Florida Department of Education
Curriculum Framework

Program Title: **Professional Nursing (LPN-RN)**
Program Type: **Career Preparatory**
Career Cluster: **Health Science**

Career Certificate Program		
Program Number	H170608	
CIP Number	0351380102	
Grade Level	30, 31	
Program Length	900 hours	
Teacher Certification	Refer to the **Program Structure** section.	
CTSO	HOSA	
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 11	Communications (Reading and Language Arts): 11

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

This program is designed to prepare students who currently hold a valid, unencumbered Licensed Practical Nurse (LPN) license issued by the Florida Board of Nursing, for employment as Registered Nurses (RN). The program must be approved by the Florida Board of Nursing in order for graduates to apply and take the examination to practice as Registered Nurses.

The content follows section (s.) 464.019, Florida Statutes (F.S.) and includes but is not limited to: the professional role of the registered nurse, the legal scope of practice both in theoretical instruction and clinical experience, instruction in body structure and function; acute, long-term care, and community settings in the areas of geriatric, psychiatric, medical, surgical, pediatric, obstetric, and professional nursing; pharmacology, administering medications; mental health, interpersonal and personal relationship skills, health teaching, counseling skills, human growth and development over the lifespan, nutrition, family, and professional nursing.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 900 clock hours taking 52 weeks and one occupational completion point.

This program is comprised of a newly designed integrated pathway of nursing education called the Professional Nursing (LPN-RN) program. It serves as a dedicated bridge for Licensed Practical Nurses (LPNs) transitioning to Registered Nurses (RNs) through an accelerated hybrid delivery method. The program is structured to meet the requirements of the Florida Board of Nursing and complies with statutory regulations.

The design incorporates various learning strategies, considering the Patricia Benner framework of "Novice to Expert," the American Nurses Association (ANA) Scope of Practice (2023), the Quality and Safety Education for Nurses (QSEN) Competencies (2017), and the National Council of State Boards of Nursing (NCSBN) RN Practice Analysis and Activity Statements (2021) and Test Plan (2023), which prepare students for the Next Generation NCLEX-RN test. Additionally, it aligns with the National League for Nursing (NLN) Competencies and the Hallmarks of Excellence in Nursing Education Model (2020). The program is also designed to meet the standards of accrediting agencies recognized by the Florida Board of Nursing, as specified in Section 464.019(11) of the Florida Statutes: (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0464/Sections/0464.019.html). Bloom's Multiple Domains of Learning—cognitive, affective, and psychomotor—are also utilized within the curriculum.

The program facilitates the stacking of credentials from nursing assistant to practical nursing and ultimately to professional nursing. It employs scaffolded nursing education, promoting the development of higher-order thinking skills, particularly in clinical judgment, using the NCSBN's Clinical Judgment Measurement Model (2019). This comprehensive program covers a wide range of content and concepts necessary for providing excellent nursing care at the level expected from a professional nurse.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with section (s.) 1007.24(1), Florida Statutes (F.S.). They include curriculum and an organizational structure designed specifically for this fifty-two-week Professional Nursing (LPN-RN) program designed to bridge LPN to RN students in an accelerated hybrid format. Only nurses who hold a current, valid, unencumbered Licensed Practical Nurse (LPN) license issued by the Florida Board of Nursing may be accepted into the program. Career and Technical credit shall be awarded to the student on a transcript in accordance with s.1001.44(3)(b), F.S.

To teach the course(s) listed below, instructors must hold all of the teacher certifications indicated for that course. In addition, according to s. 464.019, F.S. at least 50% of the faculty must hold a Master in Nursing degree or higher.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
	NSG0080	Nursing Transitions	REG NURSE 7 G**	111 hours
	NSG0081	Concepts of Geriatrics and Pharmacology in Nursing		102 hours
	NSG0082	Psychiatric Nursing		102 hours
	NSG0083	Medical Nursing		102 hours

OCP	Course Number	Course Title	Teacher Certification	Length
	NSG0084	Surgical Nursing		102 hours
	NSG0085	Pediatric Nursing		102 hours
	NSG0086	Obstetric Nursing		102 hours
	NSG0087	Professional Nursing		91 hours
A*	NSG0089	Senior Practicum Intensive		86 hours

* OCP A is awarded after the student successfully completes all 9 courses in the program.
** Registered Nurse who holds at least a BSN and an unencumbered RN license in the state of Florida or from an Enhanced Nursing Licensure Compact (eNLC) state.

National Standards (NS)

Programs identified as having Industry or National Standards have been crosswalked with the corresponding standards and/or benchmarks. Industry or National Standards for the Professional Nursing (LPN-RN) program can be found using the following link for the National Council of State Boards of Nursing (NCSBN), which includes the current test plan:
https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

Regulated Programs

The Professional Nursing (LPN-RN) program is a program that is regulated by the Florida Board of Nursing requirements for the professional nurse under the Nurse Practice Act and the Administrative Code. Refer to s. 464.019(1)(b), F.S. for faculty credential requirements to teach this program. Programs must comply with the Florida Board of Nursing rules, including faculty qualifications. For questions regarding this process, contact the Florida Board of Nursing, at 4052 Bald Cypress Way, Tallahassee, FL 32399-3752.

According to the National Council of State Boards of Nursing (NCSBN), students are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX) RN after satisfactory completion of an approved program. The NCLEX-RN uses computerized adaptive testing (CAT) that the nursing graduate must take and pass in order to practice as a Registered Nurse (RN). Once a program has been approved by the Florida Board of Nursing as a Professional Nursing (LPN-RN) program, an NCSBN NCLEX-RN code will be issued to the school. This code is used by students to apply for the NCLEX-RN.

Clinical instruction of nursing students will meet the requirements of s. 464.019, F.S. Clinical experience must make up at least 50% of the total program. Simulated practice and clinical experiences are included as an integral part of this program. Clinical simulation may be used for no more than 50% of the total clinical experience.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

Prerequisite Requirement: Student must hold a current, valid, unencumbered LPN license issued by the Florida Board of Nursing to enter and remain in the Professional Nursing (LPN-RN) program.

After successfully completing this program, the student will be able to perform the following:

01.0 Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023. **(Note: Thinking is the first standard for each course or subject area.)**

02.0 Professional Behavior: Professional behavior will be demonstrated through communication, ethics, employability, safety, legal aspects, respectful and equitable practice, informatics, body structure and function review, assessment review, nursing process, electronic health record training, and orientation to the clinical facility.

03.0 Teamwork and Collaboration: Work well with a team including interprofessional collaboration, medication administration, pharmacology, human growth and development of the older adult, advocacy, evidence-based practice (EBP), client-centered care, and experiences in geriatrics, rehab, and/or long-term care.

04.0 Health Promotion: Promote well-being including mental health concepts, therapeutic communication, interpersonal and personal skills, relationship and counseling skills, as well as clinical opportunities in psychiatric inpatient and community health.

05.0 Coordination of Care: Provide appropriate planning skills to understand and apply principles of human growth and development for the adult, scholarly inquiry, and resource stewardship in the general medicine setting of clients.

06.0 Health Teaching: Demonstrate the use of teaching and learning principles for the education of the perioperative client and focus on the safe care of this client across the perioperative clinical setting.

07.0 Quality of Practice: Exhibit quality improvement (QI) principles, human growth and development of the child, and care for the client in a children's hospital setting or children's specialty area.

08.0 Environmental Health: Plan for a positive environment in the care of the family including proper nutrition, human growth and development of the perinatal clients, and clinical experiences in labor and delivery, OB OR, mom/baby units, and/or the outpatient family health clinic setting.

09.0 Professional Role: Function in the professional role of the nurse including licensure preparation and leadership roles including clinical care in specialty areas such as emergency rooms, intensive care units, and step-down areas.

10.0 Professional Practice: Create a pattern of professional practice through a senior practicum intensive with a 1:1 preceptor in the acute clinical setting for a minimum of seventy-two hours, as well as a reflection of clinical judgment opportunities, use of self-evaluation, and application of life-long learning principles to show preparation for the NCLEX-RN examination.

Florida Department of Education
Student Performance Standards

Program Title: Professional Nursing (LPN-RN)
Career Certificate Program Number: H170608

NOTE: All courses must follow in the designated order after successful completion of the previous course in class and clinical with a passing grade. All standards and benchmarks are related to requirements for the professional nurse according to the Florida Board of Nursing and the Nurse Practice Act, s. 464.019, F.S., and other nursing entities.

Course Number: NSG0080 **Nursing Transitions – 111 Hours**	
Anatomy and Physiology and the Respiratory System.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
02.0	Professional Behavior: Professional behavior will be demonstrated through communication, ethics, employability, safety, legal aspects, respectful and equitable practice, informatics, body structure and function review, assessment review, nursing process, electronic health record training, and orientation to the clinical facility (ANA 1-6).
02.01	Communication: Establish excellent communication skills with team members and clients, using technology and appropriate spoken and written English skills (APA 7th edition, 2020 update) to plan, implement, and manage client care (ANA 10).
02.02	Ethics: List ethical principles to guide interpersonal relationships, professional behavior, and clinical decision-making and show evidence of implementing these principles (ANA 7).
02.03	Employability: Demonstrate competencies in professional behavior, good moral character, respect, and employability skills.
02.04	Safety: Apply safe use of information, equipment, supplies, ergonomics, and attention to detail while practicing and providing care (QSEN 5).
02.05	Legal Aspects: Examine the legal scope and practice transitioning from the role of LPN to the professional nurse in theoretical instruction and clinical practice experience.
02.06	Respectful and Equitable Practice: Implement consistent respectful and equitable practice, using principles of team civility to inspire a well-loved practice environment (ANA 9).
02.07	Informatics: Use collected data to direct practice decisions and document accurately (QSEN 6).
02.08	Body Structure and Function (BSF) Review: Adapt concepts of anatomy and physiology or body structure and function (BSF) as the foundational blocks of the professional nurse.
02.09	Assessment Review (clinical): Demonstrate holistic assessment skills for head-to-toe assessments in order to plan, prioritize, implement, and evaluate care.
02.10	Nursing Process (clinical): Improve higher-order thinking skills to apply the nursing process, critical thinking, clinical reasoning, and clinical judgment to foundational thinking and clinical applications.
02.11	Clinical – Electronic Health Record (EHR) Training and Orientation [acute]: Integrate client assessments, nursing process, and

	technology to provide and document care that focuses on the professional behavior of the nursing student.

Course Number: NSG0081 **Concepts of Geriatrics and Pharmacology in Nursing – 102 Hours**	
Pharmacology, Geriatrics, and the Endocrine System.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
03.0	Teamwork and Collaboration: Work well with a team including interprofessional collaboration, medication administration, pharmacology, human growth and development of the older adult, advocacy, evidence-based practice (EBP), client-centered care, and experiences in geriatrics, rehab, and/or long-term care.
03.01	Collaboration: Advocate for teamwork and collaboration in the classroom, online, and in the clinical setting (QSEN 2, ANA 11).
03.02	Medication Administration (clinical): Administer ordered medication through various routes within the scope of practice using principles of safety (National Patient Safety Goals), infection control, accuracy in clinical calculations, and integrity.
03.03	Pharmacology: Apply principles of pharmacology to evaluate the appropriateness of ordered medications and treatments for the current client's health status
03.04	Human Growth and Development for the Older Adult: Compare human growth and development throughout the lifespan and its impact on nursing care with a focus on the older adult client.
03.05	Advocacy: Identify client rights, diverse preferences, and choices, and provide care honoring and respecting the client with dignity (ANA 8).
03.06	Evidence-based Practice (EBP): Prioritize statistics and research to choose evidence-based (EBP) and best practices in professional nursing (QSEN 3).
03.07	Client-Centered Care (clinical): Provide client-centered care recognizing diverse cultures and ethnic backgrounds in acute, long-term care, and community settings (QSEN 1 – modified).
03.08	Clinical – Geriatrics, Rehab, and/or Long-term Care Centers: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the beginning level of the novice student professional nurse who is focusing on teamwork and collaboration.

Course Number: NSG0082 **Psychiatric Nursing – 102 Hours**	
Mental Health and the Neurological System.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
04.0	Health Promotion: Promote well-being including mental health concepts, therapeutic communication, interpersonal and personal skills, relationship and counseling skills, as well as clinical opportunities in psychiatric inpatient and community health.
04.01	Mental Health Concepts: Apply concepts of psychiatric nursing and the mental health and illness continuum.

04.02	Therapeutic Communication (clinical): Demonstrate the use of therapeutic communication with clients in simulated and practice settings.
04.03	Interpersonal/Personal Skills: Establish positive interpersonal skills and personal support systems (ANA 5B).
04.04	Relationship/Counseling Skills: Improve relationship and counseling skills.
04.05	Clinical – Psychiatric Inpatient and Community Health: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the beginning level of the novice student professional nurse who is focusing on health promotion.

Course Number: NSG0083 **Medical Nursing – 102 Hours**	
Pathophysiology, Diseases/Disorders, Complications, and the Cardiac and Hematologic Systems.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
05.0	Coordination of Care: Provide appropriate planning skills to understand and apply principles of human growth and development for the adult, scholarly inquiry, and resource stewardship in the general medicine setting of clients
05.01	Coordination of Care: Create workflow patterns to provide efficiency in the care of multiple clients and use prioritizing frameworks to determine priorities of care.
05.02	Human Growth and Development for the Adult: Apply principles of adult medical nursing focusing on growth and development, pathophysiology, diseases, disorders, complications, and management of care (ANA 5A).
05.03	Scholarly Inquiry: Analyze scholarly works to provide best practices for client care (ANA 14).
05.04	Resource Stewardship: Select resources being mindful of both exemplary care and cost containment (ANA 17).
05.05	Clinical – General Medicine: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the middle level of the novice student professional nurse who is focusing on coordination of care.

Course Number: NSG0084 **Surgical Nursing – 102 Hours**	
Pre-op and Post-op, Fluid and Electrolytes, Acid-base Balance, Infection, and the Musculoskeletal and Integumentary Systems.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
06.0	Health Teaching: Demonstrate the use of teaching and learning principles for the education of the perioperative client and focus on the safe care of this client across the perioperative clinical setting.
06.01	Health Teaching: Evaluate barriers to client learning and plan support to assist in learning keeping in mind the principles of learning for the adult client.
06.02	Education: Apply principles of adult surgical nursing focusing on teaching and learning opportunities in the perioperative client with body imbalances and maintaining homeostasis. Also, promote life-long learning for the professional nurse (ANA 5A, 13).

06.03	Clinical – OR, Pre-op, PACU, Post-op, Surgical Floor: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the middle level of the novice student professional nurse who is focusing on health teaching by organizing peri-operative nursing interventions with a priority mindset including awareness of potential complications.

Course Number: NSG0085 **Pediatric Nursing – 102 Hours**	
Human Growth and Development, and the Immune, Lymph, and Gastrointestinal Systems.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
07.0	Quality of Practice: Exhibit quality improvement (QI) principles, human growth and development of the child, and care for the client in a children's hospital setting or children's specialty area.
07.01	Quality of Practice: Use self-evaluation and peer evaluation to complete a reality check for quality in practice.
07.02	Quality Improvement (QI): Investigate a potential area of concern in pediatric practices to provide safer care or improvement (ANA 15, QSEN 4).
07.03	Human Growth and Development of the Child: Compare human growth and development throughout the lifespan and its impact on nursing care with a focus on the infant and child client.
07.04	Clinical – Children's Hospital, NICU, Outpatient Pediatrics: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the middle level of the novice student professional nurse who is focusing on the quality of practice.

Course Number: NSG0086 **Obstetric Nursing – 102 Hours**	
Family and the Reproductive and Genitourinary Systems.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
08.0	Environmental Health: Plan for a positive environment in the care of the family including proper nutrition, human growth and development of the perinatal clients, and clinical experiences in labor and delivery, OB OR, mom/baby units, and/or the outpatient family health clinic setting.
08.01	Environmental Health: Describe an environmental threat to human life and propose a realistic solution to decrease the threat or resolve the issue.
08.02	Family: Design ways to be active in environmental health that have a positive outcome on family health (ANA 18).
08.03	Nutrition: Integrate concepts of nutrition and wellness over the lifespan.
08.04	Human Growth and Development of the Perinatal Patient: Compare human growth and development throughout the lifespan and its impact on nursing care with a focus on the perinatal and newborn clients.
08.05	Clinical – Labor and Delivery, OB OR, Mom/Baby, and the Family Health Clinic Setting: Provide culturally competent client-

	centered care integrating the nursing process, clinical judgment, and safety at the advanced level of the novice student professional nurse who is focusing on environmental health and safety for mom and baby.

Course Number: NSG0087 **Professional Nursing – 91 Hours**	
Cancer, Emergencies, Leadership, and Licensure.	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
09.0	Professional Role: Function in the professional role of the nurse including licensure preparation and leadership roles including clinical care in specialty areas such as emergency rooms, intensive care units, and step-down areas.
09.01	Functioning in the Professional Role: Demonstrate competencies in the core components of professional nursing including licensure preparation and continuing education requirements.
09.02	Leadership (clinical): Demonstrate leadership and delegation skills in care and current issues in nursing (ANA 12).
09.03	Clinical – Specialty Areas Including Emergency Room, Intensive Care Unit, Step-Down Unit, Etc.: Provide culturally competent client-centered care integrating the nursing process, clinical judgment, and safety at the advanced level of the student professional nurse who is focusing on the professional role.

Course Number: NSG0089 **Occupational Completion Point: A** **Senior Practicum Intensive – 86 Hours**	
01.0	Thinking: Apply the clinical judgment measurement model thinking processes to all class content and clinical client situations, covering novice to advanced beginner health and illness concepts or content in preparation for meeting the Next Generation NCLEX-RN requirements starting in 2023 (FBON, NCSBN). **(Note: Thinking is the first standard for each course or subject area.)**
10.0	Professional Practice: Create a pattern of professional practice through a senior practicum intensive with a 1:1 preceptor in the acute clinical setting for a minimum of seventy-two hours, as well as a reflection of clinical judgment opportunities, use of self-evaluation, and application of life-long learning principles to show preparation for the NCLEX-RN examination.
10.01	Professional Practice Evaluation (clinical): Examine professional nursing functions and compile reflections on clinical decision-making during senior practicum experiences in preparation for the NCLEX-RN examination and practice in real life (ANA 16).
10.02	NCLEX-RN Preparation: Provide documentation of a completed NLCEX-RN preparation course of at least eighteen hours and include an NCLEX-RN study journal.
10.03	Clinical Practicum – 1:1 with a Preceptor in the Acute Care Setting: Provide and coordinate care in the acute setting under the direct supervision of a clinical facility-approved preceptor, using self-evaluation to improve practice. The preceptor will provide feedback to improve practice (minimum two weeks or seventy-two practice hours).

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Prerequisite Requirement: Student must hold a current, valid, unencumbered LPN license issued by the Florida Board of Nursing to enter and remain in the Professional Nursing (LPN-RN) program.

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the co-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In Career Certificate programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in s.1004.02, F.S., may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040, F.A.C.). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in s. 1004.91, F.S.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.