forever forfeit a Bright Futures Scholarship.

Select Chapter 1: Initial Eligibility Requirements on the website at [http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm](http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm) to view requirements for the three scholarships (Florida Academic Scholars, Florida Medallion Scholars, and Gold Seal Vocational Scholars). Also find information about requirements for non-traditional students (home-educated, GED, out-of-state, mid-year graduates).
OTHER STATE OF FLORIDA FINANCIAL AID PROGRAMS

You can apply for four State of Florida financial aid programs, including the Florida Bright Futures Scholarship Program, by completing the Florida Financial Aid Application online at https://www.floridastudentfinancialaidsg.org/ua/SAWSTUA_uiform.asp. There are three steps in the process:

1. Complete the Florida Financial Aid Application. Once you submit your application you will receive a list of programs for which you will be considered and a User ID and PIN to check the status of your application. Then,

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

2. Follow through with needed information and certifications, adhering to individual program deadlines.

3. Students should regularly check online to:
   a. update contact information;
   b. update the postsecondary institution where he/she plans to enroll;
   c. view all communications from OSFA on their Financial Aid Recipient History screen; and
   d. view the status of their application and awards.

If you have questions about filing the Florida Financial Aid Application or about Florida state scholarship and grant programs, you may call toll-free 1-888-827-2004 for assistance.

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 you can get a copy by calling 1-800-433-3243.

William L. Boyd, IV, Florida Resident Access Grant
Description: The William L. Boyd, IV, Florida Resident Access Grant (FRAG) provides tuition assistance to Florida residents enrolled as undergraduate students at eligible private, non-profit Florida colleges or universities. The annual amount of a FRAG award is a maximum of $3,000 for the 2014-15 award year.

Eligibility: An applicant must:
1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. meet Florida’s general eligibility requirements for receipt of state aid;
3. not have previously received a baccalaureate or higher degree;
4. enroll at a private, non-profit Florida college or university accredited by the Commission on Colleges of the Southern Association of Colleges and Schools in a program of study other than divinity or theology for a minimum of 12 credit hours per term; and
5. submit an application to the financial aid office of the institution by the established deadline.

A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale, met the institution’s definition of satisfactory academic progress and earned the equivalent of 12 credit hours for each term an award was received during the previous academic year.

Florida Student Assistance Grants
Description: The Florida Student Assistance Grants (FSAG) are need-based grants provided to degree-seeking, resident, undergraduate students. FSAG is comprised of four individual grants based upon the type of institution eligible to participate. The annual amounts of these grants range from $200-$2,610 for the 2014-15 award year.

1. The Florida Public Student Assistance Grant is available to part-time and full-time students who attend a Florida public college or state university.
2. The Florida Public Postsecondary Career Education Student Assistance Grant Program is available to part-time and full-time students with need who are enrolled in certificate programs of at least 450 clock hours, or 15 semester credit hours, at participating colleges or career and technical centers operated by district school boards.
3. The Florida Private Student Assistance Grant is available to full-time students who attend an eligible Florida private, non-profit, four-year college or university.
4. The Florida Postsecondary Student Assistance Grant is available to full-time students who attend an eligible Florida private college or university that offers degrees and is not eligible under the FSAG-Private.

**Eligibility:** An applicant must:

1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. meet Florida’s general eligibility requirements for receipt of state aid;
3. not have previously received a baccalaureate or higher degree;
4. enroll for a minimum of 12 credit hours per term, if attending an eligible Florida private institution;
5. enroll for a minimum of six credit hours per term, if attending a Florida college or state university;
6. enroll for a minimum of 180 clock hours or six credit hours per term in a certificate program of at least 450 clock hours, or 15 credits hours, at a college or career and technical center operated by a district school board; and
7. demonstrate financial need by submitting a completed, error-free FAFSA by the deadline established by the postsecondary institution the student attends.

A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale and the equivalent of 12 credit hours or the equivalent in clock hours for full-time enrollment, six credit hours or the equivalent in clock hours for half-time, and nine credit hours or the equivalent in clock hours for three-quarter-time enrollment for each term an award was received during the previous academic year.

**José Martí Scholarship Challenge Grant Fund**

**Description:** The José Martí Scholarship Challenge Grant Fund provides financial assistance to Hispanic-American high school seniors and graduate students who demonstrate financial need, meet scholastic requirements, and enroll for undergraduate or graduate study at an eligible Florida school. The amount of the grant is $2,000 per academic year for a maximum of eight terms over a period of six consecutive years for this highly competitive program.

**Eligibility:** An applicant must:

1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. meet Florida’s general eligibility requirements for receipt of state aid;
3. be a person of Spanish culture who was born in, or whose natural parent was born in Mexico, or a Hispanic country of the Caribbean, Central America, or South America, regardless of race;
4. not have previously received a baccalaureate or higher degree;
5. have earned a minimum unweighted cumulative GPA of 3.0 on a 4.0 scale at the end of the 7th semester in high school or, if a graduate applicant, have earned a minimum cumulative GPA of 3.0 on a 4.0 scale for undergraduate college-level courses;
6. enroll at an eligible Florida public or private college or university for a minimum of 12 credit hours of undergraduate study or nine credit hours of graduate study; and
7. demonstrate financial need by submitting a completed, error-free FAFSA in time to be processed by the USDOE May 15 deadline.
8. Submit an [Florida Financial Aid Application](#) to the DOE, Office of Student Financial Assistance by April 1 during the last year of high school for undergraduate assistance, or by April 1 prior to the academic year for which the funds are requested for graduate study. The high school or college must verify the applicant’s GPA online by May 15.

A renewal applicant must have earned a GPA of 3.0 on a 4.0 scale and the equivalent of 12 credit hours for each term an award has been received during the previous academic year for undergraduate study or nine credit hours for graduate study.

**Florida Work Experience Program**

**Description:** The Florida Work Experience Program (FWEP) is a need-based program that provides eligible Florida students the opportunity to secure work experiences that are complementary to and reinforce the student’s educational programs and career goals. The student’s award in combination with all other resources shall not exceed the student’s net financial need. The student’s earning shall not exceed the FWEP award by more than $300 per academic year.

**Eligibility:** An applicant must:

1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. meet Florida’s general eligibility requirements for receipt of state aid;
3. not have previously received a baccalaureate or higher degree unless the student is enrolled in an educator preparation institute (EPI);
4. enroll in an eligible participating Florida public or private college or university, an educator preparation institute, or a certification program of at least 450 clock hours, or 15 semester credit hours, at a college or career and technical center operated by a district school board for a minimum of six credit or 180 clock hours;
5. demonstrate financial need by submitting a completed, error-free FAFSA by the deadline established by the institution; and
6. submit, if applicable, an application to the institution by the deadline established by the institution.

The amount of the award is determined by the institution’s financial aid office. A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale and the equivalent of 12 credit hours or the equivalent in clock hours for full-time enrollment, six credit hours or the equivalent in clock hours for half-time, and nine credit hours or the equivalent in clock hours for three-quarter-time enrollment for each term an award was received during the previous academic year.

Mary McLeod Bethune Scholarship Program
Description: The Mary McLeod Bethune Scholarship Program provides financial assistance to Florida residents who enroll as full-time undergraduate students, meet scholastic requirements, demonstrate financial need, and attend Bethune-Cookman University, Edward Waters College, Florida A&M University, or Florida Memorial University. The annual award to each recipient is $3,000 for up to eight semesters, or 12 quarters, over a period of six consecutive years.

Eligibility: An applicant must:
1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. not have previously earned a baccalaureate or higher degree;
3. have earned a minimum, unweighted cumulative GPA of 3.0 on a 4.0 scale in high school;
4. submit an application as specified to the institution by the deadline established by the institution;
5. enroll at Bethune-Cookman University, Edward Waters College, Florida A&M University, or Florida Memorial University for a minimum of 12 credit hours per term; and
6. demonstrate financial need as specified by the institution.

Scholarships for Children and Spouses of Deceased or Disabled Veterans (CSDDV)
Description: The Scholarships for Children and Spouses of Deceased or Disabled Veterans (CSDDV) provides funding for tuition and registration fees at an eligible public postsecondary institution to dependent children or unremarried spouses of qualified Florida veterans. Students who attend an eligible private postsecondary institution will receive a fixed award amount by using the average matriculation and fee calculation for full-time attendance at a public postsecondary education institution at the comparable level.

Initial Eligibility Requirements: The student will:
1. submit a completed Florida Financial Aid Application (FFAA) by April 1.
2. ensure that the Florida Department of Veterans’ Affairs receives a complete and error-free Form CDDV-1 by April 1. Form CDDV-1 corresponds to Question 31a-g on the FFAA.

Additional eligibility requirements for children. The child must:
1. be between the ages of 16 and 22,
2. be a dependent child of a qualified veteran whose official military and residency status is certified by the Florida Department of Veterans’ Affairs, and
3. receive educational opportunity until such a time as the parent so classified as prisoner of war or missing in action is returned alive or until classified otherwise.

As certified by the Florida Department of Veterans Affairs, the spouse of a disabled veteran will:
• Be the spouse of a qualified veteran whose official military and residency status is certified by the Florida Department of Veterans Affairs.
• Have been married to the disabled veteran for one or more years.
• Have been, with the veteran, a Florida resident for 1 year immediately preceding the occurrence of the veteran’s disability.
• Accept scholarship funding only during the duration of the marriage and up to the point of termination of the marriage by dissolution or annulment.

As certified by the Florida Department of Veterans Affairs, the spouse of a deceased veteran will:
• Be unremarried.
• Have been the spouse of a qualified veteran whose official military and residency status is certified by the Florida Department of Veterans Affairs.
• Apply for the scholarship within 5 years after the veteran’s death.

The Veteran will:
• be a U.S. citizen or eligible non-citizen.
• be a Florida resident for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification.
• have met at least one of the following criteria:
  • died as a result of service-connected disability sustained while on active duty.
  • be certified by the Florida Department of Veterans Affairs as having service-connected 100% permanent and total disabilities.
  • be classified as a prisoner of war or missing in action by the Armed Forces of the United States or as civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service for a dependent child to receive scholarship funding.

A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale and have earned at least the equivalent of six credit hours, or 180 clock hours, per term, for each term an award was received during the academic year.

Rosewood Family Scholarship Program
Description: The Rosewood Family Scholarship provides financial assistance for a maximum of 50 eligible students to attend a Florida state university, public college, or public postsecondary career and technical school. Only applicants who are direct descendants of African-American Rosewood families affected by the incidents of January 1923 will receive awards. The annual award may not exceed the cost of 15 semester hours, or 450 clock hours, per term of undergraduate study, not to exceed $6,100, or the amount established in the General Appropriations Act, whichever is less.

Eligibility: An applicant must:
1. be a Rosewood descendant;
2. not have previously received a baccalaureate degree;
3. enroll full-time at an eligible postsecondary institution in a program of study leading to an undergraduate degree, a certificate, or a diploma;
4. Demonstrate financial need by submitting a completed, error-free FAFSA in time to be processed by the USDOE May 15 deadline;
5. submit an Initial Student Florida Financial Aid Application for this program to the DOE, Office of Student Financial Assistance by April 1 of the year prior to the academic year of which the scholarship is sought; and
6. provide copies of documents of ancestry by April 1.

A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale, and have earned the equivalent of 12 credit hours per term, or 80% of the clock hours, for which the recipient was awarded each term in the previous year.

Access to Better Learning and Education (ABLE) Grant Program
Description: The Access to Better Learning and Education (ABLE) Grant Program provides tuition assistance to Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities. The annual amount of an ABLE award is a maximum of $1,500 for the 2014-15 award year.

Eligibility: The student must:
1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. meet Florida’s general eligibility requirements for receipt of state aid;
3. not have previously received a baccalaureate or higher degree;
4. enroll for a minimum of twelve (12) credit hours per term at an eligible private Florida college or university in a baccalaureate degree program;
5. submit an application to the financial aid office of the institution where enrolled by the deadline date established by the institution; and
6. not be enrolled in a program of study leading to a degree in divinity or theology.
A renewal applicant must have earned a minimum cumulative GPA of 2.0 on a 4.0 scale, met the institution’s definition of satisfactory academic progress and earned the equivalent of 12 credit hours for each term an award was received during the previous academic year.

First Generation Matching Grant Program

**Description:** The First Generation Matching Grant Program (FGMG) provides need-based grants to undergraduate students who are enrolled in state universities and colleges and whose parents have not earned baccalaureate degrees.

**Eligibility:** The student must:
1. meet Florida residency requirements for receipt of state aid and be a U.S. citizen or eligible non-citizen;
2. not have previously received a baccalaureate or higher degree;
3. be a first generation college student. A student is considered “first generation” if neither of the student’s parents earned a college degree at the baccalaureate level or higher. A student would also be eligible if he/she regularly resided with and received support from only one parent who did not earn a baccalaureate degree;
4. be accepted at a state university or college;
5. enroll for a minimum of six credit hours per term as a degree-seeking undergraduate student;
6. meet additional eligibility requirements as established by the postsecondary institution;
7. submit, if applicable, an application to the institution by the deadline established by the institution; and
8. demonstrate financial need by submitting a completed, error-free FAFSA by the deadline specified by the institution.

Students should consult the postsecondary institution for renewal requirements established by the institution.

Florida Incentive Scholarship

**Description:** The Florida Incentive Scholarship Program is a merit scholarship for Florida high school graduates who achieved the National Merit® or National Achievement® Scholar designation. Scholars must enroll in an eligible Florida postsecondary institution to receive the incentive award, which is equal to the cost of institutional attendance minus the sum of Bright Futures and National Merit/Achievement® award.

The student will:
1. be a Florida resident. (*Residency status is determined by the institution.*)
2. earn a standard Florida high school diploma or its equivalency unless the student completes a home education program or earns a high school diploma from a non-Florida high school while living with a parent who is on military or public service assignment out of Florida.
3. enroll at an eligible Florida, regionally accredited, public or independent postsecondary institution.
4. enroll full-time (*minimum 12 credit hours per term or quarter equivalency*) in a baccalaureate degree program.
5. initially enroll during the fall academic term following high school graduation.
6. achieve the National Merit Scholar® or National Achievement® Scholar designation by accepting a National Merit® or National Achievement® Scholarship award the academic year following high school graduation.
FLORIDA COLLEGE SYSTEM INSTITUTIONS

THE FLORIDA COLLEGE SYSTEM

OVERVIEW

Florida’s 28 public colleges are open-access institutions. They offer high school general equivalency diploma (GED®) preparation, adult basic education, as well as certificate, associate, and bachelor degree programs. Certificate and degree programs offered at Florida College System institutions range from auto mechanics to nursing to the Associate in Arts (AA) degree, which guarantees transfer to Florida’s public colleges and universities. In addition to two-year degrees, many colleges now offer baccalaureate degrees in areas that meet local workforce needs such as nursing, teaching, management and technology. Students who plan to pursue an associate or baccalaureate degree will need to earn a standard high school diploma, GED or CPT-Eligible Certificate of Completion. With the elimination of the Ability to Benefit provision in the 2012 Consolidated Appropriations Act, students without a standard high school diploma or its equivalent are no longer eligible to receive Title IV financial aid, and should be advised accordingly. Students are not required to earn a minimum high school GPA or SAT/ACT score in order to be admitted. While some colleges within the system have dropped “community” from their name and others have added “state,” all colleges retain their open-door admissions policy for students seeking an associate degree. The Florida College System includes 28 colleges with 68 campuses and approximately 2,000 other service delivery centers.

The following pages provide information that high school guidance counselors will find helpful in advising high school students who are interested in entering a Florida College System institution. A student interested in particular institutions or academic programs in the system should contact the registrar or admissions office at the institution in which he/she wishes to enroll.

Special attention should be paid to the requirements, opportunities, and provisions listed in this Handbook. Although not all of the information will affect every student entering Florida College System institutions, the information is provided to encourage students to become more aware of educational opportunities and to plan their education programs.

GENERAL ADMISSION INFORMATION

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

Section 1008.30, F.S., requires high schools to evaluate the college readiness of all students who score at Level 2 or Level 3 on the Grade 10 FCAT Reading or the English/Language Arts Assessment, or Level 2, Level 3, or Level 4 on the Algebra 1 assessment listed under s. 1008.22, F.S. Any student who does not achieve a minimum test score should be advised of academic deficiencies, be provided the opportunity to remediate such deficiencies in the 12th grade, and be required to complete appropriate postsecondary preparatory instruction prior to high school graduation.

Developmental Education Exemptions

Pursuant to s. 1008.30 (4), F.S., students who entered 9th grade in a Florida public school 2003-04 and thereafter, and earned a Florida standard high school diploma, or a student who is serving as an active duty military member, are not required to take a common placement test and are not required to enroll in developmental education courses at a Florida College System institution. A student who is not required to take the common placement test and is not required to enroll in developmental education may opt to be assessed and may opt to enroll in developmental education, and the college shall provide such assessment and instruction upon the student’s request.

Admission of Students with Disabilities

Each college district board of trustees is authorized to develop policies designed to address substitute requirements for admission and graduation for students with disabilities. All students enrolling in a degree program are required to meet minimum admissions requirements per s. 1007.263, F.S. Students with documented learning disabilities may be eligible for accommodations to assist them with completion of these requirements. Students should contact the Disability Support Services office at their institution for information and assistance (see ss. 1007.264, and 1007.265, F.S., and Rule 6A-10.041, F.A.C.). Students who earn special diplomas may be eligible for certain career and technical education programs.
Each college has a disability services coordinator responsible for arranging accommodations for students with documented disabilities. Students should be aware that the documentation requirements and accommodations available at the college may differ from those in high school. Students should meet with the disability services coordinator prior to their first semester to arrange services.

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

**College Programs with Limited Enrollment Capacity (also known as Limited Access Programs)**
Some colleges offer programs in which there are limited spaces available for student enrollment. Admission to such programs is competitive and generally based on high school grades or college GPA, and in some instances, on results of standardized tests. Students should consult with individual colleges regarding limited access programs.

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

Beginning in July 2014, s. 1009.26, F.S., Fee waivers, authorizes an out-of-state fee waiver for students who attend a Florida secondary school for three consecutive years immediately before graduating from a Florida high school and submit an admissions application within 24 months of graduation. This waiver allows eligible students to pay the in-state tuition rate and is applicable to all students who meet the eligibility criteria, including students who are undocumented for federal immigration purposes.

**Acceleration Mechanisms**
There are a variety of articulation mechanisms available to Florida’s college students. These acceleration mechanisms serve to shorten the time necessary for a student to complete the requirements of a postsecondary certificate or degree. While in high school, students can receive postsecondary credit for passing scores on AP exams administered by the College Board; dual enrollment course credit including credits earned through early admission from a college or university prior to graduation from high school; and passing scores in the IB and AICE Program exams. College students can receive postsecondary credit for passing scores on certain national standardized tests, such as those in the College-Level Examination Program (CLEP); completion of institutional or departmental examinations for which credit for courses can be awarded; and demonstration of competency achieved through experiential learning. Students may receive credit for any combination of the above acceleration mechanisms (see s. 1007.27, F.S.).

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

**Career and Technical Preparatory Instruction**
Students enrolled in a career and technical certificate program of 450 clock hours or more must be tested to determine whether they have the minimal level of basic skills needed for successful completion of the program. The designated examinations for assessment of a student’s mastery of basic skills are:

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

Foreign (World) Language Requirement for Transfer to State Universities
Beginning with AA seeking students entering a Florida College System institution in fall 2014, foreign language competency must be demonstrated prior to graduation. College students intending to transfer to a public university must satisfy an admission requirement of completion of two credits of sequential high school world language instruction, or the equivalent, at the postsecondary level before entering the institution. Students intending to transfer to a Florida College System baccalaureate degree program must also satisfy the foreign language requirement prior to program completion. This requirement is outlined in s. 1007.262, F.S. Rule 6A-10.02412, F.A.C., states that completion of a postsecondary course at the elementary 2 level in one (1) foreign (world) language or American Sign Language will meet the foreign language requirement for university admission and baccalaureate degree completion. Those students intending to transfer to a college or university are encouraged to meet the foreign (world) language requirement before they transfer. Any associate degree graduate from a public college admitted to a university or college baccalaureate degree program without meeting the foreign (world) language requirement must earn such credits prior to graduation. An alternate method for students to demonstrate equivalent foreign language competence is by means of a foreign (world) language examination, approved by the college or university, such as those offered through the College Board’s CLEP exams.

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

The award of the AA degree is based upon satisfaction of specific college-level English and Mathematics courses with a grade of “C” or higher. The specific courses, as indicated in Rule 6A-10.030, F.A.C., include 12 credits of English coursework and six credit hours of Mathematics coursework at the level of College Algebra or higher. For purposes of this rule, an English course is defined as any semester-length course within the general study area of humanities.

The AS degree is earned through a student’s satisfactory completion of a planned program of instruction consisting of college-level courses to prepare for entry into the workplace or transfer into a related baccalaureate degree. The AS degree is awarded upon completion of at least 60 college credits as determined by the program of study (including at least 15 credits in general education courses) and demonstration of the attainment of predetermined and specified performance requirements (see Rule 6A-14.030, F.A.C.). Selected AS degrees articulate with university baccalaureate degrees under the provisions of Rule 6A-10.0245(5)(b), F.A.C. In addition, the AS degree is considered fully transferable to appropriate baccalaureate degrees within the Florida College System.

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

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

Selected baccalaureate degrees are offered at several Florida colleges as provided for in s. 1007.33, F.S. Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees are offered in critical workforce areas such as nursing, teaching, management and technology. Prospective students can find a program listing and links including some information on baccalaureate degrees offered at Florida College System institutions by accessing http://www.fldoe.org/core/fileparse.php/5592/urlt/0082821-program_list.xls. For more detailed information, contact individual colleges for programs currently being offered.
Dual Enrollment
Colleges share responsibility with secondary schools in Florida for dual enrollment programs. These programs provide an acceleration mechanism for eligible high school and home education students to take postsecondary courses for which they receive high school and postsecondary credit. The intent is to broaden curricular options, increase depth of study options, and to shorten the time necessary for completing certificate or degree requirements while meeting high school graduation requirements. Students should be aware that all grades earned while participating in dual enrollment become part of the student’s permanent postsecondary transcript. Poor grades can affect financial aid and eligibility for limited enrollment programs.

There are two curricular avenues for students to participate in dual enrollment: early college (college credit) and career. Early college refers to academic or college credit coursework at the postsecondary level that leads to a college credit certificate or degree. Career dual enrollment refers to enrollment in courses that lead to a career and technical certificate.

Students, parents and guidance counselors are encouraged to consider the student’s postsecondary goals and reference guidance documents, such as the Dual Enrollment-High School Subject Area Course Equivalency List, in order to align dual enrollment course selection with postsecondary goals. Career and technical certificate programs are also closely coordinated with high schools offering to ensure a smooth transition for career and technical students from high school to colleges. The Bright Futures Comprehensive Course Table is an important reference for students planning to dual enroll in career and technical certificate programs. See the section “College Credit Programs for High School Students” of this Handbook for more information.

TRANSFER TO FOUR-YEAR INSTITUTIONS

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

The Agreement protects the credits earned by students during their freshman and sophomore years at the colleges. It guarantees that students who complete the AA degree will be admitted to at least one of the state universities or one of the colleges and that they will not have to repeat the courses already satisfactorily completed at a college. Admission to a specific program or institution is not guaranteed through this Statewide Articulation Agreement. Students should be made aware of the required common prerequisites for entry into specific baccalaureate degree programs to ensure a smooth transition. The SCNS maintains course equivalencies for all public postsecondary institutions and participating nonpublic institutions. Courses with the same prefix and the last three digits are guaranteed to transfer. The ACC, which includes representatives from colleges, universities, career and technical centers, and school districts, oversees all articulation activities. This committee recommends policies to remove barriers and facilitate student transitions.

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

HOW TO GET A BACHELOR OR HIGHER DEGREE AT A COLLEGE CAMPUS
Location shouldn’t be a barrier for place-bound students wanting to pursue a bachelor or higher degree. Florida students can take upper-level and graduate courses through more than 500 programs located on college campuses. These programs enable students to remain on a college campus and receive the upper-level and graduate instruction they need to complete a bachelor or higher degree. While many colleges have received authority to offer their own bachelor programs in certain areas, most of the baccalaureate and higher degrees are provided through a partnership between a college and a public or private four-year institution. Some colleges have even established an on-site “university center” through which students may receive academic advising, financial aid assistance, and other student services. A listing of college baccalaureate programs and concurrent-use partnerships, bachelor or
higher, that are self-reported by colleges and universities to be offered in 2014-15 may be accessed at [http://www.fldoe.org/core/fileparse.php/5592/urlt/0082821-program_list.xls](http://www.fldoe.org/core/fileparse.php/5592/urlt/0082821-program_list.xls) in the section titled “There are two ways to get a bachelor degree at a Florida College.” For the most current information, please be sure to check with the college of interest for program updates.

### 2014-2015 COLLEGE CONTACT INFORMATION

<table>
<thead>
<tr>
<th>College Name</th>
<th>Address</th>
<th>Main Phone</th>
<th>Admission Phone</th>
<th>Website</th>
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<tbody>
<tr>
<td>Broward College</td>
<td>111 East Las Olas Blvd, Ft. Lauderdale, FL 33301</td>
<td>(954) 201-7350</td>
<td>(954) 201-7378</td>
<td><a href="http://www.broward.edu">www.broward.edu</a></td>
</tr>
<tr>
<td>Eastern Florida State College</td>
<td>1519 Clearlake Rd, Cocoa, FL 32922-6597</td>
<td>(321) 632-1111</td>
<td>(321) 632-1111</td>
<td><a href="http://www.brevard.cc.fl.us">www.brevard.cc.fl.us</a></td>
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<tr>
<td>Florida State College at Jacksonville</td>
<td>101 West State St, Jacksonville, FL 32202-4030</td>
<td>(904) 633-8100</td>
<td>(904) 359-5433</td>
<td><a href="http://www.fscj.edu">www.fscj.edu</a></td>
</tr>
<tr>
<td>College of Central Florida</td>
<td>3001 South West College Rd, Ocala, FL 34474</td>
<td>(352) 854-2322</td>
<td>(352) 854-2322 x 1713</td>
<td><a href="http://www.cfcc.cc.fl.us">www.cfcc.cc.fl.us</a></td>
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<tr>
<td>Florida Southwestern State College</td>
<td>8099 College Parkway SW, Fort Myers, FL 33919</td>
<td>(239) 489-9300</td>
<td>(239) 489-9121</td>
<td><a href="http://www.edison.edu">www.edison.edu</a></td>
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<tr>
<td>Gulf Coast State College</td>
<td>5230 West Highway 98, Panama City, FL 32401-1058</td>
<td>(850) 769-1551</td>
<td>(800) 311-3685</td>
<td><a href="http://www.gulfcoast.edu">www.gulfcoast.edu</a></td>
</tr>
<tr>
<td>Chipola College</td>
<td>3094 Indian Circle, Marianna, FL 32446-2053</td>
<td>(850) 526-2761</td>
<td>(850) 718-2211</td>
<td><a href="http://www.chipola.edu">www.chipola.edu</a></td>
</tr>
<tr>
<td>Florida Gateway College</td>
<td>149 SE College Place, Lake City, FL 32025-8703</td>
<td>(386) 752-1822</td>
<td>(386) 754-4287</td>
<td><a href="http://www.fgc.edu">www.fgc.edu</a></td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>4001 Tampa Bay Boulevard, Tampa, FL 33614</td>
<td>(813) 253-7000</td>
<td>(813) 253-7201</td>
<td><a href="http://www.hccfl.edu">www.hccfl.edu</a></td>
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<tr>
<td>Daytona State College</td>
<td>1200 W International Speedway Blvd, Daytona Beach, FL 32114</td>
<td>(386) 506-3000</td>
<td>(386) 506-3059</td>
<td><a href="http://www.daytonastate.edu">www.daytonastate.edu</a></td>
</tr>
<tr>
<td>Florida Keys Community College</td>
<td>5901 College Rd, Key West, FL 33040-4397</td>
<td>(305) 296-9081</td>
<td>(305) 809-3188</td>
<td><a href="http://www.fkcc.edu">www.fkcc.edu</a></td>
</tr>
<tr>
<td>Indian River State College</td>
<td>3209 Virginia Ave, Fort Pierce, FL 34981-5596</td>
<td>(772) 462-4772</td>
<td>(772) 462-7460</td>
<td><a href="http://www.irsc.edu">www.irsc.edu</a></td>
</tr>
<tr>
<td>Lake-Sumter State College</td>
<td>9501 US Highway 441, Leesburg, FL 34788-8751</td>
<td>(352) 787-3747</td>
<td>(352) 323-3665</td>
<td><a href="http://www.lssc.edu">www.lssc.edu</a></td>
</tr>
<tr>
<td>Pensacola State College</td>
<td>1000 College Blvd, Pensacola, FL 32504-8898</td>
<td>(888) 897-3605</td>
<td>(850) 484-1000</td>
<td><a href="http://www.pjc.edu">www.pjc.edu</a></td>
</tr>
<tr>
<td>St. Petersburg College</td>
<td>6605 5th Ave N, St. Petersburg, FL 33710</td>
<td>(727) 341-4772</td>
<td>(727) 341-4285</td>
<td><a href="http://www.spcollege.edu">www.spcollege.edu</a></td>
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<tr>
<td>Miami Dade College</td>
<td>300 North East Second Ave, Miami, FL 33132-2296</td>
<td>(305) 237-8888</td>
<td>(305) 237-3131</td>
<td><a href="http://www.mdc.edu">www.mdc.edu</a></td>
</tr>
<tr>
<td>Polk State College</td>
<td>999 Ave H, NE, Winter Haven, FL 33881-4299</td>
<td>(863) 297-1000</td>
<td>(863) 297-1001</td>
<td><a href="http://www.polk.edu">www.polk.edu</a></td>
</tr>
<tr>
<td>State College of Florida, Manatee-Sarasota</td>
<td>5840 26th St W, Bradenton, FL 34206-1849</td>
<td>(941) 752-5000</td>
<td>(941) 752-5050</td>
<td><a href="http://www.scf.edu">www.scf.edu</a></td>
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<tr>
<td>North Florida Community College</td>
<td>1000 Turner Davis Dr, Madison, FL 32340-1602</td>
<td>(850) 973-2288</td>
<td>(850) 973-1622</td>
<td><a href="http://www.nfcc.edu">www.nfcc.edu</a></td>
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<tr>
<td>Santa Fe College</td>
<td>3000 NW 83rd St, Gainesville, FL 32606-6200</td>
<td>(352) 395-5000</td>
<td>(352) 395-7322</td>
<td><a href="http://www.sfcollege.edu">www.sfcollege.edu</a></td>
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<tr>
<td>Tallahassee Community College</td>
<td>444 Appleyard Dr, Tallahassee, FL 32304-2895</td>
<td>(850) 201-6200</td>
<td>(850) 201-8555</td>
<td><a href="http://www.tcc.fl.edu">www.tcc.fl.edu</a></td>
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<tr>
<td>College Name</td>
<td>Address</td>
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<td>Phone Admission</td>
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<tr>
<td>Northwest Florida State College</td>
<td>100 College Blvd</td>
<td>(850) 678-5111</td>
<td>(850) 729-5374</td>
<td><a href="http://www.nwfsc.edu">www.nwfsc.edu</a></td>
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<tr>
<td>Seminole State College of Florida</td>
<td>100 Weldon Blvd</td>
<td>(407) 708-4722</td>
<td>(407) 708-2050</td>
<td><a href="http://www.seminolestate.edu/">www.seminolestate.edu/</a></td>
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<tr>
<td>Valencia College</td>
<td>1800 S Kirkman Road</td>
<td>(407) 299-5000</td>
<td>(407) 582-1507</td>
<td><a href="http://www.valencia.cc.fl.us">www.valencia.cc.fl.us</a></td>
</tr>
<tr>
<td>Palm Beach State College</td>
<td>4200 Congress Ave</td>
<td>(866) 576-7222 or (561) 967-7222</td>
<td>(561) 868-3300</td>
<td><a href="http://www.palmbeachstate.edu/">http://www.palmbeachstate.edu/</a></td>
</tr>
<tr>
<td>South Florida State College</td>
<td>600 West College Dr</td>
<td>(863) 453-6661</td>
<td>(863) 784-7405</td>
<td><a href="http://www.southflorida.edu">www.southflorida.edu</a></td>
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<tr>
<td>Pasco-Hernando State College</td>
<td>10230 Ridge Rd</td>
<td>(727) 847-2727</td>
<td>(727) 816-3371</td>
<td><a href="http://www.phcc.edu">www.phcc.edu</a></td>
</tr>
<tr>
<td>St. Johns River State College</td>
<td>5001 St. Johns Ave</td>
<td>(386) 312-4200</td>
<td>(386) 312-4030</td>
<td><a href="http://www.sjrc.edu">www.sjrc.edu</a></td>
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</table>

**CAREER AND TECHNICAL PROGRAMS OFFERED IN FLORIDA COLLEGES**

Career and technical programs leading to the award of the AS degree, AAS degree, or a career and technical certificate vary from institution to institution. The list of programs can be found on the Division of Career and Adult Education’s Curriculum Frameworks website at [http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks](http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks). Please note that for the 2014-2-15 school year, the AS and AAS programs have been unduplicated and only one AS or AAS program will be available for colleges to offer; the majority are now AS programs.
STATE UNIVERSITY SYSTEM OF FLORIDA

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

Preeminent State Research University Designation
The 2013 Legislature, and the Governor, approved CS/CS/SB 1076, codified as Chapter 2013-27, Laws of Florida, which created a preeminent state research universities program in s. 1001.7065, F.S. Effective July 1, 2013, this section in law establishes 12 academic and research excellence standards and provides for the Board of Governors to designate each state university that meets at least 11 of the 12 standards as a preeminent state university. The University of Florida is the only university that meets all 12 of the standards. The Florida State University is the only university that meets 11 of the 12 standards. As authorized in CS/CS/SB 1076, a university that is designated a preeminent state research university may require its incoming first-time-in-college students to take a 9-12 credit set of unique courses specifically determined by the university and published on the university’s website. The university may stipulate that credit for such courses may not be earned through any acceleration mechanism or any other transfer credit. All accelerated credits earned up to the specified limits shall be applied toward graduation at the student’s request.

ACADEMIC DEGREE PROGRAMS
The SUS includes the University of Florida, Florida State University, Florida Agricultural & Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, University of North Florida, Florida Gulf Coast University, New College of Florida, and Florida Polytechnic University. New College awards Honors Bachelor of Arts degrees (CIP 24.0199) in a variety of concentrations. To search for a program of study in one of the state’s universities, use the Degrees & Careers> Search College & University Profiles feature at http://www.flvc.org. The official SUS Academic Program Inventory is found at https://prod.flbog.net:4445/pls/apex/f?p=136:13:421680713917061.

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

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

Students with Disabilities
Students with disabilities should be aware they may be able to receive a reasonable substitution or modification for admission requirements if documentation is provided to indicate that the student’s failure to meet the requirements is related to the disability. The university must determine that such failure to meet the requirement does not constitute a fundamental change in the nature of the academic program (BOG Regulation 6.018). Students are encouraged to contact the university’s disability services office early to determine necessary documentation.
Links to SUS Disability Services Offices:
Florida Agricultural & Mechanical University (FAMU)
Florida Atlantic University (FAU)
Florida Gulf Coast University (FGCU)
Florida International University (FIU)
Florida Polytechnic University (FPU)
Florida State University (FSU)
New College of Florida (NCF)
University of Central Florida (UCF)
University of Florida (UF)
University of North Florida (UNF)
University of South Florida (USF)
University of West Florida (UWF)

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

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

NOTE: The 2012 Legislature enacted, and the 2013 Legislature revised, the general education requirements for undergraduate degrees effective fall 2014. The primary change to start fall 2014 will be the selecting of 15 “core general education” credit hours from a statewide list. Dual enrollment advisors need to be on the alert for changes so that they may best direct their students to coursework that will be applicable towards the degree. Core courses are found listed within the BOG Regulation 8.005.

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

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

Acceleration Mechanisms
Students may earn credit toward college through examinations rather than college courses. By achieving specified minimum standard scores on AP, IB, CLEP, AICE, and other examinations accepted by the university, college, school, or academic department, students may earn college credit prior to admission. Other acceleration mechanisms include dual enrollment and early admission. In the dual enrollment program, an eligible high school or home education student may enroll in postsecondary courses that earn credits towards both college and high school completion.

Counselors should be aware that some academic degree programs offer little flexibility in college electives. If students know their potential future major and/or postsecondary institution of choice, counselors should guide students to courses that serve to meet both the necessary high school credit and the student’s appropriate postsecondary major and/or general education requirements. Students should also be reminded that any grades earned at a college or university, whether received during the dual enrollment stage or after becoming a freshman, are part of their official college transcript. Grades will follow them throughout their undergraduate career.
Early admission is a form of dual enrollment by which a student who is working toward a high school diploma enrolls full-time at the postsecondary institution. The courses are creditable toward both the high school diploma and college degree. Interested students should discuss specific acceleration mechanisms and suitable options with their advisors. University catalogs describe policies in more detail.

Distance Education
Distance education is a significant resource for students who need maximum flexibility in course scheduling, or for those needing to take hard-to-find courses in order to graduate. Students may enroll in college credit courses offered through distance education by public colleges and universities. Courses are offered using synchronous (everyone at the same time), asynchronous (no set time for anyone), and mixed (includes both synchronous and asynchronous) methods of instruction. Several technologies may be used for instructional delivery. A course could use the Internet, two-way video, two-way audio, video-taped instruction, printed material, interactive CD-ROM, television broadcast, or any combination of these methods. For more information, students should visit their university’s website or refer to the university catalog and course schedule.

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

Florida Residency Status
A student’s residence at the time of admission determines the amount of tuition that must be paid each semester. A residency statement for fee-paying purposes, included in the admission application packet, must be completed and returned to the university, according to the instructions, in order for a student to be considered for classification as a Florida resident. Residency for tuition purposes is based on s. 1009.21, F.S., and BOG Regulation 7.005. The determination is made by the university.

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

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

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

Out-of-State Fee Waiver for Qualified Students
The 2014 Legislature passed Senate Bill 851 which amends s. 1009.26, F.S., allowing for qualified students graduating from a Florida high school who end up classified as non-residents for tuition purposes at a state university or Florida College to receive a waiver for the out-of-state fee. Students must have attended school for 3 consecutive years immediately before graduating from a Florida high school; apply for enrollment in an institution of higher education within 24 months after high school graduation; and submit an official Florida high school transcript as evidence of attendance and graduation. Students receiving this fee waiver should understand that they are still considered non-residents for tuition purposes and are not eligible for state financial aid.

Financial Aid
Each university offers financial aid programs. See the Financial Aid section of this Handbook for more detailed information regarding the types of financial aid available. Students should check with the university financial aid and scholarship offices to find out university deadlines for applying for aid.
Housing
All universities have on-campus student housing but not at all campuses. Some institutions require freshmen to live on campus (with a few exceptions). Housing tends to fill up quickly. If students wish to live on campus, they should check for housing deadlines and consider applying early (even before they officially hear back regarding the admission decision of the university). Deposits should be refunded if the student is not admitted.

STATE UNIVERSITY ADMISSION POLICIES

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

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

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

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

By regulation, most lower-division students transferring to a state university without first completing the AA degree must meet the admission requirements for FTIC students as specified in BOG Regulation 6.002.

Admission Applications
Most, if not all, state universities require students to complete applications electronically via the Internet. University applications can be found on the institution’s website. A link to the university pages may be found on www.flvc.org.

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

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

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

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

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

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

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

### SUS GPA Weighting Calculations

<table>
<thead>
<tr>
<th>Institution</th>
<th>AP</th>
<th>Dual Enrollment</th>
<th>Honors</th>
<th>IB</th>
<th>AICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>FAU</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>FGCU</td>
<td>1 QP</td>
<td>1 QP</td>
<td>.5 QP</td>
<td>1 QP</td>
<td>1 QP</td>
</tr>
<tr>
<td>FIU</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>FSU</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>NCF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>UCF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>UF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>UNF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>USF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
<tr>
<td>UWF</td>
<td>*1 QP</td>
<td>*1 QP</td>
<td>.5 QP</td>
<td>*1 QP</td>
<td>*1 QP</td>
</tr>
</tbody>
</table>

*Courses must have a C or better to be weighted.

Admission eligibility for students will be determined based on the university calculated high school GPA, admission test scores and course selection. Students with a calculated “B” average (3.0 on a 4.0 scale) or higher do not need to meet minimum test scores; however, either an SAT or combined ACT with Writing score must be submitted. If presenting solely ACT scores, students must take the ACT Writing Test (thereby taking the ACT Plus Writing) in order to be considered for standard admission.

Students admitted under this provision may not be required to meet minimum test score standards for admissions, however, they still may be required to take the college placement test if their admissions test scores do not meet the college-level work cut-score requirement.
Minimum SUS Requirements for FTIC Students

FTIC students applying for admission based on the following criteria:

- An FTIC student may be admitted if he/she has a high school GPA of 3.00 or higher on a 4.00 scale as calculated by the university (still must take the SAT or combined ACT Plus Writing), OR
- An FTIC student may be admitted if he/she has a high school GPA of 2.50 - 2.99 on a 4.00 scale as calculated by the university. Coursework from which the student has withdrawn from with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for all SAT Reasoning Test or ACT sections as outlined below:
  - SAT-Critical Reading ≥ 460 or ACT – Reading ≥ 19
  - SAT-Mathematics ≥ 460 or ACT – Mathematics ≥ 19
  - SAT-Writing ≥ 440 or ACT Combined English Plus Writing ≥ 18

Please be aware that universities may establish higher admission standards than those listed above.

High School Course Distribution Requirements – Students must complete at least 18 credits of high school work in the five core areas listed below in addition to two or three additional electives (depending on the year the student began high school) as will be explained in the list of approved college preparatory courses (in the mathematics and electives areas). Students entering high schools July 1, 2007 or later must have completed the four mathematics core courses and two electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 (or 3)</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>2 (or 3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

World Language Course Requirement

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

Industry Certifications can add to a student’s portfolio in the admission process but please be aware that they may not count as one of the 18 credits towards SUS admissions. Students may find themselves not being eligible to be considered for standard SUS admissions if they included approved industry certifications as a means of meeting high school mathematics and science diploma requirements. Students interested in pursuing intercollegiate athletics may also find themselves counter to NCAA requirements.

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

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 Plus Writing 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 November 2014 for fall 2015). Students should be aware that choices of universities may be limited if they put off applying.

After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented 20 applicants at the request of the high school counselor. 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 BOG Regulation 6.002(2)(c)).
**Student Profile Assessment**

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

Applicants who do not meet the minimum admission requirements may be eligible for admission through a student profile assessment that considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes or special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or sex (see BOG Regulation 6.002(6)(b)).

**HIGH SCHOOL COURSES THAT SATISFY COURSE DISTRIBUTION REQUIREMENTS FOR SUS ADMISSION**

The courses listed on the following pages are the preferred “college prep” courses. These courses best prepare students for university-level work and they carry the most weight in the competitive admission process. They also meet the requirements for Bright Futures Scholarships and can be used in meeting the 24-credit standard high school program or the 18-credit college preparatory 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.

**HINT:** A quick way to find out if a course meets state university admission standards is by bookmarking the link to the Florida Bright Futures Scholarship Program Comprehensive Course Table (CCT) at: https://www.osaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx. You can then search by any course number or name and find out whether the course is SUS admission “core” or “elective” (or not used for admission at all), along with other areas of course application. If not listed, the course is new and has not completely through the process. Use caution in assuming its acceptance towards university admission!

Please note that credit recovery courses no longer count towards SUS admissions.

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 Florida Department of Education Course Code Directory. Courses that were approved as meeting college prep requirements, but are no longer being offered, are listed at the end of the list of core courses.

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001310</td>
<td>English 1</td>
</tr>
<tr>
<td>1001320</td>
<td>English Honors 1</td>
</tr>
<tr>
<td>1001340</td>
<td>English 2</td>
</tr>
<tr>
<td>1001350</td>
<td>English Honors 2</td>
</tr>
<tr>
<td>1001370</td>
<td>English 3</td>
</tr>
<tr>
<td>1001380</td>
<td>English Honors 3</td>
</tr>
<tr>
<td>1001400</td>
<td>English 4</td>
</tr>
<tr>
<td>1001405</td>
<td>English 4: Florida College Prep</td>
</tr>
<tr>
<td>1001410</td>
<td>English Honors 4</td>
</tr>
<tr>
<td>1001420</td>
<td>AP English: Language &amp; Composition</td>
</tr>
<tr>
<td>1001430</td>
<td>AP English: Literature &amp; Composition</td>
</tr>
<tr>
<td>1001480</td>
<td>*Communications Methodology Honors</td>
</tr>
<tr>
<td>1001550</td>
<td>AICE English Language 1 AS Level</td>
</tr>
<tr>
<td>1001551</td>
<td>AICE English Language 2 A Level</td>
</tr>
<tr>
<td>1001555</td>
<td>AICE English Language &amp; Literature AS Level</td>
</tr>
<tr>
<td>1001560</td>
<td>Pre-AICE English Language IGCSE Level</td>
</tr>
<tr>
<td>1001800</td>
<td>Florida's Pre-IB English 1</td>
</tr>
<tr>
<td>1001810</td>
<td>Florida's Pre-IB English 2</td>
</tr>
<tr>
<td>1001820</td>
<td>IB English Literature 3</td>
</tr>
<tr>
<td>1001830</td>
<td>IB English Literature 4</td>
</tr>
<tr>
<td>1001840</td>
<td>IB MYP English 1</td>
</tr>
<tr>
<td>1001845</td>
<td>IB MYP English 2</td>
</tr>
<tr>
<td>1001870</td>
<td>IB English B1</td>
</tr>
<tr>
<td>1001875</td>
<td>IB English B2</td>
</tr>
<tr>
<td>1001880</td>
<td>IB English Ab Initio 1</td>
</tr>
<tr>
<td>1001885</td>
<td>IB English Ab Initio 2</td>
</tr>
<tr>
<td>1002300</td>
<td>English 1 through ESOL</td>
</tr>
<tr>
<td>1002310</td>
<td>English 2 through ESOL</td>
</tr>
<tr>
<td>1002320</td>
<td>English 3 through ESOL</td>
</tr>
<tr>
<td>1002520</td>
<td>English 4 through ESOL</td>
</tr>
<tr>
<td>1002530</td>
<td>Pre-AICE ESOL IGCSE Level</td>
</tr>
<tr>
<td>1004300</td>
<td>*Semantics and Logic Honors</td>
</tr>
<tr>
<td>1005300</td>
<td>World Literature</td>
</tr>
<tr>
<td>1005310</td>
<td>American Literature</td>
</tr>
<tr>
<td>1005330</td>
<td>Contemporary Literature</td>
</tr>
<tr>
<td>1005340</td>
<td>Classical Literature</td>
</tr>
<tr>
<td>1005350</td>
<td>Literature and the Arts 1 Honors</td>
</tr>
<tr>
<td>1005360</td>
<td>Literature and the Arts 2 Honors</td>
</tr>
<tr>
<td>1005370</td>
<td>AICE English Literature 1 AS Level</td>
</tr>
<tr>
<td>1005375</td>
<td>AICE English Literature 2 A Level</td>
</tr>
<tr>
<td>1005380</td>
<td>Pre-AICE English Literature IGCSE Level</td>
</tr>
<tr>
<td>1005390</td>
<td>Pre-AICE World Literature IGCSE Level</td>
</tr>
<tr>
<td>1005850</td>
<td>IB English Language &amp; Literature 1</td>
</tr>
<tr>
<td>1005855</td>
<td>IB English Language &amp; Literature 2</td>
</tr>
</tbody>
</table>
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.

At the time of policy change, in order to allow for students that were currently enrolled in Algebra 1A, Algebra 1B, Applied Mathematics 1, or Applied Mathematics 2 to meet the four (4) “SUS core” mathematics courses, a temporary adjustment was made to allow for each of those courses to count individually as “SUS core.” Those students should have graduated, therefore the SUS mathematics policy concerning Algebra 1A/Algebra 1B and Applied Mathematics 1/Applied Mathematics 2 revert back to the original policy. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200310</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>1200320</td>
<td>Algebra 1 Honors</td>
</tr>
<tr>
<td>1200330</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>1200340</td>
<td>Algebra 2 Honors</td>
</tr>
<tr>
<td>1200370</td>
<td>Algebra 1A**</td>
</tr>
<tr>
<td>1200380</td>
<td>Algebra 1B**</td>
</tr>
<tr>
<td>1200390</td>
<td>IB MYP Algebra 1</td>
</tr>
<tr>
<td>1200395</td>
<td>IB MYP Algebra 2</td>
</tr>
<tr>
<td>1200500</td>
<td>Advanced Algebra w/Financial Applications</td>
</tr>
<tr>
<td>1200700</td>
<td>Mathematics for College Readiness</td>
</tr>
<tr>
<td>1201300</td>
<td>Mathematics Analysis Honors</td>
</tr>
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<td>1201315</td>
<td>Analysis of Functions Honors</td>
</tr>
<tr>
<td>1202300</td>
<td>Calculus Honors</td>
</tr>
<tr>
<td>1202310</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>1202320</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>1202340</td>
<td>Pre-Calculus Honors</td>
</tr>
<tr>
<td>1202352</td>
<td>AICE Mathematics 1 AS Level</td>
</tr>
<tr>
<td>1202354</td>
<td>AICE Mathematics &amp; Mechanics 1 AS Level</td>
</tr>
<tr>
<td>1202356</td>
<td>AICE Mathematics &amp; Mechanics 2 A Level</td>
</tr>
<tr>
<td>1202362</td>
<td>AICE Mathematics &amp; Probability &amp; Statistics 1 AS Level</td>
</tr>
<tr>
<td>1202364</td>
<td>AICE Mathematics &amp; Probability &amp; Statistics 2 A Level</td>
</tr>
<tr>
<td>1202366</td>
<td>AICE Math &amp; Mechanics &amp; Probability &amp; Statistics 2 A Level</td>
</tr>
<tr>
<td>1202370</td>
<td>AICE Further Mathematics 1 A Level</td>
</tr>
<tr>
<td>1202371</td>
<td>Pre-AICE Additional Mathematics 3 IGCSE Level</td>
</tr>
<tr>
<td>1202372</td>
<td>AICE Further Mathematics 2 A Level</td>
</tr>
<tr>
<td>1202375</td>
<td>IB Pre-Calculus</td>
</tr>
<tr>
<td>1202380</td>
<td>IB MYP Pre-Calculus</td>
</tr>
</tbody>
</table>

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

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

2000310 Biology 1
2000320 Biology 1 Honors
2000321 AICE Biology 1 AS Level
2000322 Pre-AICE Biology IGCSE Level
2000323 AICE Biology 2 A Level
2000330 Biology 2 Honors
2000340 AP Biology
2000350 Anatomy & Physiology
2000360 Anatomy & Physiology Honors
2000370 *Botany
2000380 *Ecology
2000390 *Limnology
2000410 *Zoology
2000430 Biology Technology
2000440 Genetics Honors
2000500 Bioscience 1 Honors
2000510 Bioscience 2 Honors
2000520 Bioscience 3 Honors
2000800 Florida’s Pre-IB Biology 1
2000805 IB Biology 1
2000810 IB Biology 2
2000820 IB Biology 3
2000850 IB MYP Biology
2001310 Earth/Space Science
2001320 Earth/Space Science Honors
2001340 Environmental Science
2001350* Astronomy Solar/Galactic
2001370 IB Environmental Systems & Societies 1
2001375 IB Environmental Systems & Societies 2
2001380 AP Environmental Science
2001381 AICE Environmental Management
2001390 Pre-AICE Coordinated Science 1 IGCSE Level
2001400 Pre-AICE Coordinated Science 2 IGCSE Level
2001405 Pre-AICE Combined Science IGCSE Level
2001800 IB Astronomy 1
2001810 IB Astronomy 2
2002330 *Space Technology & Engineering
2002400 Integrated Science 1
2002410 Integrated Science 1 Honors
2002415 IB MYP Integrated Science
2002420 Integrated Science 2
2002430 Integrated Science 2 Honors
2002440 Integrated Science 3
2002450 Integrated Science 3 Honors
2002500 Marine Science 1
2002510 Marine Science 1 Honors
2002515 AICE Marine Science 1 AS Level
2002520 Marine Science 2
2002530 Marine Science 2 Honors
2002535 AICE Marine Science 2 A Level
2002800 IB Marine Science 1
2002810 IB Marine Science 2
2003310 Physical Science
2003320 Physical Science Honors
2003330 AICE Physical Science AS Level
2003335 Pre-AICE Physical Science IGCSE Level
2003340 Chemistry 1
2003350 Chemistry 1 Honors
2003360 Chemistry 2 Honors
2003370 AP Chemistry
2003371 AICE Chemistry 1 AS Level
2003372 Pre-AICE Chemistry 1 IGCSE Level
2003373 AICE Chemistry 2 A Level
2003380 Physics 1
2003390 Physics 1 Honors
2003400 *Nuclear Radiation
2003410 Physics 2 Honors
2003421 AP Physics 1
2003422 AP Physics 2
2003425 AP Physics C: Electricity & Magnetism
2003430 AP Physics C: Mechanics
2003431 AICE Physics AS Level
2003432 Pre-AICE Physics IGCSE Level
2003433 AICE Physics 2 A Level
2003500 *Renewable Energy 1 Honors
2003600 Principles of Technology 1**
2003610 Principles of Technology 2**
2003800 Florida’s Pre-IB Chemistry 1
2003805 IB Chemistry 1
2003810 IB Chemistry 2
2003820 IB Chemistry 3
2003830 IB MYP Chemistry
2003840 IB Physics 1
2003845 IB Physics 2
2003850 IB Physics 3
2003855 IB MYP Physics
2003900 Pre-AICE 21st Century Science IGCSE Level
20020710 Nuclear Radiation Honors
2020910 Astronomy Solar/Galactic Honors
8106810 Agriscience Foundations 1

**Student may take either of these for up to one credit each in Physical Science, but not in addition to Physics.
### Social Science Course Requirements (Academic Core Courses in Social Sciences)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1700362</td>
<td>Pre-AICE Global Perspectives IGCSE Level</td>
</tr>
<tr>
<td>1700364</td>
<td>AICE Global Perspectives 1 AS Level</td>
</tr>
<tr>
<td>1700366</td>
<td>AICE Global Perspectives 2 A Level</td>
</tr>
<tr>
<td>2100310</td>
<td>U.S. History</td>
</tr>
<tr>
<td>2100320</td>
<td>U.S. History Honors</td>
</tr>
<tr>
<td>2100330</td>
<td>AP U.S. History</td>
</tr>
<tr>
<td>2100340</td>
<td>African-American History</td>
</tr>
<tr>
<td>2100350</td>
<td>Florida History</td>
</tr>
<tr>
<td>2100360</td>
<td>Latin American History</td>
</tr>
<tr>
<td>2100370</td>
<td>Eastern &amp; Western Heritage</td>
</tr>
<tr>
<td>2100380</td>
<td>Visions &amp; Pursuits (U.S. History)</td>
</tr>
<tr>
<td>2100390</td>
<td>Visions &amp; Countervisions (U.S./World)</td>
</tr>
<tr>
<td>2100400</td>
<td>History of the Vietnam War</td>
</tr>
<tr>
<td>2100415</td>
<td>AICE Caribbean History AS Level</td>
</tr>
<tr>
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63
2109321 Pre-AICE World History IGCSE Level  
2109330 *African History  
2109350 *Contemporary History  
2109371 AICE Modern European History 1 AS Level  
2109372 AICE European History 2 A Level  
2109380 *AP European History  
2109410 *Jewish History  
2109420 AP World History  
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

**Fine Arts**

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

0100300 AP Art – History of Art  
0100800 IB Art History 1  
0100810 IB Art History 2  
0100820 IB World Arts & Cultures 1  
0100830 IB World Arts & Cultures 2  
0101370 AICE Art & Design 1 AS Level  
0101371 AICE Art & Design 2 A Level  
0101375 Pre-AICE Art & Design: 3D Studies IGCSE Level  
0102330 AICE Art & Design: Ceramics AS Level  
0103365 Pre-AICE Art & Design: Printmaking IGCSE Level  
0104300 AP Art – Drawing Portfolio  
0104415 Pre-AICE Art & Design: Painting & Related Media IGCSE Level  
0104420 AICE Art & Design: Painting & Related Media AS Level  
0105315 Pre-AICE Art & Design: Textiles Design 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  
0105341 Pre-AICE Art & Design: Graphic Communication IGCSE Level  
0106315 Pre-AICE Art & Design: Graphic Communication Level  
0106320 AICE Art & Design: Graphic Design AS Level  
0107460 Visual Technology 3 Honors  
0107470 IB Film Studies 1  
0107472 IB Film Studies 2  
0107476 IB Film Studies 3  
0107480 AICE Art & Design: Film & Video AS Level  
0108355 Pre-AICE Photography, Digital and Lens Media IGCSE Level  
0108360 AICE Art & Design: Photography AS Level  
0109350 AP Studio Art 2D Design Portfolio  
0109360 AP Studio Art 3D Design Portfolio  
0110320 AICE Art & Design Printmaking AS Level  
0111340 AICE Art & Design Sculpture AS Level  
0114820 IB Art B-1  
0114830 IB Art B-2  
0114840 IB Art B-3  
0114850 IB Art A-1  
0114860 IB Art A-2  
0114870 IB Art A-3  
0300650 Florida’s Pre-IB Dance  
0300655 IB Dance 1  
0300660 IB Dance 2  
0300670 IB Dance 3  
0400345 Pre-AICE Drama IGCSE Level  
0400810 IB Theatre 1  
0400820 IB Theatre 2  
0400830 IB Theatre 3  
1300330 AP Music Theory  
1300395 AICE Music 1 AS Level  
1300396 AICE Music 2 AS Level  
1300397 AICE Music 3 A Level  
1300430 Pre-AICE Music IGCSE Level  
1300816 IB Music 1  
1300818 IB Music 2  
1300820 IB Music 3  
1300830 IB Music 4  
8739040 Printing & Graphics Communications 4  
8739050 Printing & Graphics Communications 5  
8739060 Printing & Graphics Communications 6  
8739070 Printing & Graphics Communications 7  
8739080 Printing & Graphics Communications 8 Level  
8739090 Printing & Graphics Communications 9  
8739091 Printing & Graphics Communications 10  
8739092 Printing & Graphics Communications 11  
8739093 Printing & Graphics Communications 12  
9001110 Foundations of Web Design

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

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

a. Successfully completing two years of a sequential world language (such as Spanish 1 and Spanish 2) or American Sign Language in high school;

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

A student admitted to a state university as an exception to this admission requirement must make up the credits prior to graduation from the postsecondary institution. World language courses taken in high school to meet admission requirements do not count as college credit for a university graduation requirement in World Language.
American Sign Language (Counts as World Language for University Admission Purposes Only)

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

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 American Sign Language courses are no longer in the CCD:
1010330 American Sign Language 1
1010340 American Sign Language 2
1010350 American Sign Language 3
1010360 American Sign Language 4

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 (formerly Pacesetter English 1001490)
1005320 British Literature
102081A American Literature Honors
102081B British Literature Honors
102081C Classical Literature Honors
102081D Contemporary Literature Honors
102081E World Literature Honors
102081F Great Books

The following Social Science courses are no longer in the CCD:
2100410 *Caribbean Studies
2100420 Civil War & Reconstruction
2100810 IB American History
2101310 *Archeology
2106410 Constitutional Law
2106470 *Constitutional Law 2

2106480 *Constitutional Law Honors
212071A *Anthropology Honors
2104310 *Future Studies
2104610 *The American Mosaic
2109340 *Asian History
2109360 *British History
2109370 *European History
2120330 Comparative Economics Systems
212091A *Philosophy Honors

The following Natural Science courses are no longer in the CCD:
2000400 Marine Biology
2002310 General Science
2002350 Int Sci 1
2002360 Int Sci 2
2002370 Int Sci 3
2002380 Int Sci 4
2002390 Int Sci 5
2003420 AP Physics B
2003440 AP Physics C: Elec & Mag
2003450 AP Physics C: Mech
2002460 Integrated Science 4 Honors
2002470 Integrated Science 5 Honors
202071A Nuclear Radiation Honors
202091A Astronomy Solar/Galactic Honors

The following World (Foreign) Language courses are no longer in the CCD:
The following courses are no longer in the CCD:

- 109830A American Sign Language 4
- 0701390 AP French Literature
- 0701850 IB French 4 Language A
- 0701860 IB French 5 Language A
- 0701893 AICE French Language
- 0702300 +Conversational German 1
- 0702310 +Conversational German 2
- 0702850 IB German 4 Language A
- 0702860 IB German 5 Language A
- 0705300 +Conversational Italian 1
- 0705310 +Conversational Italian 2
- 0706360 AP Latin: Latin Literature
- 0706370 French Lang and Literature for International Studies 8 Honors
- 0706380 AP Russian
- 0708300 +Conversational Spanish 1
- 0708310 +Conversational Spanish 2
- 0708320 +Conversational Spanish 3
- 0708500 Pacesetter Spanish 1
- 0708510 Pacesetter Spanish 3
- 0708520 Pacesetter Spanish 4 (formerly Pacesetter Spanish 0709360)
- 0708550 IB Spanish 4 Language A IB
- 0708660 IB Spanish 5 Language A IB
- 0709360 Pacesetter Spanish
- 0715300 French Language and Literature for International Studies 1
- 0715310 French Language and Literature for International Studies 2
- 0715320 French Lang and Literature for International Studies 3 Honors
- 0715330 French Lang and Literature for International Studies 4 Honors
- 0715340 French Lang and Literature for International Studies 5 Honors
- 0715350 French Lang and Literature for International Studies 6 Honors
- 0715360 French Lang and Literature for International Studies 7 Honors
- 0715370 French Lang and Literature for International Studies 8 Honors
- 0715400 German Language and Literature for International Studies 1
- 0715410 German Language and Literature for International Studies 2
- 0715420 German Lang and Literature for International Studies 3 Honors
- 0715430 German Lang and Literature for International Studies 4 Honors
- 0715440 German Lang and Literature for International Studies 5 Honors
- 0715450 German Lang and Literature for International Studies 6 Honors
- 0715460 German Lang and Literature for International Studies 7 Honors
- 0715470 German Lang and Literature for International Studies 8 Honors
- 0715500 Spanish Language and Literature for International Studies 1
- 0715510 Spanish Lang and Literature for International Studies 2
- 0715520 Spanish Lang and Literature for International Studies 3 Honors
- 0715530 Spanish Lang and Literature for International Studies 4 Honors
- 0715540 Spanish Lang and Literature for International Studies 5 honors
- 0715550 Spanish Lang and Literature for International Studies 6 Honors
- 0715560 Spanish Lang and Literature for International Studies 7 Honors
- 0715570 Spanish Lang and Literature for International Studies 8 Honors
- 0715580 Italian Lang and Literature for International Studies 1
- 0715590 Italian Lang and Literature for International Studies 2
- 0715600 Italian Lang & Literature for International Studies 3 Honors
- 0715610 Italian Lang & Literature for International Studies 4 Honors
- 0715620 Italian Lang & Literature for International Studies 5 Honors
- 0715630 Italian Lang & Literature for International Studies 6 Honors
- 0715640 Italian Lang & Literature for International Studies 7 Honors
- 0715650 Italian Lang & Literature for International Studies 8 Honors

The following Fine Arts course(s) are no longer in the CCD:

- 0109300 AP Art-General Portfolio

(Note: Conversational languages are marked with a plus (+) sign to indicate that they are generally not preferred college prep classes and may not be accepted as college prep.)

The following Mathematics courses are no longer in the CCD:

- 1200350 Linear Algebra
- 1200360 Abstract Algebra
- 1200500 Pacesetter Mathematics 1
- 1200510 Pacesetter Mathematics 2
- 1201310 Analysis of Functions
- 1201320 IB Mathematics Analysis
- 1202330 Multivariate Calculus
- 1202350 Pacesetter Mathematics IV (New Title) 1
- 1202360 AICE Mathematics
- 1202800 IB Calculus
- 1204300 Differential Equations
- 1205400 Applied Mathematics 1
- 1205410 Applied Mathematics 2
- 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
- 1210310 IB Statistics & Intro Differential Calculus
- 1211800 IB Trigonometry
- 1212300 Discrete Mathematics
- 1213300 Elements of Mathematics 1
- 1213310 Elements of Mathematics 2
- 1213320 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
- 1220610 Linear Algebra
- 122061A Linear Algebra
- 1220612 Abstract Algebra
- 122061B Abstract Algebra
- 1220810 Differential Equations
- 122081A Differential Equations
- 1220812 Multivariate Calculus
- 122081B Multivariate Calculus
- 122091A Discrete Mathematics
- 1220910 Discrete Mathematics Honors
- 129830A Advanced Topics in Mathematics

The following SUS electives, but are no longer in the CCD:

- 1006311 Journalism 2 Honors
- 1006321 Journalism 3 Honors
- 1006322 Journalism 4 Honors
- 8209030 Business Systems & technology 2
- 8506310 Fashion Production 1
- 8506320 Fashion Production 2
- 8506330 Fashion Production 3
- 8506510 Custom Garment Making/Tailoring 4
- 8506520 Custom Garment Making/Tailoring 5
- 8506530 Custom Garment Making/Tailoring 6
- 8527011 Interior Design Services 1
- 8527012 Interior Design Services 2
- 8527013 Interior Design Services 3
- 8527014 Interior Design Services 4
- 8527015 Interior Design Services 5
- 8527016 Interior Design Services 6
- 8527017 Interior Design Services 7

- 0715650 Italian Lang & Literature for International Studies 5 Honors
Approved Elective Courses

POLICY: Freshman applicants to the SUS must have two or three additional high school credits as electives, depending on the year they entered high school:

- SUS applicants who entered high school before July 1, 2007 must have three additional high school credits as electives (with three math courses).
- SUS applicants who entered high school July 1, 2007 or after must have two additional high school credits as electives (with four math courses).

Students and counselors are advised to carefully consider the importance of elective coursework. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. The stronger an applicant’s preparation (including electives) is, the better their chances of admission to the university of his/her choice. Many students take additional courses classified as core as their electives.

Students who entered as high school freshmen July 1, 2000 to June 30, 2007 may complete the three elective requirements in any combination of courses listed in the CCD, as follows:

Up to three credits of:
- Level 2 courses in:
  - English/Language Arts
  - Mathematics
  - World Language
  - Social Science
  - Natural Science
  - Visual and Performing Arts (see CCD)
- Level 3 courses in any discipline (see CCD)

OR

Two credits 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 (see list on following page).

Students who entered as high school freshmen July 1, 2007 or later may complete the two elective requirements in any combination of courses listed in the CCD, as follows:

Two credits of:
- Level 2 courses in:
  - English/Language Arts
  - Mathematics
  - World Language
  - Social Science
  - Natural Science
  - 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 (see list on following page).

COUNSELOR ALERT: Students enrolled in either Algebra 1A and 1B or Applied Mathematics 1 and 2 may not be able to gain math credit above Algebra 2 unless they double up on math credit each year. These students are strongly encouraged to take rigorous academic credit for electives in order to possibly be competitive with other students.
For a comprehensive list of courses that will be considered as electives for SUS admissions consideration, please refer to the Bright Futures Scholarship Program CCT online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

STATISTICS ON SUS ADMISSION AND ENROLLMENT

Number Applied, Admitted, and Enrolled and Percent Admitted and Enrolled of First-Time-In-College Students – Fall 2013

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<th>USF</th>
<th>FAU</th>
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<td>11,341</td>
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SOURCE: Board of Governors, State University Database System (SUDS). SUS Fall 2013 Admission Files.

Middle Range of ACT Scores and High School Grade Point Averages of First-Time-In-College Students Admitted and Registered* - Fall 2013

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<th>UCF</th>
<th>FIU</th>
<th>UNF</th>
<th>FGCU</th>
<th>NCF</th>
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<td>3.7-4.2</td>
<td>3.0-3.6</td>
<td>3.7-4.2</td>
<td>3.3-3.9</td>
<td>3.1-3.9</td>
<td>3.6-4.2</td>
<td>3.5-4.1</td>
<td>3.6-4.3</td>
<td>3.0-3.7</td>
<td>3.7-4.3</td>
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</tbody>
</table>

SOURCE: Board of Governors, State University Database System (SUDS). SUS Fall 2013 Admission Files. *Includes First-Time-in-College Students admitted under the alternative admission program.

Averages of Sections of SAT by University First-Time-In-College Students Admitted and Registered* - Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>UF</th>
<th>FSU</th>
<th>FAMU</th>
<th>USF</th>
<th>FAU</th>
<th>UWF</th>
<th>UCF</th>
<th>FIU</th>
<th>UNF</th>
<th>FGCU</th>
<th>NCF</th>
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<td>638</td>
<td>616</td>
<td>481</td>
<td>592</td>
<td>537</td>
<td>535</td>
<td>620</td>
<td>578</td>
<td>610</td>
<td>515</td>
<td>660</td>
</tr>
<tr>
<td>Math Average</td>
<td>648</td>
<td>608</td>
<td>474</td>
<td>609</td>
<td>538</td>
<td>520</td>
<td>628</td>
<td>572</td>
<td>604</td>
<td>516</td>
<td>618</td>
</tr>
<tr>
<td>Writing Average</td>
<td>635</td>
<td>608</td>
<td>464</td>
<td>567</td>
<td>528</td>
<td>505</td>
<td>588</td>
<td>564</td>
<td>571</td>
<td>502</td>
<td>639</td>
</tr>
</tbody>
</table>

SOURCE: Board of Governors, State University Database System (SUDS). SUS Fall 2013 Admission Files. *Includes First-Time-in-College Students admitted under alternative admission program.

Total Undergraduate Headcount Enrollment, Fall 2013, by Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>UF</th>
<th>FSU</th>
<th>FAMU</th>
<th>USF</th>
<th>FAU</th>
<th>UWF</th>
<th>UCF</th>
<th>FIU</th>
<th>UNF</th>
<th>FGCU</th>
<th>NCF</th>
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<td>34,166</td>
<td>33,276</td>
<td>9,004</td>
<td>37,995</td>
<td>26,138</td>
<td>10,620</td>
<td>51,767</td>
<td>44,663</td>
<td>14,572</td>
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<td>88%</td>
<td>89%</td>
<td>72%</td>
<td>61%</td>
<td>71%</td>
<td>70%</td>
<td>58%</td>
<td>69%</td>
<td>77%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td>55%</td>
<td>61%</td>
<td>56%</td>
<td>56%</td>
<td>58%</td>
<td>55%</td>
<td>56%</td>
<td>55%</td>
<td>56%</td>
<td>57%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>66%</td>
<td>3%</td>
<td>57%</td>
<td>47%</td>
<td>67%</td>
<td>57%</td>
<td>10%</td>
<td>70%</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>Black</td>
<td>7%</td>
<td>8%</td>
<td>93%</td>
<td>10%</td>
<td>18%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>10%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19%</td>
<td>17%</td>
<td>1%</td>
<td>18%</td>
<td>25%</td>
<td>9%</td>
<td>22%</td>
<td>67%</td>
<td>9%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Asian</td>
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<td>2%</td>
<td>1%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>
2014-2015 SUS CONTACT INFORMATION

| Florida Agriculture & Mechanical University FHAC, G-9 Tallahassee, FL 32307-3200 Main: Toll Free (866) 642-1198 or (850) 599-3000 Admission: (850) 599-3796 Email: upgradmissions@famu.edu www.famu.edu www.famu.edu/index.cfm?Admissions |
| Florida Atlantic University 777 Glades Rd Boca Raton, FL 33431 Main: (561) 297-3000 Admission: (561) 297-3040 Email: admissions@fau.edu www.fau.edu www.fau.edu/admissions |
| Florida Gulf Coast University 10501 S FGCU Blvd, South Ft. Myers, FL 33965 Main: Toll Free (800) 590-3428 or (239) 590-1000 Admission: Toll Free (888) 889-1095 or (239) 590-7878 Email: admissions@fgcu.edu www.fgcu.edu www.fgcu.edu/admissions.asp |
| Florida International University 11200 SW 8th St – PC 140 Miami, FL 33199 Main: (305) 348-2000 Admission: (305) 348-2363 E-mail: admmiss@flu.edu www.fiu.edu admissions@fiu.edu |
| Florida Polytechnic University 439 S. Florida Avenue, Suite 300 Lakeland, FL 33801 Admission: (863) 583-9950 Email: admissions@floridapolytechnic.org http://floridapolytechnic.org/admissions/ |
| Florida State University P.O. Box 3062400 Tallahassee, FL 32306-2400 Main: (850) 644-2525 Admission: (850) 644-6200 Email: admissions@admin.fsu.edu www.fsu.edu www.fsu.edu/admissions.asp |
| New College of Florida S800 Bay Shore Rd Sarasota, FL 34243-2109 Main: (941) 487-5000 Email: admissions@ncf.edu www.ncf.edu |
| University of Central Florida Progress Energy – University Welcome Center 4000 Central Florida Blvd P.O. Box 16011 Orlando, FL 32816-0111 Main: (407) 823-2000 Admission: (407) 823-3000 Email: admission@mail.ucf.edu www.ucf.edu admissions.ucf.edu |
| University of Florida P.O. Box 114000 201 Criser Hall Gainesville, FL 32611 Main: (352) 392-3261 Admission: (352) 392-1365 Email: freshman@ufl.edu www.ufl.edu admissions.ufl.edu |
| University of North Florida 1 UNF Drive Jacksonville, FL 32224-5555 Main: (904) 620-1000 Admission: (904) 620-2624 Email: admissions@unf.edu www.unf.edu www.unf.edu/admissions |
| University of South Florida (Tampa) 4202 E. Fowler Ave SVC 1036 Tampa, FL 33620-6900 Main: (813) 974-2011 Admission: (813) 974-3350 Email: admission@admin.usf.edu www.usf.edu www.usf.edu/admissions |
| University of West Florida 11000 University Parkway Pensacola, FL 32514 Main: (850) 474-2000 Admission: Toll Free (800) 263-1074 or (850) 474-2230 Email: admissions@uwf.edu www.uwf.edu uwf.edu/admissions |

PRIVATE COLLEGES AND UNIVERSITIES

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

INDEPENDENT COLLEGES & UNIVERSITIES OF FLORIDA

The Independent Colleges and Universities of Florida (ICUF) consists of 31 private, higher education institutions. These colleges and universities award 26% of Florida's bachelor degrees. ICUF institutions are non-profit, Florida-based and (like Florida public universities and colleges) accredited by SACS. They serve more than 150,000 students at 135 sites around the state. They offer bachelor degree opportunities on 13 Florida college campuses. Institutional enrollments vary from approximately 200 to over 26,000 students. At ICUF institutions, nearly 90% of the course sections have fewer than 30 students. These institutions are funded through student tuitions 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; scholarships from the Florida Independent
College Fund; and the Florida Residence Access Grant (FRAG). Ninety-two percent of full-time, first-time undergraduate students at ICUF institutions receive financial aid. For more information, visit [www.icuf.org](http://www.icuf.org).

**STATISTICS ON ICUF ADMISSION AND ENROLLMENT**

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<tr>
<th>Institution Name</th>
<th># Applied</th>
<th># Admitted</th>
<th>%Adm/App</th>
<th># Enrolled</th>
<th>%Enr/Adm</th>
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<td>2,110</td>
<td>282</td>
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<td>21%</td>
</tr>
<tr>
<td>Ave Maria University</td>
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<tr>
<td>Institution Name</td>
<td>Grand total</td>
<td>% Am. Indian or Alaska Native</td>
<td>% Asian, Native Hawaiian or Pacific Islander</td>
<td>% Black or African American</td>
<td>% Hispanic</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<tr>
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<td>13%</td>
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<td>6%</td>
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<td>15%</td>
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<td></td>
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<tr>
<td>Adventist University of Health Sciences</td>
<td>671 Winyah Drive, Orlando, FL 32803</td>
<td>(407) 303-7742 <a href="http://www.adu.edu/">http://www.adu.edu/</a></td>
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<tr>
<td>Ave Maria University</td>
<td>5050 Ave Maria Blvd, Ave Maria, FL 34142-9505</td>
<td>(239) 280-2500 <a href="http://www.avemaria.edu">http://www.avemaria.edu</a></td>
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<tr>
<td>Barry University</td>
<td>11300 NE Second Avenue, Miami Shores, FL 33161</td>
<td>(305) 899-3000 (800) 756-6000 (toll free) <a href="http://www.barry.edu/">http://www.barry.edu/</a></td>
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<tr>
<td>Beacon College</td>
<td>105 E Main Street, Leesburg, FL 34748</td>
<td>(855) 220-5374 (toll free) <a href="http://www.beaconcollege.edu">http://www.beaconcollege.edu</a></td>
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<tr>
<td>Bethune-Cookman University</td>
<td>640 Dr. Mary McLeod, Daytona Beach, FL 32114</td>
<td>(386) 481-2000 <a href="http://www.bethencookman.edu">http://www.bethencookman.edu</a></td>
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<tr>
<td>Clearwater Christian College</td>
<td>3400 Gulf-to-Bay Blvd, Clearwater, FL 33759</td>
<td>(727) 726-1153 <a href="http://www.clearwater.edu/">http://www.clearwater.edu/</a></td>
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<tr>
<td>Eckerd College</td>
<td>4200 54th Avenue South, St. Petersburg, FL 33711</td>
<td>(727) 867-1166 (800) 456-9000 (toll free) <a href="http://www.eckerd.edu/">http://www.eckerd.edu/</a></td>
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<tr>
<td>Edward Waters College</td>
<td>1658 Kings Road, Jacksonville, FL 32209</td>
<td>(904) 470-8000 (888) 898-3191 (toll free) <a href="http://www.edwardwaters.edu/">http://www.edwardwaters.edu/</a></td>
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<tr>
<td>Embry-Riddle Aeronautical University</td>
<td>600 S Clyde Morris Blvd, Daytona Beach, FL 32114</td>
<td>(386) 226-6000 (800) 222-3728 (toll free) <a href="http://www.erau.edu/">http://www.erau.edu/</a></td>
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<tr>
<td>Everglades University</td>
<td>5002 T-Rex Avenue, #100, Boca Raton, FL 33431</td>
<td>(561) 912-1211 (888) 772-6077 (toll free) <a href="http://www.evergladesuniversity.edu">http://www.evergladesuniversity.edu</a></td>
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<tr>
<td>Flagler College</td>
<td>74 King Street, St. Augustine, FL 32084</td>
<td>(904) 829-6481 (800) 304-4208 (toll free) <a href="http://www.flagler.edu/">http://www.flagler.edu/</a></td>
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<tr>
<td>Florida College</td>
<td>15800 NW 42nd Avenue, Miami Gardens, FL 33054</td>
<td>(305) 626-3600 <a href="http://www.flmuniav/">http://www.flmuniav/</a></td>
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<tr>
<td>Florida Institute of Technology</td>
<td>150 W University Blvd, Melbourne, FL 32901</td>
<td>(321) 674-8000 <a href="http://www.fit.edu/">http://www.fit.edu/</a></td>
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<tr>
<td>Florida Memorial University</td>
<td>15800 NW 42nd Avenue, Miami Gardens, FL 33054</td>
<td>(305) 626-3600 <a href="http://www.flmuniav/">http://www.flmuniav/</a></td>
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<tr>
<td>Florida Southern College</td>
<td>111 Lake Hollingsworth Drive, Lakeland, FL 33801</td>
<td>(863) 680-4111 <a href="http://www.flsouthern.edu/">http://www.flsouthern.edu/</a></td>
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<tr>
<td>Hodges University</td>
<td>2655 Northbrooke Drive, Naples, FL 34119</td>
<td>(800) 466-8017 (toll free) <a href="http://www.hodges.edu/">http://www.hodges.edu/</a></td>
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<tr>
<td>Jacksonville University</td>
<td>2800 University Blvd North, Jacksonville, FL 32211</td>
<td>(800) 225-2027 (toll free) <a href="http://www.ju.edu/">http://www.ju.edu/</a></td>
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<tr>
<td>Keiser University</td>
<td>1500 NW 49th Street, Fort Lauderdale, FL 33309</td>
<td>(888) 534-7379 (toll free) <a href="http://www.keiseruniversity.edu">http://www.keiseruniversity.edu</a></td>
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<tr>
<td>Lynn University</td>
<td>3601 North Military Trail, Boca Raton, FL 33431</td>
<td>(561) 237-7000 (800) 888-5966 (toll free) <a href="http://www.lynn.edu/">http://www.lynn.edu/</a></td>
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<tr>
<td>Nova Southeastern University</td>
<td>3301 College Avenue, Ft. Lauderdale, FL 33314</td>
<td>(800) 541-6682 (toll free) <a href="http://www.nova.edu/">http://www.nova.edu/</a></td>
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<tr>
<td>Palm Beach Atlantic University</td>
<td>901 S Flagler Drive, West Palm Beach, FL 33401</td>
<td>(888) 468-6722 (toll free) <a href="http://www.pba.edu/">http://www.pba.edu/</a></td>
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<tr>
<td>Ringling College of Art and Design</td>
<td>2700 North Tamiami Trail, Sarasota, FL 34234</td>
<td>(941) 351-5100 (800) 255-7695 (toll free) <a href="http://www.ringling.edu/">http://www.ringling.edu/</a></td>
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<tr>
<td>Rollins College</td>
<td>1000 Holt Ave, Winter Park, FL 32789</td>
<td>(407) 646-2000 <a href="http://www.rollins.edu/">http://www.rollins.edu/</a></td>
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<tr>
<td>Saint Leo University</td>
<td>33701 State Road 52, Saint Leo, FL 33574</td>
<td>(352) 588-8200 (800) 334-5532 (toll free) <a href="http://www.saintleo.edu/">http://www.saintleo.edu/</a></td>
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<tr>
<td>Southeastern University</td>
<td>1000 Longfellow Blvd, Lakeland, FL 33801</td>
<td>(863) 667-5018 (800) 500-8760 (toll free) <a href="http://www.seu.edu/">http://www.seu.edu/</a></td>
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<tr>
<td>St. Thomas University</td>
<td>16401 NW 37th Ave, Miami Gardens, FL 33054</td>
<td>(305) 628-6546 (800) 367-9010 (toll free) <a href="http://www.stu.edu/">http://www.stu.edu/</a></td>
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<tr>
<td>Stetson University</td>
<td>421 N Woodland Blvd, DeLand, FL 32723</td>
<td>(386) 822-7100 (800) 688-0101 (toll free) <a href="http://www.stetson.edu/">http://www.stetson.edu/</a></td>
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<tr>
<td>University of Miami</td>
<td>1320 S Dixie Highway, Coral Gables, FL 33124</td>
<td>(305) 284-2211 <a href="http://www.miami.edu/">http://www.miami.edu/</a></td>
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<tr>
<td>The University of Tampa</td>
<td>401 W Kennedy Blvd, Tampa, FL 33606</td>
<td>(813) 253-3333 <a href="http://www.ut.edu/">http://www.ut.edu/</a></td>
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<tr>
<td>Warner University</td>
<td>13895 Hwy 27, Lake Wales, FL 33859</td>
<td>(863) 638-7212 (800) 309-9563 (toll free) <a href="http://www.warner.edu/">http://www.warner.edu/</a></td>
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</table>
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 DOE’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 2013-2014 fiscal year, 436 degree-granting institutions were under the jurisdiction of the Commission. Total reported enrollment for these degree programs was 221,211. There were 56,409 graduates reported from these degree programs. Currently, 356 (82%) of these degree-granting institutions are accredited by one or more regional or national accrediting agencies. A complete listing of these independent colleges and universities are available at the Commission’s website (http://www.fldoe.org/policy/commission-for-independent-edu/index.stml). You may also call the Commission at (850) 245-3200.

If you have any complaints about these independent postsecondary institutions, call the Consumer Protection Hotline at 1-888-224-6684.

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

2014-2015 COMMISSION DEGREE-GRANTING INSTITUTION CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
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<tr>
<td>Academy for Five Element Acupuncture, Inc.</td>
<td>305 SE 2nd Avenue, Gainesville, FL 32601</td>
<td>(352) 335-2332</td>
<td><a href="http://www.acupuncturist.edu">www.acupuncturist.edu</a></td>
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<tr>
<td>Academy for Nursing and Health Occupations</td>
<td>5154 Okeechobee Boulevard, Suite 201, West Palm Beach, FL 33417</td>
<td>(561) 683-1400</td>
<td><a href="http://www.ANHO.edu">www.ANHO.edu</a></td>
</tr>
<tr>
<td>Acupuncture and Massage College</td>
<td>10506 North Kendall Drive, Miami, FL 33176</td>
<td>(305) 595-9500</td>
<td><a href="http://www.amcollege.edu">www.amcollege.edu</a></td>
</tr>
<tr>
<td>Adolfo Ibanez School of Management, Inc.</td>
<td>1200 Brickell Ave. Suite 300, Miami, FL 33131</td>
<td>(305) 416-6015</td>
<td><a href="http://www.adolfoibanez.com">www.adolfoibanez.com</a></td>
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<tr>
<td>Allied Health Institute</td>
<td>51 N. State Road 7, Plantation, FL 33317</td>
<td>(866) 251-3244</td>
<td><a href="http://www.alliedhealthinstitute.edu">www.alliedhealthinstitute.edu</a></td>
</tr>
<tr>
<td>American Academy of Clinical Sexologists</td>
<td>3203 Lawton Road, Suite 170, Orlando, FL 32803</td>
<td>(407) 645-1641</td>
<td><a href="http://www.esextherapy.com">www.esextherapy.com</a></td>
</tr>
<tr>
<td>American College for Medical Careers</td>
<td>5959 Lake Ellenor Drive, Orlando, FL 32809</td>
<td>(407) 738-4488</td>
<td><a href="http://www.aihealthcollege.com">www.aihealthcollege.com</a></td>
</tr>
<tr>
<td>American College of Applied Science, Inc.</td>
<td>405 S. Summit Street, Suite F, Crescent City, FL 32112-3048</td>
<td>(800) 403-3347</td>
<td><a href="http://amcollege.us">http://amcollege.us</a></td>
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<tr>
<td>American College of Brazilian Studies</td>
<td>37 N. Orange Avenue, Suite 500, Orlando, FL 32801</td>
<td>(866) 782-6272</td>
<td><a href="http://www.ambracollege.com">www.ambracollege.com</a></td>
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</table>
American College of Education
37 North Orange Avenue, Suite 521
Orlando, FL 32801
(317) 829-9417
www.ace.edu

American College of Health and Technology
Davie, FL 33024
(855) 884-6687
www.myamericancollege.com

American Intercontinental University
2250 N. Commerce Pkwy.
Weston, FL 33326
(954) 446-6700
www.aiuunv.edu/south-florida

American International University
3970 West Flagler Street, Suite 202
Miami, FL 33134
(305) 648-2111
www.aiueducation.com

American Medical Academy
12215 Southwest 112th Street
Miami, FL 33186
(305) 271-6555
www.ama.edu

American Medical and Dental Institute
7821 Coral Way, Suite 100
Miami, FL 33155
(786) 464-0046
www.americanmedicaldentalinstitute.com

American Meridian University
1444 Biscayne Boulevard, Suite 115
Miami, FL 33132
(305) 434-0277
www.amu-edu.com

American University of Leadership
1507 S. Hiawassee Road, Suite 113
Orlando, FL 32835
(407) 248-1490
www.aulm.us

American University of the Caribbean School of Medicine
901 Ponce De Leon Blvd., Suite 700
Coral Gables, FL 33134
(305) 446-0600
www.aucmed.edu

Anthem College
3710 Maguire Blvd.
Orlando, FL 32803
(407) 893-7400
www.anthem.edu/orlando-florida/

Antigua College International, Inc.
7500 NW 25th Street, #237
Miami, FL 33122
(786) 391-1167
www.antiguacollegeinternational.com

Argosy University
5250 17th Street
Sarasota, FL 34235
(941) 554-1600
http://www.argosy.edu/sarasota-florida

ASA College
3909 NE 163rd Street
North Miami Beach, FL 33160
(786) 279-1742
www.asa.edu

Asbury Theological Seminary
8401 Valencia College Lane
Orlando, FL 32825
(407) 482-7550
www.asburyseminary.edu

Asbury University
8401 Valencia College Lane
Orlando, FL 32825
(859) 858-3511
www.asbury.edu

ATA Career Education
7351 Spring Hill Drive, Suite 11
Spring Hill, FL 34606
(352) 684-3007
www.atacareer.edu

ATI Career Training Center
2890 NW 62nd Street
Ft. Lauderdale, FL 33309
(954) 973-4760
www.aticareertraining.edu

ATI Career Training Center
3501 NW 9th Avenue
Oakland Park, FL 33309
(954) 563-5899
www.aticareertraining.edu

ATI Career Training Center
7265 NW 25th Street
Miami, FL 33122
(305) 591-3060
www.aticareertraining.edu
Florida Career College - Margate
3271 N. State Road 7
Margate, FL 33063
(561) 689-0550
www.careercollege.edu

Florida Career College - Miami
1321 SW 107th Ave., Suite 201B
Miami, FL 33174
(305) 553-6065
www.careercollege.edu

Florida Career College - Pembroke Pines
7891 Pines Boulevard
Pembroke Pines, FL 33024
(954) 965-7272
www.careercollege.edu

Florida Career College - Riverview
9950 Princess Palm Avenue, Suite 100
Tampa, FL 33619
(813) 621-5775
www.careercollege.edu

Florida Career College - West Palm Beach
6058 Okeechobee Blvd.
West Palm Beach, FL 33417
(561) 689-0550
www.careercollege.edu

Florida Coastal School of Law
8787 Baypine Road
Jacksonville, FL 32256
(904) 680-7706
www.2617

Florida College of Integrative Medicine
7100 Lake Ellenor Drive
Orlando, FL 32809
(407) 888-8689
www.fcim.edu

Florida College of Natural Health
2600 Lake Lucien Dr., Suite 140
Maitland, FL 32751
(407) 261-0319
www.fcnh.com

Florida College of Natural Health
7925 N.W. 12th Street Suite #201
Miami, FL 33126
(305) 597-9599
www.fcnh.com

Florida College of Natural Health
2001 West Sample Road Suite #100
Pompano Beach, FL 33064
(954) 975-6400
www.fcnh.com

Florida College of Natural Health
616 67th Street Circle East
Bradenton, FL 34208
(941) 744-1244
www.fcnh.com

Florida Education Institute, Inc.
5818 SW 8th Street
Miami, FL 33144
(305) 263-9990
www.fei.edu

Florida Global University
1400 NW 107th Avenue, Suite 300
Doral, FL 33172
(800) 341-6744
www.fgu.edu

Florida Health Institute
5460 North State Road 7, Suite 101
Ft. Lauderdale, FL 33319
(954) 733-5334
www.floridanursingacademy.com

Florida International College
5750 Major Blvd., Suite 220
Orlando, FL 32819
(407) 203-3885
http://floridaintlcollege.com

Florida Medical College
8660 W. Flagler Street, Suite 215
Miami, FL 33144
(305) 447-6811
www.fmedcollege.com

Florida Medical Training Institute
7451 Wiles Road, Suite 105
Coral Springs, FL 33067
(954) 752-1414
www.lincolnedu.com/schools/florida-medical-training-institute

Florida National University
4425 W. 20th Ave.
Hialeah, FL 33012
(305) 821-3333
www.fnc.edu

Florida National University
11865 SW 26 St., Unit H3
Miami, FL 33175
(305) 226-9999
www.fnc.edu

Florida National University
4206 W. 12 Ave.
Hialeah, FL 33012
(305) 231-3326
www.fnc.edu
Jersey College
8131 Baymeadows Circle West, Suite 101
Jacksonville, FL 32256
(904) 733-3588
www.jerseycollege.edu

Jersey College
2307 West Broward Blvd.
Fort Lauderdale, FL 33312
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www.jerseycollege.edu

Johnson & Wales University
1701 NE 127th St.
North Miami, FL 33181
(305) 892-7031
www.jwu.edu

Johnson University - Florida
1011 Bill Beck Blvd.
Kissimmee, FL 34744
(407) 569-1337
www.fcc.edu

Jones College
5353 Arlington Expressway
Jacksonville, FL 32211-5588
(904) 743-1122
www.jones.edu

Jones College
1195 Edgewood Ave., South
Jacksonville, FL 32205
(904) 743-1122
www.jones.edu

Jones Technical Institute
8813 Western Way
Jacksonville, FL 32256
(904) 328-5600
www.jtech.org

Jose Maria Vargas University
10131 Pines Blvd.
Pembroke Pines, FL 33026
(866) 650-JMVU
www.jmvu.com

Kaplan College
7450 Beach Boulevard
Jacksonville, FL 32216
(904) 855-2400
www.jacksonville.kaplancollege.com

Kaplan University
12650 Ingenuity Drive
Orlando, FL 32826-2703
(866) 527-5268
www.kaplanuniversity.edu

Kaplan University
1601 SW 80th Terrace
Plantation, FL 33324
(866) 527-5268
www.kaplanuniversity.edu

Kellogg School of Management
95 Merrick Way, Suite 100
Coral Gables, FL 33134
(305) 442-7780
www.kellogg.northwestern.edu

Kenney College
1420 Celebration Blvd. Suite 200
Celebration, FL 34747
(888) 275-2159
www.kenneymba.com

Key College
225 E Dania Beach Blvd
Dania Beach, FL 33004
(954) 923-4440
www.keycollege.edu

Lake Erie College of Osteopathic Medicine
5000 Lakewood Ranch Blvd.
Bradenton, FL 34211-4909
(941) 756-0941
www.lecom.edu

Larkin Health Sciences Institute
5996 SW 70th Street
South Miami, FL 33143
(305) 284-7700
www.larkinhospital.com

Larkin School of Nursing
6140 SW 70th Street
Miami, FL 33143
(305) 284-7723
larkinschoolofnursing.com

Law Enforcement College
1975 E. Sunrise Blvd., Suite 405
Ft. Lauderdale, FL 33304
(800) 905-7584
www.LawEnforcementCollege.org

Le Cordon Bleu College of Culinary Arts
3221 Enterprise Way
Miramar, FL 33025
(954) 628-4412
www.chefs.edu
Medtech Institute  
1900 North Alafaya Trail, Suite 100  
Orlando, FL 32826  
(407) 691-3391  
www.medtech.edu

Mercy Hospital College of Nursing, a Program of Plantation General Hospital  
3663 South Miami Avenue  
Miami, FL 33133  
(305) 285-2777  
www.mercymiami.com/professionals/college-of-nursing

Meridian College  
7020 Professional Parkway East, Suite 200  
Sarasota, FL 34240  
(941) 377-4880  
www.meridian.edu

Miami International University of Art and Design  
1501 Biscayne Blvd. Suite 100  
Miami, FL 33132-1418  
(305) 428-5700  
www.aimiu.artinstitute.edu

Millennia Atlantic University  
3801 NW 97th Avenue, Suite 100  
Doral, FL 33178  
(786) 331-1000  
www.maufl.edu

Miller's College of Nursing  
1830 N. Main Street  
Kissimmee, FL 34744  
(407) 846-3636  
http://www.millerscollegeofnursing.com/program.html

Naaleh College  
16375 NE 18th Ave., Suite 304  
North Miami Beach, FL 33162  
(305) 944-0035  
www.naalehcollege.com

National Aviation Academy  
6225 Ulmerton Road  
Clearwater, FL 33760  
(727) 531-2080  
www.naa.edu

National Louis University - Florida Regional Center  
4950 West Kennedy Blvd., Suite 300  
Tampa, FL 33609-1837  
(813) 286-8087  
www.nl.edu

National University  
3201 East Colonial Dr., #F-24  
Orlando, FL 32803  
(407) 254-1230  
www.nu.edu
Sanford-Brown Institute
1201 W. Cypress Creek Road
Ft. Lauderdale, FL 33309
(954) 308-7400
www.sanfordbrown.edu/fort-lauderdale.com

Sanford-Brown Institute
10255 Fortune Parkway, Unit 501
Jacksonville, FL 32256
(904) 363-6221
www.sanfordbrown.edu/jacksonville

Sanford-Brown Institute
5701 E. Hillsborough Ave., Suite 1417
Tampa, FL 33610
(813) 621-0072
www.sanfordbrown.edu/tampa

Sanford-Brown Institute
5959 Lake Ellenor Drive
Orlando, FL 32809
(407) 393-1464
http://www.sanfordbrown.edu/orlando

Sarasota University
7313 Merchant Court, Suite G
Sarasota, FL 34240
(866) 582-8448
www.sarasotauniversity.org

Schiller International University
8560 Ulmerton Road
Largo, FL 33771
(727) 736-5082
www.schiller.edu

Siena Education Center, LLC.
7272 W. Oakland Park Blvd.
Lauderhill, FL 33313
(954) 484-4443
www.sienaeducation.com

Sigma College
1260 E. Oakland Park Blvd.
Oakland Park, FL 33334
(954) 485-0215
www.sigmacollege.net

Sigma Institute of Health Careers
4670 N. State Road 7, Suite 204
Coconut Creek, FL 33073
(561) 708-2519
www.sigmacollege.net

South Florida Bible College & Theological Seminary
1100 South Federal Highway
Deerfield Beach, FL 33441
(954) 545-4500
www.sfbc.edu

South Florida Medical College
1111 Park Centre Blvd. Suite 102
Miami Gardens, FL 33169
(305) 625-2112
http://sfmedicalcollege.com

South University - Orlando
Millenia Park One, 4901 Vineland Road, Suite 190
Orlando, FL 32811
(813) 393-3800
www.southuniversity.edu

South University - Tampa Campus
4401 North Himes Avenue, Suite 175
Tampa, FL 33614
(813) 393-3800
www.southuniversity.edu

South University - West Palm Beach Campus
University Centre, 9801 Belvedere Road
Royal Palm Beach, FL 33411
(561) 273-6500
www.southuniversity.edu

Southeastern College
6700 Southpoint Parkway, Suite 400
Jacksonville, FL 32216
(904) 448-9499
www.sec.edu

Southeastern College
6812 Forest Hill Boulevard, Suite #D-1
Greenacres, FL 33413
(561) 433-2330
www.sec.edu

Southeastern College
17395 NW 59th Avenue
Miami Lakes, FL 33015
(305) 820-5003
www.sec.edu

Southeastern College
6014 US Hwy. 19 N., Suite 250
New Port Richey, FL 34652
(727) 847-6855
www.sec.edu

Southeastern College
11208 Blue Heron Boulevard, Suite A
St. Petersburg, FL 33716
(727) 576-6500
www.sec.edu

Southeastern College
5225 Memorial Highway
Tampa, FL 33634
(813) 961-2837
www.sec.edu
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<th>Institution</th>
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<td>Southeastern Technical Careers Institute, Inc.</td>
<td>8461 Lake Worth Road, Suite 236</td>
<td>(561) 791-6184</td>
<td><a href="http://www.STCi">www.STCi</a> florida.com</td>
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<tr>
<td>Southern Illinois University - Jacksonville</td>
<td>NAS Jacksonville Bldg.110, Box 114</td>
<td>(904) 778-3130</td>
<td><a href="http://distanceeducation.siu.edu">http://distanceeducation.siu.edu</a></td>
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<td>Southern Illinois University - Mayport NS</td>
<td>3604 Mayport Rd., Bldg 460</td>
<td>(904) 246-4549</td>
<td><a href="http://distanceeducation.siu.edu">http://distanceeducation.siu.edu</a></td>
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<td>Southern Illinois University - Pensacola NAS</td>
<td>250 Chambers Ave., Bldg. 634, Suite 13</td>
<td>(850) 455-2449</td>
<td><a href="http://distanceeducation.siu.edu">http://distanceeducation.siu.edu</a></td>
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<td>Southern Illinois University - Pensacola NH</td>
<td>250 Chambers Avenue, Bldg. 634, Ste. 13</td>
<td>(850) 455-2449</td>
<td><a href="http://distanceeducation.siu.edu">http://distanceeducation.siu.edu</a></td>
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<tr>
<td>Southern Technical College</td>
<td>1685 Medical Lane</td>
<td>(239) 939-4766</td>
<td><a href="http://www.swfc.edu">www.swfc.edu</a></td>
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<td>Southern Technical College</td>
<td>3910 Riga Boulevard</td>
<td>(813) 630-4401</td>
<td><a href="http://www.swfc.edu">www.swfc.edu</a></td>
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<tr>
<td>Southern Technical College</td>
<td>1485 Florida Mall Avenue</td>
<td>(407) 438-6000</td>
<td><a href="http://www.southerntech.edu">www.southerntech.edu</a></td>
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<tr>
<td>Southern Technical College, Auburndale</td>
<td>298 Havendale Boulevard</td>
<td>(863) 551-1112</td>
<td><a href="http://www.southerntech.edu">www.southerntech.edu</a></td>
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<td>Southern Technical College, Brandon</td>
<td>608 E. Bloomingdale Avenue</td>
<td>(813) 654-8800</td>
<td><a href="http://www.southerntech.edu">www.southerntech.edu</a></td>
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<tr>
<td>Southern Technical College, Mt. Dora</td>
<td>2799 W. Old Highway 441</td>
<td>(352) 383-4242</td>
<td><a href="http://www.southern">www.southern</a> tech.edu</td>
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<td>Southern Technical College, Sanford</td>
<td>2910 S. Orlando Drive</td>
<td>(407) 323-4141</td>
<td><a href="http://www.southern">www.southern</a> tech.edu</td>
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<td>Southwest Florida College</td>
<td>950 Tamiami Trail, Suite 109</td>
<td>(941) 391-8888</td>
<td><a href="http://www.swfc.edu">www.swfc.edu</a></td>
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<td>Southwest Florida Technical Institute</td>
<td>6513 14th Street, West, Suite 103</td>
<td>(941) 727-2273</td>
<td>sftinursing.net</td>
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<td>Springfield College, Inc.</td>
<td>10117 Princess Palm Ave., Suite 200</td>
<td>(813) 626-3831</td>
<td><a href="http://www.springfieldcollege.edu/shs">www.springfieldcollege.edu/shs</a></td>
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<tr>
<td>St. George’s University School of Medicine</td>
<td>Miami Children’s Hospital, 3100 S.W. 62nd Street</td>
<td>(800) 899-6337</td>
<td><a href="http://www.sgu.edu">www.sgu.edu</a></td>
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<td>St. John Vianney College Seminary</td>
<td>2900 SW 87 Ave.</td>
<td>(305) 223-4561</td>
<td><a href="http://www.sjvcs.edu">www.sjvcs.edu</a></td>
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<tr>
<td>St. Matthew’s University School of Medicine</td>
<td>12124 High Tech Avenue, Suite 350</td>
<td>(407) 488-1700</td>
<td><a href="http://www.stmatthews.edu">www.stmatthews.edu</a></td>
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<tr>
<td>St. Petersburg Seminary and Yeshiva</td>
<td>3190 Gulf to Bay Blvd.</td>
<td>(727) 399-0276</td>
<td><a href="http://www.sptseminary.edu">www.sptseminary.edu</a></td>
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<tr>
<td>Strayer University</td>
<td>4902 Eisenhower Boulevard, Suite 100</td>
<td>(813) 882-0100</td>
<td><a href="http://www.strayer.edu/campus/tampa-westshore">http://www.strayer.edu/campus/tampa-westshore</a></td>
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The Art Institute of Jacksonville
8775 Baypine Road
Jacksonville, FL 32256-8528
(904) 486-3000
www.aii.edu/jacksonville

The Art Institute of Tampa
Tampa Bay Business Park 4401 N. Himes Ave., Suite 150
Tampa, FL 33614
(813) 873-2112
www.aii.edu/tampa

The Baptist College of Florida
5400 College Drive
Graceville, FL 32440-1831
(800) 328-2660
www.baptistcollege.edu

The Baptist College of Florida
3000 South John Young Pkwy.
Orlando, FL 32805
(407) 514-4202
www.baptistcollege.edu

The Baptist College of Florida
124 West Ashley Street
Jacksonville, FL 32202
(904) 366-1353
www.baptistcollege.edu

The Baptist College of Florida
1836 E. Olive Road
Pensacola, FL 32514
(850) 476-1932
www.baptistcollege.edu

The Baptist College of Florida
901 E. Business Highway 98
Panama City, FL 32401
(850) 769-4021
baptistcollege.edu

The Baptist College of Florida
700 Good Homes Road
Orlando, FL 32818
(407) 514-4202
baptistcollege.edu

The Institute of Interior Design at Southwest Florida College
24311 Walden Center Drive, Suite 101
Bonita Springs, FL 34134
(239) 221-7249
www.swfc.edu

The National Graduate School of Quality Management
9220 Bonita Beach Road, Suite 200/16
Bonita Springs, FL 34135
(800) 838-2580
www.ngs.edu

The Open University
2040 Whitfield Avenue
Sarasota, FL 34243
(941) 752-2949
www.rfdn.org

The Praxis Institute
1850 Southwest 8th Street, 4th Floor
Miami, FL 33135
(305) 642-4104
www.the-praxisinstitute.com

The Praxis Institute
4162 W. 12th Ave.
Hialeah, FL 33012
(305) 556-1424
www.the-praxisinstitute.com

Thomas M. Cooley Law School
9445 Camden Field Parkway
Riverview, FL 33578
(813) 419-5100
www.cooley.edu

Thomas University
2626 Capital Medical Blvd
Tallahassee, FL 32308
(229) 227-6907
www.thomasu.edu

Thomas University
444 Appleyard Drive
Tallahassee, FL 32304
(229) 226-1621
www.thomasu.edu

Thunderbird School of Global Management
175 SW 7th Street, Suite 1615
Miami, FL 33130
(305) 592-8806
www.thunderbird.edu/globalmba

Touro College South
1703 Washington Avenue
Miami Beach, FL 33139-7541
(305) 535-1066
www.tourosouth.touro.edu

Trinity Baptist College
800 Hammond Blvd.
Jacksonville, FL 32221-1398
(904) 596-2400
www.tbc.edu

Trinity College of Florida
2430 Welbilt Blvd.
Trinity, FL 34655
(727) 376-6911
www.trinitycollege.edu
Universidad Del Este  
3655 West Waters Ave.  
Tampa, FL 33614  
(813) 932-7500  
www.suagm.edu/florida

Universidad Del Turabo  
5601 S. Semoran Boulevard, Suite 55  
Orlando, FL 32822  
(888) 378-8342  
www.suagm.edu/florida

Universidad Del Turabo  
3520 Enterprise Way  
Miramar, FL 33025  
(888) 378-8342  
www.suagm.edu/florida

Universidad Metropolitana  
5601 S. Semoran Blvd., Suite 55  
Orlando, FL 32822  
(407) 207-3363  
www.suagm.edu/florida

Universidad Metropolitana  
3520 Enterprise Way  
Miramar, FL 33025  
(954) 885-5595  
www.suagm.edu

Universidad Metropolitana  
3655 West Waters Ave.  
Tampa, FL 33614  
(813) 932-7500  
www.suagm.edu/florida

University of Arkansas  
221 Lukasik Ave. C/O Box 9056  
Hurlburt Field AFB, FL 32544  
(850) 884-3844  
www.msom.uark.edu

University of Fort Lauderdale  
4093 NW 16th Street  
Lauderhill, FL 33313  
(954) 486-7728  
www.uftl.edu

University of Oklahoma  
221 Lukasik Avenue  
Hurlburt Field, FL 32544-5416  
(850) 581-3000  
www.goOU.ou.edu

University of Phoenix - Kendall Learning Center  
13400 SW 120th Street, Suite 300  
Miami, FL 33186  
(954) 628-1637  
www.phoenix.edu

University of Phoenix - Miami Learning Center  
11410 NW 20th Street, Suite 100  
Miami, FL 33172  
(305) 382-5303  
www.phoenix.edu

University of Phoenix - Palm Beach Gardens - DoubleTree Hotel and Meeting Center  
4431 PGA Boulevard  
Palm Beach Gardens, FL 33410  
(954) 628-1637  
www.phoenix.edu

University of Phoenix - Sarasota - Hyatt Regency Sarasota  
1000 Blvd. of the Arts  
Sarasota, FL 34236  
(407) 393  
www.phoenix.edu

University of Phoenix - South Florida Main Campus  
2400 SW 145th Avenue  
Miramar, FL 33027  
(954) 628-1637  
www.phoenix.edu

University of Phoenix, Inc. - Central Florida Campus  
2290 Lucien Way Suite 400  
Maitland, FL 32751  
(407) 667-0555  
www.phoenix.edu

University of Phoenix, Inc. - Cypress Creek Learning Center  
550 W. Cypress Creek Rd., Suite 150  
Ft. Lauderdale, FL 33309  
(954) 628-1637  
www.phoenix.edu

University of Phoenix, Inc. - North Florida Campus  
4500 Salisbury Rd N., Suite 200  
Jacksonville, FL 32216  
(904) 245-6901  
www.phoenix.edu

University of Phoenix, Inc. - Oakleaf II Learning Center  
9785 Crosshill Boulevard  
Jacksonville, FL 32222-5823  
(904) 245-6901  
www.phoenix.edu

University of Phoenix, Inc. - Oakleaf Learning Center  
9775 Crosshill Blvd., Suite A-1, A-2  
Jacksonville, FL 32222  
(904) 245-6901  
www.phoenix.edu
OVERVIEW OF MISSION
Institutions that offer postsecondary career and technical education, which includes colleges and technical centers, provide job preparatory and continuing workforce education training to high school graduates, dually-enrolled high school students, adults who have left school before graduation, and adults returning for additional postsecondary training for occupational retention or enhancement. Programs are directly related to employment and are suited to the needs, interests, and abilities of students.

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

- Agriculture, Food, and Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business, Management & Administration
- Education & Training
- Energy
- Engineering & Technology Education
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing, Sales & Service
- Transportation, Distribution & Logistics

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

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

- **Occupational proficiency courses**: An occupational proficiency course includes instruction in a specific occupation or cluster of closely related occupations in order to develop skills needed for employment. Such courses are provided if students are preparing to enter an occupation or a registered apprenticeship program, or for those who are already employed but want to update or learn new knowledge and skills in order to achieve job stability or advancement.

- **Remedial education courses**: A remedial education course consists of instruction to correct any education deficiencies.

- **Career and Technical Student Organizations (CTSOs)**: When provided, CTSOs are an integral part of the career and technical education programs. The activities of CTSOs are part of the curriculum.

- **Apprenticeship**: Career and Technical Education postsecondary centers cooperate with local apprenticeship committees and provide pre-apprenticeship programs and apprenticeship-related instruction.

- **Adult General Education Development (GED)**: Career and Technical Education postsecondary centers may provide a GED program to support the career goals of a student, including basic literacy instruction and elementary and secondary level courses. English for Speakers of Other Languages and Vocational English for Speakers of Other Languages courses are also offered.

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

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

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

Postsecondary adult vocational (PSAV) clock hour courses taken through dual enrollment at career and technical centers that are not listed below shall be awarded: 1.0 high school credits for each 150 hours in the course rounded down to the nearest 0.5 credits. The credits for PSAV courses are listed in the CCD.

The equivalencies of the courses listed below were determined on comparable course content pursuant to s. 1007.271(6), F.S.

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<th>CURRICULUM AREA</th>
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<td>ARCHITECTURE &amp; CONSTRUCTION</td>
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<td>FIL0083</td>
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<td>Basic Healthcare Worker</td>
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<td>HEALTH SCIENCE</td>
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<td>PRN0090</td>
<td>Nurse Aide and Orderly</td>
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<td>LAW, PUBLIC SAFETY &amp; SECURITY</td>
<td>Fire Fighter</td>
<td>P430205</td>
<td>FFP0010</td>
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<td>0206</td>
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<td>MANUFACTURING</td>
<td>Applied Welding Technologies</td>
<td>I480500</td>
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<td>Alachua</td>
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<td>Fred D. Learey Technical Center</td>
<td>Gainesville Electrical JATC 2420 NE 17th Terrace Gainesville, FL 32609</td>
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<td>Thomas P. Haney Technical Center <a href="http://www.bayschools.com/htc">www.bayschools.com/htc</a></td>
<td>3016 Highway 77 Panama City, FL 32405 850-747-5500 x5322</td>
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<td>Bradford-Union Area Vocational Center <a href="http://www.bradfordvtech.com">www.bradfordvtech.com</a></td>
<td>609 N. Orange Street Starke, FL 32091 904-966-6764</td>
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<td>Atlantic Technical Center <a href="http://www.atlantictechcenter.com">www.atlantictechcenter.com</a></td>
<td>4700 Coconut Creek Pkwy Coconut Creek, FL 33063 754-321-5100</td>
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<td>Sheridan Technical Center <a href="http://www.sheridantechical.com">www.sheridantechical.com</a></td>
<td>5400 Sheridan Street Hollywood, FL 33021 754-321-5400</td>
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<td>William T. McFatter Technical Center <a href="http://www.mcfattertech.com">www.mcfattertech.com</a></td>
<td>6500 Nova Drive Davie, FL 33317 754-321-5700</td>
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<td>18150 Murdock Circle Port Charlotte, FL 33948 941-255-7500</td>
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<td>Withlacoochee Technical Institute <a href="http://www.wtonline.cc">www.wtonline.cc</a></td>
<td>1201 West Main Street Inverness, FL 34450 352-726-2430 x 232</td>
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<td>508 North 9th Street Immokalee, FL 34142 239-377-9904</td>
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<td>Lorenzo Walker Institute of Technology <a href="http://www.lwit.edu">www.lwit.edu</a></td>
<td>3702 Estey Avenue Naples, FL 34104 239-377-0906</td>
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<td>3501 S.W. 28th Street Miami, FL 33133 305-445-7731</td>
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<td>3275 N.W. 42nd Street Miami, FL 33142 305-871-3143 x 7005</td>
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<td>Lindsey Hopkins Technical Education Center <a href="http://lindsey.dadeschools.net">http://lindsey.dadeschools.net</a></td>
<td>750 N.W. 20th Street Miami, FL 33127 305-324-6070</td>
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<td>5780 N.W. 158th Street Miami Lakes, FL 33014 305-557-1100 x 2354 or 2234</td>
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<td>Robert Morgan Educational Center <a href="http://rmec.dadeschools.net">http://rmec.dadeschools.net</a></td>
<td>18180 S.W. 122nd Avenue Miami, FL 33177 305-253-9080</td>
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<td>310 W. Whidden Street</td>
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<td>6536 Trade Center Drive</td>
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<td>George Stone Technical Center</td>
<td><a href="http://www.GeorgeStoneCenter.com">www.GeorgeStoneCenter.com</a></td>
<td>2400 Longleaf Drive</td>
<td>Pensacola, FL 32526</td>
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<td>601 Highway 297A</td>
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<td>Flagler</td>
<td>Flagler Technical Institute</td>
<td>fti.flagler.com</td>
<td>1 Corporate Drive, Suite 1-8</td>
<td>Palm Coast, FL 32137</td>
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<td>3930 East Highway 100</td>
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<td>Fire Fighter Training Facility</td>
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<td>Flagler Palm Coast High School</td>
<td>3265 East Highway 100</td>
<td>Palm Coast, FL 32164</td>
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<td>Gadsden</td>
<td>Gadsden Technical Institute</td>
<td><a href="http://www.gcps.k12.fl.us/">www.gcps.k12.fl.us/</a></td>
<td>35 Martin Luther King, Jr. Boulevard</td>
<td>Quincy, FL 33851</td>
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<td>850-875-8324 x 7290</td>
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<td>Hendry</td>
<td>Fort Myers Institute of Technology</td>
<td><a href="http://fortmyerstech.edu/">http://fortmyerstech.edu/</a></td>
<td>Edison State College</td>
<td>La Belle, FL 33935</td>
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<td>863-674-0408</td>
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<td>Hillsborough</td>
<td>Aparicio-Levy Adult Technical Center</td>
<td><a href="http://www.goaltc.com">www.goaltc.com</a></td>
<td>10119 East Ellicott Street</td>
<td>Tampa, FL 33610</td>
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<td>813-740-4884</td>
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<td></td>
<td>D.G. Erwin Technical Center</td>
<td><a href="http://www.erwin.edu">www.erwin.edu</a></td>
<td>2010 East Hillsborough Avenue</td>
<td>Tampa, FL 33610</td>
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<td>D.G. Erwin Technical Center</td>
<td>Middleton High School</td>
<td>4801 North 22nd Street</td>
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<td>D.G. Erwin Technical Center</td>
<td>Tampa Bay Technical High School</td>
<td>6410 Orient Road</td>
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<td>Henry W. Brewster Technical Center</td>
<td><a href="http://www.brewster.edu">www.brewster.edu</a></td>
<td>2222 North Tampa Street</td>
<td>Tampa, FL 33602</td>
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<td>Fred D. Learey Technical Center</td>
<td><a href="http://www.learey.edu">www.learey.edu</a></td>
<td>5410 North 20th Street</td>
<td>Tampa, FL 33610</td>
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<td>Fred D. Learey Technical Center</td>
<td>Workforce Tampa Bay 9215 North Florida Avenue Tampa, FL 33612</td>
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<td>Fred D. Learey Technical Center</td>
<td>Carpenters JATC 7930 US Highway 301, North Tampa, FL 33637</td>
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<td>1</td>
<td>Fred D. Learey Technical Center</td>
<td>Tampa Fire Rescue Training Facility 116 South 34th Street Tampa, FL 33605</td>
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<td>1</td>
<td>Fred D. Learey Technical Center</td>
<td>Trowel Trades JAC 4502 Dr. Martin Luther King, Jr. Blvd. Tampa, FL 33614</td>
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<td>Indian River</td>
<td>Adult and Community Education</td>
<td>School District of Indian River County 1426 19th Street Vero Beach, FL 32960 772-564-5001</td>
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<td>2</td>
<td>Adult and Community Education</td>
<td>Alternative Education/Adult Education Center 4680 28th Court Vero Beach, FL 32967</td>
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<td>2</td>
<td>Adult and Community Education</td>
<td>Thompson Lifelong Learning Center 1110 18th Avenue SW Vero Beach, FL 32962</td>
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<tr>
<td>Lake</td>
<td>Lake Technical Center</td>
<td>2001 Kurt Street Eustis, FL 32726 352-589-2250</td>
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<td>1</td>
<td>Lake Technical Center</td>
<td>Lake Technical Center South 1414 West Main Street Leesburg, FL 34748</td>
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<td>1</td>
<td>Lake Technical Center</td>
<td>Kenneth Bragg Public Safety Complex 1565 Lane Park Cut-Off Tavares, FL 32778</td>
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<tr>
<td>Lee</td>
<td>Fort Myers Institute of Technology</td>
<td>3800 Michigan Avenue Ft. Myers, FL 33916 239-334-4544</td>
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<td>1</td>
<td>Cape Coral Institute of Technology</td>
<td>360 Santa Barbara Boulevard, North Cape Coral, FL 33993 239-574-4440</td>
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<td>Leon</td>
<td>Lively Technical Center</td>
<td>500 North Appleyard Drive Tallahassee, FL 32304 850-487-7555</td>
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<td>1</td>
<td>Lively Aviation Center</td>
<td>3290 Capitol Circle, S.W. Tallahassee, FL 32310</td>
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<tr>
<td>Manatee</td>
<td>Manatee Technical Institute</td>
<td>5603 34th Street, West Bradenton, FL 34210 941-751-7900</td>
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<td>1</td>
<td>Manatee Technical Institute</td>
<td>East Campus 5480 Lakewood Ranch Blvd. Bradenton, FL 34211</td>
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<td>Marion</td>
<td>Community Technical and Adult Education</td>
<td>Florida State Fire College 11655 N.W. Gainesville Road Ocala, FL 34482</td>
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<td>1</td>
<td>Community Technical and Adult Education</td>
<td>1014 S.W. 7th Road Ocala, FL 34471 352-671-7200</td>
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<td>Monroe</td>
<td>0</td>
<td>Adult Education, Adult and Community Education</td>
<td>Key West High School 2100 Flagler Avenue, Bldg. 4, Room 108 Key West, FL 33040 305-293-1549 Ext. 54327</td>
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<td>Okaloosa</td>
<td>1</td>
<td>CHOICE High School and Technical Center</td>
<td>1976 Lewis Turner Boulevard Ft. Walton Beach, FL 32547 850-833-3500</td>
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<td>Orange</td>
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<td>Orange Technical Education Center – Mid Florida Tech</td>
<td>2900 West Oak Ridge Road Orlando, FL 32809 407-251-6058</td>
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<td>Orange Technical Education Center – Mid Florida Tech</td>
<td>Drywall JATC 2153 West Oak Ridge Road Orlando, FL 32809</td>
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<td>Ironworkers JATC 200 East Landstreet Road Orlando, FL 32824</td>
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<td>301 West Amelia Street Orlando, FL 32801 407-246-7060 x 4899</td>
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<td>955 East Story Road Winter Garden, FL 34787 407-905-2001</td>
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<td>Orange</td>
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<td>ACCA 112 Baywood Avenue Longwood, FL 32750</td>
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<td>Orange</td>
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<td>Orange Technical Education Center – Winter Park Tech</td>
<td>901 Webster Avenue Winter Park, FL 32789 407-622-2900</td>
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<td>Osceola</td>
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<td>501 Simpson Road Kissimmee, FL 34744 407-344-5080 x 15100</td>
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<td>Pasco</td>
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<td>7825 Campus Drive New Port Richey, FL 34653 727-774-1700</td>
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<td>Pinellas</td>
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<td>6100 154th Avenue, North Clearwater, FL 33760 727-538-7167 x 2148</td>
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<td>Pinellas</td>
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<td>901 34th Street, South St. Petersburg, FL 33711 727-893-2500 x 1001</td>
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<td>Polk</td>
<td>1</td>
<td>Ridge Career Center</td>
<td>7700 State Road 544 Winter Haven, FL 33881 863-419-3060</td>
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<td>Polk</td>
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<td>3225 Winter Lake Road Lakeland, FL 33803 863-499-2700 x 233</td>
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<td>Polk</td>
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<td>Traviss Career Center</td>
<td>Florida Aerospace Academy 4141 Medulla Road Lakeland, FL 33811</td>
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<td>St Johns</td>
<td>1</td>
<td>First Coast Technical College</td>
<td>2980 Collins Avenue St. Augustine, FL 32084 904-547-3282</td>
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<td>St Johns</td>
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<td>Barge Port Campus 102 Port Road Palatka, FL 32177</td>
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<td>St Johns</td>
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<td>Putnam County Campus 146 Comfort Road Palatka, FL 32177</td>
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<td>Santa Rosa</td>
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<td>Radford M. Locklin Technical Center</td>
<td><a href="http://www.locklintech.com">www.locklintech.com</a></td>
<td>5330 Berryhill Road, Milton, FL 32570</td>
<td>850-983-5700 x 204 or 213</td>
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<td>Sarasota</td>
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<td>Sarasota County Technical Institute</td>
<td><a href="http://www.scti.edu/">www.scti.edu/</a></td>
<td>4748 Beneva Road, Sarasota, FL 34233</td>
<td>941-924-1365 x 62325</td>
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<td>Sumter</td>
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<td>Sumter County Adult Center</td>
<td><a href="http://aec.sumter.k12.fl.us/">http://aec.sumter.k12.fl.us/</a></td>
<td>1425 County Road 526A, Sumterville, FL 33585</td>
<td>352-793-5719</td>
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<td>Suwannee</td>
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<td>Suwannee-Hamilton Technical Center</td>
<td><a href="http://www.suwannee.k12.fl.us/shtc/">www.suwannee.k12.fl.us/shtc/</a></td>
<td>415 Pinewood Drive, S.W. Live Oak, FL 32064</td>
<td>386-647-4230</td>
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<td>Taylor</td>
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<td>Taylor Technical Institute</td>
<td><a href="http://www.taylortech.org">www.taylortech.org</a></td>
<td>3233 Highway 19, South Perry, FL 32348</td>
<td>850-838-2545</td>
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<td>Sopchoppy Education Center</td>
<td><a href="http://wakulla.sec.schooldesk.net/">http://wakulla.sec.schooldesk.net/</a></td>
<td>164 Yellow Jacket Avenue, Sopchoppy, FL 32358</td>
<td>850-962-2151</td>
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<td>Walton Career Development Center</td>
<td><a href="http://www.wcdc.edu">www.wcdc.edu</a></td>
<td>761 North 20th Street, DeFuniak Springs, FL 32433</td>
<td>850-892-1240 x 5142</td>
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<td>Washington</td>
<td>1</td>
<td>Washington-Holmes Technical Center</td>
<td><a href="http://www.whtc.us">www.whtc.us</a></td>
<td>757 Hoyt Street, Chipley, FL 32428</td>
<td>850-638-1180 x 301</td>
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<td>1</td>
<td>Washington-Holmes Technical Center</td>
<td>Commercial Vehicle Driving Training Center</td>
<td>757 Hoyt Street, Chipley, FL 32428</td>
<td>850-638-1180 x 301</td>
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<td>1</td>
<td>Washington-Holmes Technical Center</td>
<td>Public Safety Firing Range</td>
<td>757 Hoyt Street, Chipley, FL 32428</td>
<td>850-638-1180 x 301</td>
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**INDEPENDENT TECHNICAL AND VOCATIONAL SCHOOLS**

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

There were a total of 582 institutions offering only non-degree programs under the jurisdiction of the Commission during the 2013-2014 fiscal year. The reported enrollment for these non-degree programs was 65,945. There were 38,912 reported graduates from these programs and, of this number, 28,642 (74%) were placed in jobs, joined the military, or are continuing their education at an institution of higher learning. Currently, 169 (29%) of the Commission’s licensed institutions that offer only diplomas are accredited by one or more regional or national accrediting agencies.

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

A complete listing of nonpublic postsecondary vocational and technical schools is available at the Commission’s website ([http://www.fldoe.org/policy/commission-for-independent-edu/index.shtml](http://www.fldoe.org/policy/commission-for-independent-edu/index.shtml)). You may also call the Commission at (850) 245-3200. If you have any complaints about these independent postsecondary institutions, call the Consumer Protection Hotline at 1-888-224-6684.