



2019 - 2020

Course Offerings Guide Grades 6 – 8

Nova Middle School

Rayner Garranchan, Principal

All information in this catalog is current as of December 2017 and is subject to change

School Counseling & BRACE Advisement



The School Board of Broward County, Florida

Heather P. Brinkworth, *Chair*
Donna P. Korn, *Vice Chair*

Lori Alhadeff
Robin Bartleman
Patricia Good
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood
Nora Rupert

The School Board of Broward County, Florida, prohibits any policy or procedure, which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act of 2008 (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

www.browardschools.com

Principal's Message

The mission of Nova Middle School is to educate the whole child, providing students with the best educational experiences to make them high school ready and college bound. We give our students ample opportunities to grow academically and personally through a wide variety of programs, inside and outside the classroom, that will create problem solving students and responsible citizens with the necessary skills to be successful in life.

In addition to our rigorous and relevant core courses, which are required by the state and district to be promoted to high school, we offer an array of elective courses that cater to various student interests and paths. Our high school credit courses, such as Creative Writing, Business & Entrepreneurial Principles Honors, Law, Debate, Spanish 1 and 2, Introduction to IT Honors, Algebra, Geometry Honors and Biology Honors, give students the option to earn these credits in Middle School, opening the door to more advanced course selections when they continue to High School.

Our Computer Science courses allow students to earn industry certifications while attending middle school that will afford them the opportunity to be better prepared for the work environment.

Our Pre-Law and Law courses, which are conducted in our own "Court Room", provide our students with "Almost Real Life Applications" of trials in a court of law. Our Athletic, Arts and Music programs have been award winners for several consecutive years.

The Nova Middle educational team would not be complete without our parents. We strongly encourage parents to take an active role in their child's education, as they are a vital part of a successful educational process. Please review this guide with your child since it contains information that will enhance his/her educational experience, providing the necessary skills to be successful in life.

Rayner Garranahan

Principal, Nova Middle School

Table of Contents

Leadership Team.....	5
NMS Elective Guide.....	6
ACCEL Legislation.....	15
Middle School Promotion	16
GEM.....	17
High School Information.....	18-23
Grading.....	24-26
ESE/ESOL/CTE Programs.....	27
College & Career Planning.....	28-36

LEADERSHIP TEAM

ADMINISTRATION

Rayner Garranchan, Principal
Melissa Johnkins, Assistant Principal
Andre Jones, Assistant Principal
Cassandra Woehr, Assistant Principal

SCHOOL COUNSELING DEPARTMENT

Andrea Coy, Guidance Director
Adrienne Cabrera, Counselor
Dierdre Wilson, Counselor

DEPARTMENT CHAIRPERSONS

Celia Benitez, Reading
Wanda Jones, Unified Arts
Zeanah Leasure, Science
Lewis Prisco, Math
Karen Proia, Language Arts
Matthew Theisen, Social Studies
Usha Verma, Science
Angel Welsh, Language Arts

SUPPORT STAFF

Aixa Balbuena-Obi, ESE Specialist
Manassa Petithomme, SEL Coach
Juliet Rezende, Literacy Coach

NMS Elective Guide 2019-2020

6th Grade Electives

Art

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This 16 week course incorporates hands-on activities and consumption of art materials.

Computers

The purpose of this 16 week course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Beginning Band

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Physical Education

This course is designed for 6th and 7th grade students. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

M/J STEM Astronomy and Space Science

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Physical Science includes an integration of standards from science, mathematics, and English/Language arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices. Physical sciences through applications such as aeronautics, robotics, rocketry, mechanical, electrical, and civil engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by other using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

M/J Speech and Debate

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

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

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language arts
 - use of standard English
- using research & writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
 - collaboration amongst peers, especially during the drafting and practicing stages

Chorus 1

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Peer Counseling

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

Global Scholars

The Global Scholars Program is an innovative program in its fourth year in Broward County Public Schools. Nova Middle School was fortunate enough to be selected as one of the schools to help introduce this international curriculum to our students and families in Broward County Public Schools. The Global Scholars curriculum prepares students for global interaction, positive communication techniques, diversity, community empowerment, inclusion, and many other social skills that are relevant in our society today. Our students are very involved with community service, civic action, and responsibilities. The curriculum design of the Global Scholars Program helped us to dovetail our current practices into the curriculum implementation of this innovative program with significant global impact.

Digital Literacy

In Digital Literacy, students will earn their Internet Core Competency (IC3) Certification. The **IC3 certification** is a global benchmark for basic computer literacy, including operating systems, hardware, software, and networks. The test is administered by Certiport®. The three components that you could be certified in are Living Online, Key Applications, & Computer Fundamentals.

Brand Smart

In today's increasingly digitalized society where a person's social media presence can be a determining factor on what university they are accepted into or what job are they are offered, the term personal brand is becoming synonymous with reputation.

So, what would your personal brand say about you?

With social media as a prime platform, students will learn digital responsibility, leadership, ethics, online etiquette, networking, and portfolio building commencing a life long journey of being ...Brand Smart ... empowering student's one digital foot print at a time...

7th/8th Grade - Middle School Credit Courses

Band (Grades 7 & 8)

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Digital Media (Grades 7 & 8)

This elective is offers students an introduction to photojournalism. Seventh and eighth grade students are expected to chronicle all school-related events by taking photographs and writing stories about them. Students learn caption writing, photo-editing, and article writing. Throughout the year, students are assigned multimedia projects on an array of topics, which culminates on the final project, which is the school yearbook.

Broadcasting (Grades 7 & 8)

Students interested in television, public speaking, and satellite communications will find the WNMS Broadcasting Program an excellent choice. Visual communication skills are developed through the use of cameras, video and computers. While developing writing, speaking, and computers skills, students can explore the areas of television production, marketing, advertising, and public relations. Students produce a live daily news show with special features produced by the student team of reporters.

M/J Chorus (Grades 7 & 8)

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Physical Education (Grades 7 & 8)

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Peer Counseling (Grade 7 only)

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

Finding NEMA: Nova Enrichment in Marine Art (Grades 7 & 8)

NEMA is a marine science class that integrates science with creating art. Students will develop fine art skills and paint watercolor ocean subjects in teacher directed activities. The sciences studied include chemistry of seawater, the physics of ocean movement and the diverse biology of the plants and animals that make the ocean home. The course emphasis is on Florida's coral reef ecosystems.

Let's Go Fishing! (Grades 7 & 8)

Let's Go Fishing is a marine science elective that teaches science utilizing fishing and boating. The course objective is to introduce students to the marine environment that is unique to South Florida.

The curriculum includes:

- Studies of many types of fish found off Florida's coast
- Ecology of fish habitats
- Fishing techniques
- Boat-vessel types and operations
- Diving apparatus
- Aquarium setup and maintenance

Global Scholars (Grade 7 only)

The Global Scholars Program is an innovative program in its fourth year in Broward County Public Schools. Nova Middle School was fortunate enough to be selected as one of the schools to help introduce this international curriculum to our students and families in Broward County Public Schools. The Global Scholars curriculum prepares students for global interaction, positive communication techniques, diversity, community empowerment, inclusion, and many other social skills that are relevant in our society today. Our students are very involved with community service, civic action, and responsibilities. The curriculum design of the Global Scholars Program helped us to dovetail our current practices into the curriculum implementation of this innovative program with significant global impact.

Creative Writing (Grade 7 only)

The purpose of this course is to enable students to learn and use grade 6 writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure
 - use of figurative, denotative, and connotative language
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions
 - multi-genre and creative nonfiction selections
 - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Art (Grades 7 & 8)

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Pre-Law (Grade 7 only)

In Pre Law, students learn the foundations of civics and law. Students study historical documents like the Declaration of Independence, The Articles of Confederation, and The United States Constitution. Students learn about the 3 branches of government; especially the Supreme Court. Approximately 5 mock trials are conducted throughout the year to give students the chance to put their new found legal knowledge to practice. Students learn how to research, articulate their thoughts, argue in a structured manner and think critically on their feet, and under pressure.

The last quarter of the year is dedicated to advocacy. Students take on a case of their choice and learn how to effect change through the proper legal and governmental channels. Students learn how to make their voices heard in their community about issues that matter to them.

M/J STEM Life Science (Grade 7 only)

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Life Science includes an integration of standards from science, mathematics, and English Language arts (ELA) through the application to STEM problem solving using life science knowledge and science and engineering practices. Life science through applications such as biotechnology and biomedical engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). This is a core Science course.

M/J STEM Physical Science (Grade 8 only)

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Physical Science includes an integration of standards from science, mathematics, and English/language arts (ELA) through the application to STEM problem

solving using physical science knowledge and science and engineering practices. Physical sciences through applications such as aeronautics, robotics, rocketry, mechanical, electrical, and civil engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by other using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC, 2006, p. 77; NSTA, 2007). This is a core Science course.

Library Skills (Grades 7 & 8)

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course

Start Up Tech (Grade 7 only)

Start Up Tech is a course focused on the principles involved in creating and managing an app based business. The focus of study involves the development of designing and coding an app as well as strategies on how to monetize the app if and when it is publish for commercial consumption.

Robotics (Grade 7 only)

This is a beginning 16 week course in robotics. We will be utilizing VEX Robotics kits and materials. The objective of this course is to introduce the student to engineering and engineering problem solving, as well as basic programming. This course will involve students in the development, building and programming of a VEX IQ Robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, drivetrains, torque, friction, sensors, and decision-making. Student designed robots will be programmed to compete in various VEX IQ Challenge Games.

Computers (Grade 7 only)

The purpose of this 16 week course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

League of Extraordinary Mathematics (Grades 7 & 8)

This course is designed to extend skills in problem solving taught in MathCounts, to foster mathematical creativity, rapid thinking at an advanced level, and to prepare students for competitions. This course will enforce concepts learned in their current math class as well as prepare students for future high school level math classes and SATs. As students progress through the course, they will explore a variety of math topics including advanced concepts from number theory, probability, algebra, and geometry, as well as complete timed practice AMC 8, BCCTM, and MathCounts mock competitions to help them prepare for real competitions.

7th/8th Grade - High School Credit Courses

Law (Grade 8 only)

The Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Speech 1 (Grade 7 only)

This high school course introduces students to the 6 traits of Public Speaking: Poise, Volume, Life, Eye Contact, Gestures, and Speed. Students participate in various activities that help improve their presentation skills. They also learn the competitive Speech events, such as Impromptu Speaking, Extemporaneous Speaking, Humorous Interpretation, Dramatic Interpretation, and Original Oratory. In addition, students compete in Speech and Debate tournaments throughout the county and earn National Speech and Debate Association (NSDA) points and membership into the NSDA Honor Society. This course is a pre-requisite for Debate 1 Honors.

Debate 1 (Grade 8 only)

This high school honors course is designed to introduce students to critical thinking, research, and presenting an argument. Students learn to make a claim, establish a warrant, present data, and analyze the impact of an issue. Through Debate 1 Honors, students become well-versed in rhetoric (ethos, pathos, logos) and current events, and are able to articulate a point of view clearly and succinctly. The public speaking skills learned in Speech 1 are reiterated throughout Debate 1. Students learn the competitive Debate events, such as Lincoln Douglas Debate, Public Forum Debate, and Congressional Debate. Likewise, students are expected to compete in Speech and Debate tournaments and earn NSDA points.

Creative Writing I (Grade 8 only)

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Spanish I (Grades 7 & 8)

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities

Spanish II (Grade 8 only)

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Business and Entrepreneurship Principles Honors (Grade 8 only)

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

Advanced IT Honors (Grade 8 only)

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Advanced Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Psychology (Grade 8 only)

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

An Overview of ACCEL Legislation:

- ACCEL Options:
 - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
 - Minimum options:
 - Whole grade and mid-year promotions
 - Subject-matter acceleration
 - Virtual instruction in higher grade level subjects
 - Credit Acceleration Program (under 1003.4295,(F.S.))
 - Additional options:
 - Enriched science
 - STEM coursework
 - Enrichment programs
 - Flexible groups
 - Advanced academic coursework
 - Combined classes
 - Self-paced instruction
 - Curriculum compacting
 - Advanced- content instruction
 - Telescoping curriculum

- Parents and students may contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
- Additional ACCEL options may be available at the student's school. Please contact the principal for all additional options available.

MIDDLE SCHOOL PROMOTION REQUIREMENTS

Promotion to Grades 7 and 8

Middle school students must meet course requirements for grade level promotion. In order to promote to Grades 7 and 8, students must pass a total of five (5) courses, two (2) of which must be “core” courses. Core courses are those classes that fall within the English, Mathematics, Science, and Social Studies subject areas.

Promotion to Grade 9

For promotion to Grade 9, students must successfully complete:

- 3 courses in Language Arts
- 3 courses in Mathematics
- 3 courses in Science
- 3 courses in Social Studies, which must include a course in Civics.

In addition, students must also pass a semester-length course in Career and Education Planning, including completion of a Personal Education Plan.

Course Recovery

Students who do not pass a core course will have the opportunity for “recovery.” Nova Middle School offers a Saturday Academy for students in need of recovery classes. If a student is unable to participate in the Saturday Academy, they can complete recovery through Broward Virtual School.

GEM (Great Explorations in Math)

The GEM Program is designed to allow students to move faster than they would in a regular program. Qualifying students for the GEM program must have a score of 346 or higher on the math and 336 or higher on the reading portion on the Grade 5 Florida Standards Assessment (FSA). Since some students are already good technicians, they can follow rules and apply those rules to routine exercises. GEM students need to go one step further, analyzing non-routine problems and digging beneath the surface in order to see the beauty, elegance, and application of the mathematics being learned.

The GEM Program condenses the regular three-year middle school mathematics program into 6th grade.

Students in 7th grade take Algebra I Honors, a mathematics "gatekeeper course"; one has to go through it to reach the possibilities beyond. Algebra is the problem solving language of mathematics and science. It is an abstract language that uses letters to generalize mathematical operations. The purpose of the GEM Algebra curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. In a technologically-fueled society, not knowing algebra limits what one can do in life. Students in GEM-7 (Algebra I Honors) will be required to take a State end-of-course exam (EOC). The student's score on the Algebra I EOC will be included as 30% of the final Algebra I Honors course grade. Passing the Algebra I EOC is also a high school graduation requirement.

Students in 8th grade take Geometry Honors, a mathematics course that is the study of visual patterns. The textbook that the students use is unique in that the students actually create geometry for themselves as they proceed through the activities and problems. Concepts are first introduced visually, then analytically, then inductively, and, finally deductively. Students are first involved in investigating and conjecturing before they are exposed to formal proofs. The purpose of the GEM geometry curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. Students in GEM-8 (Geometry Honors) will be required to take a State Geometry EOC. The score on the Geometry EOC will be included as 30% of the final Geometry Honors course grade.

HIGH SCHOOL INFORMATION

It is very important for middle school students to begin planning and preparing for their high school coursework in order to eventually meet their personal post-secondary goals. Recent legislation has redesigned the high school graduation requirements for each cohort over the next several years. The course and assessment requirements will change every year. Therefore, it is imperative that middle school students know and understand their expected graduation requirements for the year in which they first enter 9th grade. The chart on the page 11 represents the graduation requirements for the incoming freshmen class. Subsequent cohorts should see their school counselor for revised graduation requirements.

End-of-Course (EOC) exams are for specific high school courses. The EOCs are given to students in the following high school level courses:

- Algebra 1, Algebra 1 Honors, Algebra 1B, Pre-AICE Math 1, IB Middle Years Program Algebra 1
- Geometry, Geometry Honors, IB Middle Years Program Geometry, Pre AICE Math 2
- Algebra II, Algebra II Honors, Pre-AICE Math 3, IB Middle Years Program Algebra 2
- Biology, Biology Honors, Pre-AICE Biology, IB Middle Years Program Biology, Biology 1 Pre IB
- US History, US History Honors, Visions & Countervisions

All middle school students enrolled in these courses will be required to take the EOC. The results of the EOC will count for 30% of the student's final course grade.

GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Florida law provides students the right to choose a diploma option:

- 4-year (24 credit) standard high school diploma
- 18 credit ACCEL Diploma

The right graduation program for a particular student is one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his or her postsecondary education or career plan. Families and students should work with their school counselor on a regular basis to get more information about graduation options, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Please note that each student is governed by the policies from the year in which they first entered ninth grade. This year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma option and cohort.


Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires of high school students who entered grade nine in 2011-12 and thereafter, that at least “one full course,” included in the 24 credits required for graduation, be successfully completed in an online environment.

Recently, the State clarified the meaning of “one full course” as a course listed in the State’s Course Code Dictionary, whether it carries one credit or one-half credit. “Full course completion” occurs when the credits attempted by the student match the credits earned by the student. A student who takes a half-credit course and successfully earns the half-credit has completed a “full course.” A student who takes a full-credit course and only earns one-half of the credit has not completed a full course. A full-course, whether it carries a half-credit or one credit, will fulfill the online learning requirement for high school graduation. If a student takes a course such as English I, a one-credit course, the student must pass both semesters of this course in a virtual environment to meet the online learning requirement.

Graduation Requirements Charts

The following charts display the requirements for each type of diploma and cohort. This information is current as of November 2018 and may be subject to change dependent upon new legislation.


2019-2020 Standard Diploma Graduation Requirements	
	Students Entering Grade Nine in School Year 2014 – 2015 and After
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics with Financial Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required

Diploma Designations & ACCEL 18-Credit Option

Scholar Designation	In addition to meeting the standard high school diploma requirements: -Algebra II -Pass the Geometry EOC -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required

2019-2020 Standard Diploma Graduation Requirements Exceptional Student Education

In accordance with s. 1003.4282(11),F.S

	Students Entering Grade Nine in 2014 – 2015 and After
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't and .5 Credit Economics w/Financial Literacy
World Languages	Not required for graduation
Fine and Performing Arts, Speech/Debate, or Pract. Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	<p>Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.</p> <p>A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.</p> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p>
On-Line Course	Requires a full course to be completed *May be waived
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required *May be waived
Access Points and FAA (s. 1003.4282(11)(b)1)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C. and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p>
Employment Competencies (s. 1003.4282(11)(b)2)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.</p> <p>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</p>

Making the Right Choice

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- What are the student's postsecondary education and career goals?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he/she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough or is the student interested in taking additional courses to explore his/her interests?
- Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- Does the student intend to play college-level sports and need to meet National Collegiate Athletic Association (NCAA) course eligibility requirements?
- Can the student meet admission requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or AP courses to earn college credit by choosing the 24-credit program?
- If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance a year early?

Families and students are encouraged to contact the school counselor or career specialist on a regular basis during the middle and high school years to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Points To Remember When Choosing A Graduation Program

- Students who choose the ACCEL 18 credit graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admission requirements for those programs and scholarships.
- Students who choose the ACCEL 18 credit graduation program can participate in the National Merit Scholarship Program if they take the Practice Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose the ACCEL program and complete the requirements within three years will graduate. Students cannot remain in school for the fourth year after graduating from high school. Students will lose a year of potential athletic eligibility by opting for a three-year program.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a Florida Ready to Work Credential or designation reflecting one or more industry certifications.
- High school credits awarded before grade nine shall be counted toward the required credits for all graduation programs.
- The ACCEL 18 credit graduation program is only available to students who will receive a standard diploma.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admission requirements.
- Students who choose the ACCEL 18 credit graduation program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.
- The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.

Diploma Designations

Each standard high school diploma shall include, as applicable:

- A designation reflecting the Scholar Diploma
- A designation reflecting the Merit Diploma.

Virtual Counselor

- Did you know that students and parents can access school records electronically? Use Virtual Counselor to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students begin by creating an account at school at <http://web/dwh>. Parents can create their own account through www.browardschools.com.

GRADING

The grading system used in schools will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank in high school. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida’s State University System, or the NCAA Clearinghouse.

Weighted Quality Points for Class Ranking

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points for grades of a C and above. These additional quality points are called, “weighted” points. The following chart outlines when students earn weighted points:

Type of Course	Weighted Points
Honors	+1
Foreign Language above second year	+1
Dual Enrollment 2006-07 and prior, 1000 level	+1
Dual Enrollment 2006-07 and prior, 2000 level or higher	+2
All college level Dual Enrollment 2007-08 and thereafter	+2
Pre-AICE or Pre-IB	+1
AP, IB, or AICE	+2
AP, IB, or AICE without the exam	+1

Please note: The above weighted quality points shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Weighted quality points will not be used for meeting the graduation requirements or determining athletic eligibility. The Bright Futures Scholarship Program, Florida’s State University System, and the NCAA Clearinghouse employ different weighted point systems for their respective institutions.

High School Courses in Middle School

High school courses taken by middle school students are calculated into the student's weighted (local) GPA. High school courses taken by middle school students prior to this date are not counted in the weighted (local) GPA.

Please note: Grades earned in high school courses during middle school also count toward all other important GPAs, including but not limited to:

- State of Florida's unweighted GPA
 - This GPA is used for high school graduation.
- Bright Futures Scholarships
 - These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- State University System admissions
 - There are 12 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- Florida High School Athletic Association eligibility
 - The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- Extracurricular activity eligibility
 - In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- NCAA Clearinghouse eligibility
 - The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- Core course GPA
 - Core courses are academic courses (e.g., English, Math, Science, Social Studies, and World Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic "core" courses when they recalculate student GPA's.

Forgiveness Policy

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 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

A forgiveness policy for elective courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course. The student's record however, will show all courses taken.

Middle School Grade Forgiveness Policy:

A district 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 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school, but not for credit or grade.

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.

Advanced Placement Program

The Advanced Placement Program consists of over 37 college level courses and exams across 22 subject areas that are offered at high schools. Courses are available in several subject areas from art to statistics. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam may result in college credit or advanced placement in college courses at many colleges and universities.

Advanced Placement courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam. Students who do not sit for the AP exam will forfeit one extra quality point in the calculation of the district weighted gpa.

Honors Program

Honors courses are also offered in most subjects for students wishing to pursue a more rigorous course of study. Placement in Honors courses is based upon many factors including previous academic record and standardized test results. All students are strongly urged to challenge themselves by attempting Honors level courses.

Local Honors Courses

Each year, Broward County high schools have the opportunity to apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. For the 2014-2015 school year and after, any course that was approved, as a local honors course will have a local honors designation of "LH" added to the district course code title.

If the District has designated a course as "Local Honors", it is because it contains rigor that supports the awarding of an extra quality point towards the District's weighted grade point average (GPA), which is used for class rank. These courses however, are not considered "honors" for State University Admissions, NCAA Clearinghouse Eligibility, or for Bright Futures Scholarship purposes and will not be awarded the extra quality point in these programs' recalculated GPAs.

Exceptional Student Education

Eligibility for the ESE Program is based on district and state requirements. The Individual Educational Plan (IEP) Committee is responsible for making educational placement decisions, determining appropriate educational services, and developing an IEP for eligible students. The school's ESE Specialist will offer assistance in determining the appropriate placement of ESE students.

Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Colleges and is designed to assist ESE students to find and maintain competitive employment. Students interested in Career Placement should demonstrate personal independence within the community.

English Language Learners

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the English for Speakers of Other Languages (ESOL) program are required to meet the same curriculum standards as any other student in English and content area instruction. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Teachers provide comprehensible instruction to English Language Learners through the use of ESOL instructional strategies. The School Counseling Department and ELL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ELLs.

Career and Technical Education (CTE)

Through Career and Technical Education programs of study, students graduate from high school academically and technologically prepared for postsecondary education/college and to begin their career. Students who select a career and technical education program and who successfully complete the prescribed sequence of courses will have the opportunity to work towards:

- A diploma that includes high rigor academics and a career and technical education (CTE) program of study, with work-based experiences through an internship, O-J-T (On the Job Training), clinical rotations, or job shadowing.
- The award of a technical program certificate.
- Articulated postsecondary/college credits at recognized institutions of higher learning that will save students time and money in the pursuit of their post secondary education.
- One or more credentials/licenses recognized by business and industry.
- A Florida Ready to Work Certificate signed by the governor and recognized by a multitude of businesses throughout Florida, documenting mastery of the requisite skills required for entry into their chosen profession.
- The Florida Bright Futures/Gold Seal Scholarship Award.

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges. Below is a link to the gold standard website.

http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

POST SECONDARY PLANNING

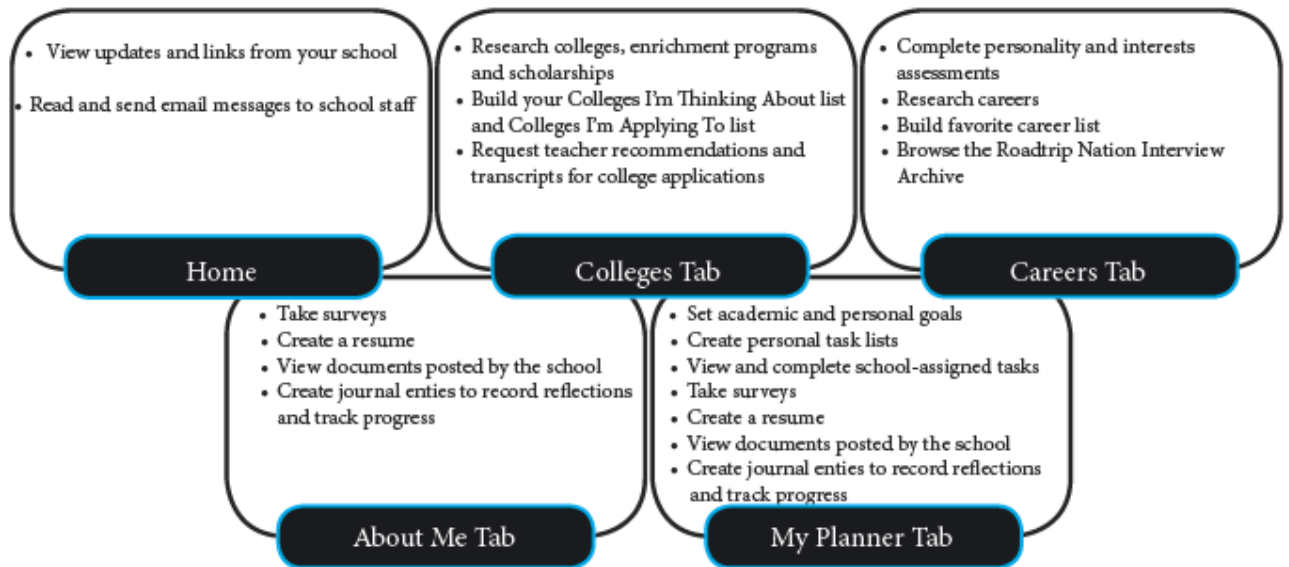
Naviance

What is Naviance?

Your school is partnering with Naviance to provide a variety of tools for achievement through academic, career and college planning.

What can you do in Naviance?

Find out what you can do in Naviance by reviewing the information below.



Getting Started

To access Naviance, you must have the following:

- A computer that is connected to the Internet

Logging in to Naviance

- Students can log into Naviance through their Single Sign On (SSO) OR
- Go to our school's Naviance Website: To find your school's specific Family Connection website go to www.browardschools.com/naviance
- Enter the username provided by your school in the Username field. The username is the Student Number (example: 06.....)
- Enter the password in the Password field. The password for students is their birthdate in the following format MM/DD/YYYY. Don't forget to enter the slashes (/)!
- Check the box next to Remember Me if you want to bypass entering this information on return visits. (Not recommended for shared or public computers.)
- Click the Log In button.

FloridaShines

FloridaShines exists to empower all of Florida's 20,000,000 residents to earn a college degree and find a bright career. Whether you're in high school just starting to think about college or you're already working and ready to earn or complete your degree, FloridaShines can help.

FloridaShines works with the state's 40 colleges and universities and other partners to help you succeed in school and beyond. Check your transcript. Register for an online course. Search libraries across the state. And a whole lot more. All designed to help you shine.

FloridaShines - Florida's Student Hub of Innovative Educational Services - is a service of the Florida Virtual Campus.

Florida Virtual Campus

The Florida Virtual Campus (FLVC) is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services include:

- An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website
- Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff
- Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties

The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation is available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals.

Students access the evaluations from www.mycareershines.org> Go to College

Broward Advisors for Continuing Education (BRACE)

The BRACE Program is unique to the Broward County School System. BRACE Advisors provide students with information on scholarships, financial aid, and the college application process. Advisors also provide information on technical schools, military options, and direct workforce entry.

- BRACE Advisors help to successfully bridge a high school graduate to his/her postsecondary choice.
- BRACE Advisors help students explore their options, ranging from apprenticeships and college/university enrollment to workforce entrance, military or technical schools.
- BRACE Advisors also review job applications, college applications and advise on grants, scholarships and financial aid.

State University System (SUS) Admission Requirements

There are twelve public universities in Florida. Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements and apply to more than one university.

Admission decisions are based on: 1) high school graduation; 2) grade point average in academic core courses; 3) admission test scores; 4) course distribution requirements; and 5) student portfolios including extra-curricular activities, essays, etc.

Students must complete at least 18 units of high school work in the five core areas listed below in addition to two or three additional electives:

- 4 credits – English/Language Arts (three of which must have included substantial writing requirements);
- 3 credits – Natural Science (two of which must have included substantial laboratory requirements);
- 3 credits – Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography);
- 2 credits – Foreign Language (Both credits must have been in the same language. For the purposes of this requirement, American Sign Language will be accepted in place of a foreign language. Students may not have one high school credit and one 3-4 credit hour postsecondary foreign language course unless the college credit course is at least at the second level of a foreign language);
- 4 credits – Mathematics (at or above the Algebra I level)
- 2 credits – Additional Academic Credits:
 - 2 credits among Level II courses in Department of Education *Course Code Directory* in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the *Directory* in any academic credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted;
OR
 - One credit from the list directly above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee and listed in the *Florida Counseling for Future Education Handbook*.

State University System (SUS) Elective Requirements

Freshman applicants to the State University System must have two or three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective course work. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant's preparation, the better their chance of admission into the university of choice.

Florida State University Matrix

(Student criteria may not be valid for current year admissions)
Students who meet criteria are NOT guaranteed offers of admission

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Location	Tallahassee	Boca Raton	Ft. Myers	Miami	Lakeland	Tallahassee	Sarasota	Orlando	Gainesville	Jacksonville	Tampa	Pensacola
Enrollment Fall 2017	9,909	30,203	14,916	56,718	1,378	41,900	859	66,180	52,669	16,309	43,542	12,979
Undergraduate Enrollment Fall 2017	6,559	25,025	13,757	47,629	1,362	35,340	835	56,974	35,247	14,255	30,984	10,064
Top 3 Majors for Enrolled Undergraduates	Health Services/ Allied Health Sciences Business Admin. & Management Biology/ Biological Sciences	BS Biological Sciences BA Psychology BA Criminal Justice	Management, Biology, Psychology	Psychology, Biology, Business	Computer Science, Computer Engineering, Mechanical Engineering	Business, Biological Sciences, Engineering	Biology, Psychology, Political Science	Engineering, Business and Psychology	Biology Health Science Business Management	Psychology Communications Business Management	Biomedical Sciences Nursing Engineering	Nursing Biomedical Science Marine Biology
Degrees mapped/tracked (website)?	http://catalog.famu.edu/content.php?catoid=6&navoid=366	fau.edu/uas/curriculum.php	Tracked	mymajor.fiu.edu my.fiu.edu	Yes	http://www.academic-guide.fsu.edu/	By portal and faculty advising	Yes - Pegasus Path	Yes	Yes, Osprey Maps through student portal	Yes, refer to specific program	Yes refer to online catalog for degree plan/map
1st-Year Retention Rate (Fall 2016 Cohort)	82%	79%	79%	90%	83%	94%	84%	90%	96%	80%	90%	77% for 2016 cohort 82% projected for 2017 cohort
4 Year Graduation Rate	21%	33%	2014 projected 26%	57%	Information unavailable	68%	57%	43%	68%	38%	60%	
6-Year Graduation Rate (Fall 2011 Cohort)	47%	51%	48%	56%	Information unavailable	80%	65%	70%	88%	57%	71%	42%
%Undergrad Minority (Black, Asian, Hispanic, Native American) Fall 2017	Asian: 54%; Hispanic: 2.77%; Am Ind: .09%; 2 or more races 3.28%; BR: 86.02%; White: 6.62%	Black: 20% Asian: 4.0% Hispanic: 27% American Indian: .2%	Hispanic: 21% Native American: 1% Black: 9% Asian: 3%	68% Hispanic; 13% Black; 9% White; 6% Non-resident; 3% Two or more; 2% Asian; >1% Native American	Black: 5.3%; Asian: 4.6%; Hispanic: 18.5%; Native American or Alaskan Native: .4%	Black: 8.2% Asian: 2.4% Hispanic: 20.2% Native Am: 0.2% Hawaiian/ Other Pacific Islander: 0.1% Two or more races, non-Hispanic: 3.6%	Black: 3.1%, Asian: 3%, Hispanic: 17.7%, Two or More Races 3.1%	Black: 11.1%, Asian: 6.2%, Hispanic: 24.9%, Native American: 0.17%, Multi-racial: 3.6%	Black: 6.3% Asian: 8.1% Hispanic: 21.4% Native American: 2%	Black: 9.3% Asian: 4.6% Hispanic: 11.79% Native American: .17%	Black: 11.0% Asian: 7.5% Hispanic: 20.1% Native American: 2%	Black: 12.14% Asian: 3.15% Hispanic: 9.31% Native American: 5%

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Types of Applications Accepted	FAMU Application Only	FAU Online Application or Common App for Wilkes Honors College	FGCU Online	FIU Application Only	Institutional and Common Application	FSU Online Application, Coalition Application, or Common Application	commonapp. Org	UCF Institutional and Common App	Coalition Application exclusively for FTIC Applyweb application for Transfer	Institutional Application and Common Application	Institutional Application, Coalition	Common App, Institutional App
Preferred Time to Apply	August-October 31	Fall of senior year (by November for the Wilkes Honors College)	Prior to Nov 15th	July 1 - November 1	Prior to October 15th	Prior to November 1	November 1 (Early Decision); November 1 - April 15 (Rolling Admission)	Fall of the senior year	Fall, before November 1	June 1 - November 15	Fall, Before November 1	Fall, before Dec 1
Application Fee	\$30	\$30	\$30	\$30	\$30	\$30 (plus an additional \$5 processing fee if using the Coalition or Common Application)	\$30	\$30	\$30	\$30	\$30	\$30
Preferred Method to Receive Application Fee Waivers	Online - Attach to Application	E-mail application@wvilliams.fau.edu	email attachment, fax, postal mail	Any waiver type through document upload process in my.fiu.edu student portal	Waivers are not required - using self-reported on application	Automatic application fee waiver based on responses to the application's financial need questions	Online counselor approval, through the Common App	Email uasoperations@ucf.edu (include student's name, DCB, supporting docs with the request)	As part of the Coalition application	Electronic Attachment	Attachment from student's email listed on application	UWF take a letter from HS counselor stating student qualifies for free or reduced lunch; SAT, ACT; NACAC. Email or mail is fine.
Type of admission notification	Rolling Priority for Scholars November 1	Rolling with February 15 Priority Deadline	Rolling	Rolling until pathway is full	Oct. 15 Notification date and every two weeks for applications received after Oct 1	Deadline Dates: 11/1/2018 and 2/7/2019 Corresponding Notification Dates: 1/31/2019 and 3/28/2019	Early Decision (apply by 11/1, decision by 12/15, reply by 1/15); Rolling (apply 11/1 - 4/15, decision by 4/25, reply by 5/1)	Rolling	Primary Notification: Feb 8th Late Notification: Mar 29th	Rolling	Rolling, first decision will be sent out in early October	Nov 10 & Dec 10 - Priority notification Rolling after that

All information in this catalog is current as of December 2017 and is subject to change

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Total FTIC applications Summer/Fall received 2018	Summer 2018 FTIC Received: 1580 Accepted: 945 Fall FTIC Received: 7,352 Accepted: 2,929	26,072	14,306	19,130	Fall Only: 1,436	51,098	1684	38,035	Summer 2018 FTIC Received: 8,005 Accepted: 3,189 Fall 2018 FTIC Received: 30,422 Accepted: 11,860	Summer 2018 FTIC Received: 7,187 Accepted: 5,338 Fall 2018 FTIC Received: 11,805 Accepted: 5,338	Summer 2018 FTIC Received: 8,245 Accepted: 4,900 Fall 2018 FTIC Received: 26,778 Accepted: 10,027	Received: 5,862 Accepted: 5,139
Middle 50% Accepted GPA - Fall 2018	3.5-3.99	3.8 - 4.46	3.46 - 4.25	4.2	3.65-4.53	4.1 - 4.5	3.77-4.38	3.79-4.34	4.2 - 4.6	4.0-4.4*	3.94-4.44	3.67 - 4.09
Middle 50% rSAT Accepted - Fall 2018	ERW: 550-590 Math: 550-590	SAT Evidence-Based Reading and Writing: 560-640 SAT Math: 570-640	EBRW: 550 - 620 Math: 530 - 600	1280	1230-1350	1290 - 1400	1210-1400	1280-1370 (ERW 620-690 and Math 620-690)	1300 - 1450	*ERW: 610-680 M:590-670	1240-1365	Composite: 1130 - 1230
Middle 50% ACT Accepted - Fall 2018	18-21	ACT English: 20-25 ACT Math: 20-25 ACT Reading: 21-26 ACT Science: 23-27	Reading: 23 - 30 English: 22 - 27 Math: 21 - 26 Composite 24.5	28	27-32	28 - 32	26-32	26-30 (Reading 28-33, English 25-31, Math 24-28, Science 24-30)	29 - 33	*Composite: 25-29 E/W 24-30/7-8	24-29	Composite: 23 - 27
Fall 2018 Acceptance Rate	39%	36%	62%	46%	N/A	33%	61%	43%	39%	31% (by July 1, 2018)		53%
Middle 50% Accepted GPA - Summer 2018	3.0-3.49	3.44 - 4	3.4 - 4.17	3.9	N/A	3.8 - 4.3	NA	3.60-4.10	4.2 - 4.5	3.3-3.8*	3.51-4.02	3.02 - 3.48
Middle 50% rSAT Accepted - Summer 2018	ERW: 500-540 Math: 500-540	SAT Evidence-Based Reading and Writing: 520-590 SAT Math: 510-580	EBRW: 530 - 590 Math: 510 - 590	1130	N/A	1210 - 1310	NA	1140-1220 (ERW 560-620 and Math 540-610)	1270 - 1410	*ERW: 560-630 M:530-610	1150-1240	Composite: 1040 - 1110

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Middle 50% ACT Accepted - Summer 2018	18-21	ACT English: 18-22 ACT Math: 17-22 ACT Reading: 19-23 ACT Science: 20-24	Reading: 22-28 English: 21 - 25 Math: 18 - 24 Cinostrate 24.5	23	N/A	25 - 29	NA	22-26 (Reading 22-28, English 21-25, Math 19-25, Science 21-25)	28 - 32	*Composite: 20-24 E/W 20-24/6-8	21-25	Composite: 21 - 24
Summer 2018 Acceptance rate	60%	51%	62%	79%	N/A	44%	NA	50%	40%	74%	37.4%	61%
Superscore SAT Scores?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	YES
Superscore ACT Scores?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	YES
Prefer SAT or ACT?	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either
What courses are included in the admissions gpa?	English, Math, Science, Soc Science, Foreign Language, EL Leadership, Reseach, Military Sci, Computer, Info Tech, Internship	SUS Core & Electives: Best grades of identical academic course	Academic Core plus Electives	English, math (algebra I and higher), natural science, social science, second language, academic electives	SUS Core and Electives; Best of academic courses	SUS Core	all core courses, and all AP/IB/AICE courses	All academic core courses	All academic coursework, plus all AP/IB level coursework	Core and academic Electives	Academic	Academic Core and Electives
If coursework is repeated, do you use the best course only or all attempted?	Best Course		best course	All attempted	All attempted	All attempted	all attempted	Best course grade if the repeated course is the exact same course and level	All attempts; No grade forgiveness	Best grade of repeated Course	Best Course	Best Course
Do you require letters of recommendations	Yes: 2	N/A	No	No	At least one is strongly encouraged	No	one recommendation	No	No accepted	Not required but encouraged	Not Required	No
Top 3 Florida College System Institution Feeder Colleges	Tallahassee Community College Palm Beach Community College Florida Community College at Jacksonville	Palm Beach State College Broward College Indian River State College	Florida SouthWestern State College State College of Florida, Manatee-Sarasota Palm Beach State College	Miami Dade College, Broward College, Palm Beach State College	Hillsborough Community College; Polk State College; Valencia College	Tallahassee Community College, Palm Beach State College	State College of Florida (Manatee-Sarasota), Tallahassee CC, Miami Dade College	Valencia College, Seminole State College, Eastern Florida State College	Miami-Dade College Indian River State College Hillsborough Community College	Florida State College at Jacksonville St. Johns River State College Daytona State College	Hillsborough Community College St. Petersburg College Pasco-Hernando State College	Pensacola State College Northwest Florida State College Gulf Coast State College

All information in this catalog is current as of December 2017 and is subject to change

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Do you prefer transcripts by SPEEDE or FASTER? What are your codes?	SPEEDE: 001480	Either, FASTER:9001 SPEEDE:001481	SPEEDE: Enter the following values in the the FASTER fields as indicated below: Enter 0100020000 in Addressed Institution Field (Item #3, position 14-20) and Campus Number Field (Item #3, position 21-24) Enter 730000003255300 in SPEEDE/ Express ID field (Item #16a, position 224-238)	FASTER: 963500	Either Speede #00979000 FASTER #979000	Either: Speede #0014890000 or FASTER #001489	FASTER, CODE: 1507. (If you need a second option, please use slate.org)	Prefer SPEEDE - Code Addressed Institution ID: 10002 Institution ID: 730000000395400	Prefer FASTER	Prefer: SPEEDE code: 5490 (FASTER code: 009841)	Faster code: 001537 Speede code: 001537 Prefer: EITHER	FASTER: 003955
Institutional Financial Aid Deadline for Fall 2019 (date/rolling)	January 1	January 1, 2019 Primary Priority Deadline/ March 1, 2019 Secondary Priority Deadline	January 1, 2019	March 1/Rolling	Priority Deadline: January 1	December 1 Priority	November 1 priority date (rolling)	December 1 Priority Deadline	December 15, 2018	Rolling	January 1, 2019	March 15 - Priority Deadline
2018-2019 Tuition & Fees for 30 credit hours (in-state)	\$4,553.00 for 30 credit hours (\$151.78 per credit hour)	\$6,381	\$6,118	\$6,550	\$4,950	\$6,516	\$5,763	\$212.28 per credit hour; \$6,368 for 30 credit hours	\$6,380.00 for 30 credit hours (\$212.67 per credit hour)	\$6,393.90* estimated	\$6410 for 30 credit hours	\$211.98/credit hour \$6,359.40 for 30 credits
Tuition Deposit Required? (Y/N) Amount?	Yes: \$150	YES (FTIC:\$200 Transfers:\$100)	No	\$200	Yes - \$200	Yes, \$200 Summer/ Fall FTIC Only	Yes (\$200)	Yes (\$200 FTIC only)	Yes, \$200	No	Yes; \$200	NO
Housing Deposit Required? (Y/N) Amount?	Yes: \$200	No deposit, but \$100 non refundable fee	Yes \$50.00	\$100	Yes - \$250	Yes, prepayment \$100 summer; \$225 fall	No	Yes (\$250 Fall/Spring; \$100 Summer)	Yes, if the students plan to live on campus. \$225	Yes	No; \$50 application fee	YES, \$250

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Does your institution require freshmen to live on campus?	Yes	Yes for the first year if students live outside of a 30 miles radius of main campus. Yes, for two years for students in the Wilkes Honors College	No	No	No, but strongly encouraged	No	Yes (unless approved for a waiver by Student Affairs)	No	No	No, but encouraged	No	NO
Honors Program Minimum Requirements	3.50 GPA; SAT 1200 or ACT 27; Two letters of recommendation; Writing Sample; High School Transcript	FAU Honors (4.0/ 25/ 1200) with WHC Qualitative Review	3.5 GPA 1220 SAT or 25 ACT	4.0 HS GPA/1270 SAT or 27 ACT	N/A	Accepted Midrange: 4.3-4.6 GPA ; 31-33 ACT; 1430-1490 SAT. Students receiving an admissions scholarship will be invited to apply to the honors program.	Holistic review	Averages: GPA 4.43, SAT 1450, ACT 32.1	N/A	Holistic review; essay, resume, test score, and HS gpa	Automatically offered admission: 4.0 re-calculated GPA and either 1400 SAT or 30 ACT Student can apply to be considered: 3.8 re-calculated GPA and either 1360 SAT or 29 ACT	3.8 GPA and 1240 SAT or 26 ACT
Health Insurance Required/ Optional?	Yes	Optional. Only required for international students.	Yes for International	International students only	Optional - Required for International Students	Yes	Not by the institution	International students only	Yes, it is required.	Domestic - Optional; International - Required	Optional (required for international students)	Only for international students
Sports Division	NCAA Division I	DIV I	Div I Atlantic Sun	NCAA Division I-CUSA	N/A	Division I	NA	NCAA Div 1	NCAA Division I	Division I	Division I	NCAA Division II

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 levels 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 *Initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org, by selecting **State Grants, Scholarships & Applications**, then **Apply Here**, 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. Under the title **First Time Applicants**, select the links for **Home Educated, GED, or Out-of-State**.
- 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, **State Grants, Scholarships & Applications**. Select the tab **State Program Links** 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 High School Graduates

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 private high school. Students must apply by submitting an *Initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm during their last year in high school, prior to their high school graduation or **forever forfeit** a Bright Futures Scholarship.

Course Weighting for the Bright Futures Grade Point Average

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System.
- State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook. (Note: Not all Level 3 courses are weighted.)
- Courses may be confirmed on the Comprehensive Course Table (CCT) at:
https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx

The assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures Scholarships.

Weighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.25	4.5
B	1.75	3.5
C	1.25	2.5
D	0.75	1.5
F	0.00	0.0

Unweighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.0	4.0
B	1.5	3.0
C	1.0	2.0
D	0.5	1.0
F	0.0	0.0

The following chart outlines the eligibility requirements for each of the three types of Bright Futures awards for 2017 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. **Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.**

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

FAS = Florida Academic Scholars			FMS = Florida Medallion Scholars			GSV = Gold Seal Vocational Scholars		
A	B	C	D	E	F	G	H	I
Initial Eligibility			Scholarship Award Information					
Student's High School Graduation Year ¹	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²	Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Number of GSV Hours of Funding Available	Number of Years to Reinstatement Initial Award ⁵	Number of Years of Funding Available ⁶	Restoration Opportunity
2013-2014 and after	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV; 60 credits hours in ATD's.	Within 3 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2009-2010	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA in 1 st year of funding only
2008-2009 and before	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	110% of program of study	110% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA and insufficient hours

¹ High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.

² Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.

³ Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

⁴ FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

⁵ Exception to the maximum number of years to begin receiving funding is made for students who are active military.

⁶ Students who are unable to complete their program after their allotted program length due to a verifiable illness or other documented emergency may be granted a 1-year extension to the renewal timeframe.

* Eligibility and funding requirements are subject to change with each legislative session