

Florida Department of Education
AMENDMENT FOR COURSE CODE DIRECTORY 2006-2007

NARRATIVE SECTION

Narrative Updates of Section I – Course Code Directory System Guide

Section: Curriculum and Standards

Recommended by: Mike Tremor

Office: Bureau of School Improvement

Deleted:

Honors Designation

~~The Department of Education's policy is that only core courses required for graduation can be designated as Honors courses in the Course Code Directory. Any course designated in the CCD as level 3 advanced, like honors courses, is designed to provide rigorous instruction.~~

Replaced:

Advanced Courses

Middle and high school courses that have advanced and rigorous content and requirements are designated in the Course Code Directory as Level 3 courses. If a district weights the grades in courses for purposes of class ranking, Level 3 courses might be considered. A course is designated as Honors only when it relates to a high school course in language arts, mathematics, science and social studies that meets specific graduation requirements and for which there is a companion course at Level 2. Elective courses are not designated honors in the Course Code Directory. Any elective course that currently has an Honors designation is in the process of being deleted.

Recommended by: Evy Friend

Office: Bureau of Exceptional Education and Student Services

Deleted:

Reading Certification Requirements for Exceptional Student Education (ESE) Teachers

~~It has been determined that a teacher who has certification in an appropriate Exceptional Student Education (K-12) area to match the ESE table in the Course Code Directory and is teaching reading to ESE students in grades K-6 is not required to have the Reading Endorsement or Reading certification. This includes sixth grade in an elementary or middle school. Additional information relating to the required certification for teaching reading to exceptional education students was provided in a memorandum dated June 15, 2004, and may be viewed at <http://info.fldoe.org/dscgi/ds.py/Get/File-2132/04-129.pdf>.~~

Replaced:

Grades K-6: The elementary ESE teacher must meet the highly qualified requirements for an elementary education teacher. If the ESE teacher meets the highly qualified requirements of a general education elementary teacher, then the ESE teacher also meets the highly qualified requirements for reading, grades K-6. An ESE teacher certainly can go beyond this requirement and obtain the reading endorsement or reading certification.

Grades 7-12: The secondary ESE teacher who is teaching a reading course must have the reading endorsement or reading certification unless the level of instruction for the students is at an elementary level, then the secondary ESE teacher must meet the highly qualified requirements for elementary education.

Recommended by: Evy Friend

Office: Bureau of Exceptional Education and Student Services

Deleted:

~~The No Child Left Behind (NCLB) Act changes certification requirements for teachers of core academic subjects. For "new" teachers in Title I Schoolwide or Targeted Assistance programs, ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have certification in both ESE (see ESE certification table) and the core academic subject area. However, if a new ESE teacher teaching multiple subjects already has certification in math, science, or language arts the teacher will be given two years from the date of employment to meet the HOUSSE or certification requirements. By July 1, 2006, all ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have ESE certification in accordance with the ESE certification table and certification in the core academic subject area, or if an experienced teacher, meet the requirements of a HOUSSE plan, as appropriate. See: <http://info.fldoe.org/dsegi/ds.py/Get/File-2439/Forms.pdf>.~~

Replaced:

The No Child Left Behind (NCLB) Act changes highly qualified requirements for ESE teachers of core academic subjects. By June 30, 2006, all K-12 ESE teachers teaching core academic subjects to students with disabilities must have certification in the appropriate area of ESE (see ESE certification table) and meet the highly qualified requirements of the core academic subject area. A K-6 grades ESE teacher must meet the highly qualified requirements for elementary education if teaching a core academic course. A 7-12 grades ESE teacher must meet the highly qualified requirements for the core academic subject area, e.g., biology, English, unless the core course is an ESE 78 or 79 course and the level of instruction is at the elementary level. If the level of instruction is at the elementary level then the ESE teacher must meet the highly qualified for elementary. However, if a newly hired ESE teacher teaching multiple subjects is already highly qualified in math, science, or language arts, the teacher will be given two years from the date of employment to meet the HOUSSE or certification requirements in the other core academic subjects the teacher teaches.

Section: Middle Grades Promotion

Recommended by: Samantha Love

Office: Bureau of School Improvement

Added:

General Requirements for Middle Grades Promotion (Section 1003.4156, F. S.)

For students entering middle school in the 2006-2007 school year and thereafter:

The 2006-2007 Legislature passed House Bill 7087, creating section 1003.4156, F. S., related to middle grades promotion. Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

1. English – 3 middle school or higher year-long courses
These courses shall emphasize literature, composition, and reading for information.
2. Mathematics - 3 middle school or higher year-long courses
Each middle school must offer at least one high-school-level mathematics course for which students may earn high school credit.
3. Social Studies - 3 middle school or higher year-long courses
4. Science - 3 middle school or higher year-long courses
5. One half-year course in career exploration and education planning to be completed in grade 7 or grade 8. The course may be taught by any member of the instructional staff and must include, but is not limited to, the following components:
 - a. Career exploration
 - b. Academic advising from the instructor, with assistance from guidance counselors, to provide information to each student about high school programs and courses, including acceleration mechanisms, career and technical programs, and career and professional academies that meet the student's interests
 - c. Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org.

Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student, the student's instructor or guidance counselor, and the student's parent.

For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. For each year in which a student scores at Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be integrated into the student's required mathematics course. These courses are subject to approval by the department for inclusion in the Course Code Directory.

Required Instruction (s. 1003.42, F.S.)

Each district school board shall provide all courses required for middle grades promotion, high school graduation and appropriate instruction designed to ensure that all students have the opportunity to meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

Middle and High School Grading System (s. 1003.437, F.S.)

The 2006 Florida Legislature amended s. 1003.437 related to the high school grading system to include middle school. The grading system and interpretation of letter grades used for students in public high schools in grades 6-12 shall as follows:

- 1) Grade "A" equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as "outstanding progress."
- 2) Grade "B" equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as "above average progress."
- 3) Grade "C" equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as "average progress."
- 4) Grade "D" equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as "lowest acceptable progress."
- 5) Grade "F" equals zero percent through 59 percent, has a grade point average value of zero, and is defined as "failure."
- 6) Grade "I" equals zero percent, has a grade point average value of zero, and is defined as "incomplete."

For the purposes of class ranking, district school boards may exercise a weighted grading system for dual enrollment programs.

Section: Graduation Requirements for Basic, Adult and Special Programs

Subsection: *International Programs*

Recommended by: Pam Kerouac

Office: Office of Articulation

Added:

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) DIPOLMA

About AICE

The Advanced International Certificate of Education (AICE) Diploma program is administered and assessed by University of Cambridge International Examinations (CIE), a not-for-profit department of the world renowned University of Cambridge in the United Kingdom (UK). CIE offers a wide range of schools and vocational qualifications in more than 150 countries.

AICE is an international pre-university curriculum and examination system that emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and

structure of the curriculum encouraging in-depth, working knowledge of each subject, and in essay-based examinations as assessment of that knowledge.

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

The AICE program was piloted and studied by the Florida Department of Education for four years in three Florida school districts and since 2001 has been approved for use in any Florida school district looking for an inexpensive, flexible advanced academic program for grades 11 and 12. In order to offer these and other CIE assessments, schools must register with CIE as Examination Centers.

Pre-AICE Education – IGCSE

The optional pre-AICE curriculum program, called the International General Certificate of Secondary Education (IGCSE), was developed in 1988 to meet the need for an internationally focused curriculum appropriate for a wide range of student ability. IGCSE is suitable for grades 9 and 10 and features over 50 subjects with end of course, international criterion-referenced, externally assessed examinations. While schools offering AICE subjects are not required to offer IGCSE courses, students are expected to have mastered the IGCSE level of study and skills in a subject before beginning an AICE subject course.

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

Skills Development and Assessment

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

AICE Subjects

Within AICE, there are over 40 subjects from three curriculum areas: Mathematics and Sciences, Languages, and Arts and Humanities. Most subjects may be studied at either the Advanced (A) Level, which has been offered worldwide for over 50 years, or at the Advanced Subsidiary (AS) Level.

Advanced Level examinations generally require two years of study in a subject while AS Level examinations cover the first year of the two-year A Level syllabi. Students are allowed to choose specific subjects and levels of study for each.

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

In the AICE Diploma qualification scheme, AS Level examinations passed earn one credit and each A Level examination passed counts for two credits. In addition, there is a Research Project option worth

one credit, which requires a student to write two essays of between 3,000 and 3,500 words each from two different subjects for which AS or A Level examinations are taken. Students pursuing a full AICE Diploma must earn a total of six credits and include at least one subject examination from each of the three curriculum areas at either the AS or A Level.

The AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For AICE exams, the CIE passing letter grades range from A to E with A being the highest. The lowest passing grade of E is equivalent to a US grade of C or a 3 on an Advanced Placement examination. Students may take up to 13 months to earn the six credits required for an AICE Diploma. Students who do not qualify for an AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations they passed.

Both AS and A Levels are considered college level courses of study and students taking these examinations may receive up to 30 hours of college credit or advanced standing based on their scores on these examinations from universities throughout the United States and all public universities and colleges in Florida. Credit is typically awarded based on each subject examination grade earned.

Students who have earned an AICE Diploma and completed an approved 75 hour community service program automatically qualify for the Florida Academic Scholars award from the Florida Bright Futures Scholarship Program.

How to Find Out More

For additional information about the AICE program, please contact CIE's U.S. Representative, Sherry Reach, at (850) 230-4770 (Monday through Friday, 9:00 am to 5:00 pm Central Standard Time) or email cieusrep@comcast.net.

Subsection: GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION BEGINNING WITH NEWLY ENROLLED 9TH GRADE STUDENTS IN 2007-2008

Recommended by: Samantha Love/ Helen Lancashire

Office: Office of School Improvement

Added:

For Students Who Entered Ninth Grade in the 2004-2005 and 2005-2006 School Years:

The 2004 Florida Legislature passed Committee Substitute for Senate Bill 364, amending several laws related to high school graduation. Under this new law, graduation requirements for the two accelerated graduation programs are:

1. Passing scores on the grade 10 FCAT
2. Grade Point Average-Section 1003.429, F.S., requires students selecting one of the accelerated graduation programs to maintain a cumulative weighted GPA of 3.0 on a 4.0 scale, or its equivalent, in the courses required by the student's chosen accelerated three-year high school graduation program; requires a weighted or unweighted grade that earns at least 3.0, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory program; requires a weighted or un-weighted grade that earns at least 2.0, or its equivalent to earn course credit toward the 18 credits required for career preparatory programs
3. Earn credits in the required number and distribution. At least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced

placement, International Baccalaureate, Advanced International Certificate of Education, or weighted by the district school board for class ranking purposes.

For Students Who Enter Ninth Grade in the 2006-2007 School Year and Thereafter:

Graduation requirements for the two accelerated graduation programs are:

1. Passing scores on the grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).

2. Grade Point Average - Section 1003.429, F.S., requires students selecting the college preparatory accelerated 3-year graduation program to maintain a cumulative weighted GPA of 3.5 on a 4.0 scale, or its equivalent, in the courses required by this program; requires a weighted or un-weighted grade that earns at least 3.0, or its equivalent, to earn course credit toward the 18 credits required. Section 1003.429, F.S. requires students selecting the career preparatory accelerated 3-year high school graduation option to maintain a cumulative weighted GPA of 3.0 on a 4.0 scale, or its equivalent, in the course required by this program; requires a weighted or un-weighted grade that earns at least 2.0, or its equivalent to earn course credit toward the 18 credits required.

3. Earn credits in the required number and distribution. At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous.

a. Three-year college preparatory program-18 credits that must satisfy state university system admission requirements and must include 6 of the 18 credits in advanced courses, in the following distribution:

- (1) 4 credits in English, with a major concentration in composition and literature
- (2) 3 credits in mathematics, all of which must be at the Algebra I level and above
- (3) 3 credits in natural sciences, two of which must have a lab component
- (4) 3 credits in social sciences (must include 1 credit in American history, 1 credit in World history, .5 credit in American government, and .5 credit in economics)
- (5) 2 credits in the same second language, unless the student is a native speaker of a language other than English or can otherwise demonstrate proficiency
- (6) 3 elective credits

b. Three-year career preparatory program-18 credits in the following distribution:

- (1) 4 credits in English, with a major concentration in composition and literature
- (2) 3 credits in mathematics, one of which must be Algebra I
- (3) 3 credits in natural sciences, two of which must have a lab component
- (4) 3 credits in social sciences (must include 1 credit in American history, 1 credit in World history, .5 credit in American government, and .5 credit in economics)
- (5) 3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or credits in vocational or career technical courses
- (6) 2 elective credits unless 5 credits are earned as referenced above

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING NINTH GRADE IN 2006-2007			
Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits (American History, World History, Economics, American Government)	3 credits (American History, World History, Economics, American Government)
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career/ Technical education or Exploratory Career Education or 1 credit Performing Fine Arts, or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts	Not required	3 credits I a single vocational/career education program or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Life Management Skills	0.5 credit	Not required	Not required
Physical Education	1 credit to include 0.5 credit Personal Fitness and 0.5 credit Physical Education elective (3)	Not required	Not required
Electives	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
TOTAL	24 credits	18 credits (4)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.0 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits
<p>(1) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.</p> <p>(2) See high school guidance counselor for Algebra I equivalents.</p> <p>(3) See high school guidance counselor for Physical Education electives.</p> <p>(4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement</p>			

Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous.

General Requirements for Traditional High School Graduation Program-Revised (Section 1003.428, F.S.)

For Students Who Enter Ninth Grade in 2007-2008 School Year:

The 2006 Legislature passed Committee Substitute for House Bill 7087, creating several laws related to high school graduation. Beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires a successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and post secondary admissions. Under this new law, graduation requirements for this program are summarized below:

1. Earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
2. Earn 24 credits through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

a. 16 core curriculum credits:

1) English - 4 Credits

English courses must include major concentration in composition, reading for information, and literature. Also see Basic Education Course Substitutions and Career and Technical Education Substitutions.

2) Mathematics - 4 Credits

One of the mathematics courses must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course (for students who have already completed an Algebra I course that is not reflected on the high school transcript or have clearly mastered Algebra I content). School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, Geometry and Algebra II.

Courses or series of courses deemed "equivalents" for meeting the Algebra I graduation requirement are:

(1) Algebra I

(2) Algebra I Honors

(3) Algebra Ia and Algebra Ib

(4) Applied Mathematics and Applied Mathematics II

(5) Integrated Mathematics I and Integrated Mathematics II

(6) Pacesetter Mathematics I

Higher level courses meeting this requirement when Algebra I content is mastered but not reflected in the transcript: any Level III course, Algebra II, or Integrated Mathematics III.

3) Science - 3 Credits

Two of the science credits must a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits. A waiver of the laboratory component by the State Board of Education may be requested by a school district in accordance with Section 1003.43, F.S. Also see

Basic Education Course Substitutions and Career and technical Education Course Substitutions.

4) Social Studies - 3 Credits

- a. 1 credit in American history
- b. 1 credit in world history
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
- c. one-half credit in economics
This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems
- d. and one-half credit in American government.
This course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.

5) Fine Arts - 1 Credit

Any course in music, dance, drama, painting, or sculpture may be used to satisfy the performing arts requirement. A course in any art form, in addition to painting and sculpture, that requires manual dexterity or a course in speech or debate may be used to satisfy this requirement.

6) Physical Education - 1 Credit

Physical education must include integration of health.

Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurhythmics, dance corps, or flag corps), with regular practice with and performance in marching band activities satisfies a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

Completion of one semester with a grade of "C" or better in a Reserve Officer Training Corps (R.O.T.C.) class that has a substantial component of drills as a part of the course description satisfies a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

A district school board may not require that the one credit in physical education be taken during the 9th grade year.

b. Majors, Minors, or Electives - 8 Credits

- 1) 4 credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the students as part of the education plan required by s. 1003.4156. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions.

Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the Commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the department's website.

- 2) 4 credits in elective courses selected by the student as part of the education plan required by s. 1003.4156. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.
 - a. Minor areas of interest are composed of 3 credits selected by the student as part of the education plan and approved by the district school board.
 - b. Elective course are selected by the student in order to pursue a complete education and to meet eligibility requirements for scholarships.
 - c. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan.
 - d. For each year in which a student scores at Level 1 or Level 2 in FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.
 - e. Credit recovery courses shall be offered so that students can simultaneously earn and elective credit and the recovered credit. (Credit recovery courses should be competency based and offered through innovative delivery systems, including computer-assisted instruction.)

A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

- 1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non exceptional students in the district school board student progression plan or
- 2) Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

3. Grade Point Average – Students are required to maintain a cumulative GPA of 2.0 on a 4.0 scale or its equivalent for all courses taken in high school that have not been forgiven.

Section 1003.436, F.S., requires that school boards, in awarding credit for high school graduation, shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete i the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student ~ enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a ~ full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half j would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class 1 attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. ~

4. Qualifications, Restrictions, and Eligibility

- a. No student shall be granted credit toward high school graduation for enrollment in the following courses
- (1) More than a total of nine elective credits in remedial programs.
 - (2) More than one credit in exploratory career and technical courses as defined in Section 1003.014 (4), F. S.
 - (3) More than three credits in practical arts family and consumer sciences classes as defined in Section 1003.01 (4) (a), F.S.
 - (4) Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.) Section 1003.43 (7) (d), F. S.
- b. The 0.5, 1.0, and multiple credit listed in the Credit column in Section 3 (Basic Education -Senior High and Adult, Grades 9-12,30, 31), and Section 4 (Exceptional Student Education) indicate the maximum credit allowed for each course. If district policy permits, a subset of _____ the student outcomes for any course listed as 1.0 may be selected and the course offered for 0.5 credit.
- c. Any course listed in this directory, using currently adopted Course Descriptions, may contain a component of volunteer community services as appropriate and as allowed in the district's approved student progression plan.

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING THE NINTH GRADE IN 2007-2008

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Composition, Reading for Information, and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission (2)	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts	1 credit in Fine Arts	Not required	Not required
Physical Education	1 credit in Physical Education to include integration of health (3)	Not required	Not required
Majors, Minors, or Electives	8 credits <ul style="list-style-type: none"> • 4 credits in a major area of interest • 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses 	3 credit in electives	3 credits in a single vocational/career education program and 2 elective credits or 3 credits in career/technical dual enrollment courses, and 2 elective credits or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
TOTAL	24 credits	18 credits (4)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 point or its equivalent in each of the 18 required credits

(1) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.

(2) See high school guidance counselor for Algebra I equivalents.

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| <p>(3) See high school guidance counselor for Physical Education electives.</p> <p>(4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous.</p> |
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Sec. General Information

Subsection: *Dual Enrollment*

Recommended by: Pam Kerouac

Office: Office of Articulation

Revised:

Pursuant to F.S. 1007.271(6), the State Board of Education has identified and approved a list of dual enrollment courses that all public high schools must accept toward meeting subject area requirements for high school graduation. Districts are strongly encouraged to consult the *Dual Enrollment Equivalency List*, noting recent revisions and updates, which is available online at FACTS.org, under Advising Manuals, http://www.facts.org/pdf_sw/Dual_enroll2006.pdf. Effective August 2006, the *Dual Enrollment Equivalency List* identifies dual enrollment courses that all colleges and universities offer or accept in transfer as part of their general education requirements. The dual enrollment courses are identified through ~~Though any course in the Statewide Course Numbering System (with the exception of remedial courses and P.E. skills courses) may be taken through dual enrollment, the~~ and approved by the statewide Articulation Coordinating Committee ~~has approved a list of college courses with associated high school credit equivalencies that are for guaranteed articulation as an elective or general education requirement to a postsecondary certificate or degree program. to transfer to every district in the state~~ Districts that offer dual enrollment courses that are not included on the *Dual Enrollment Course Equivalency List* should delineate in their local interinstitutional articulation agreement the credit equivalencies for each course. Students should be advised of their dual enrollment options, guarantees, privileges, and responsibilities. Students should also be made aware that there is no transfer guarantee for locally approved courses.

Beginning with students entering grade 9 in the 2006-07 school year, the revised language for F.S. 1007.27(16) requires districts to weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation, weighing systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited. The 2006 legislature specifies for the purpose of class ranking, district school boards may exercise a weighted grading system pursuant to s.1007.271.

~~Districts are strongly encouraged to consult~~ Effective in August 2005, the *Dual Enrollment Course Equivalency List*, noted that ~~recent changes.~~ Effective August 2005, students must pass a lab component for a dual enrollment science course to be awarded a full credit. College science courses taken without a lab will be awarded a 0.5 high school science credit. Since the Bright Futures evaluation uses equivalencies from the *Dual Enrollment Course Equivalency List*, it is important for students seeking Bright Futures Scholarships to be advised of the requirements and equivalencies associated with taking college-level dual enrollment to fulfill graduation and scholarship requirements. ~~The *Dual Enrollment Course Equivalency List* can be accessed at www.facts.org, under Advising Manuals.~~

~~School districts and community colleges must weight college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated.~~

~~Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited by Sections 1007.271 and 1007.272, F.S.~~

Subsection: *English for Speakers of Other Languages (ESOL) Certification, Training and Reporting Requirements*

Recommended by: Lisa Saavedra

Office: Academic Achievement through Language Acquisition

Revised:

English for Speakers of Other Languages (ESOL) Certification, Training and Reporting Requirements

(As specified in the 1990 League of United Latin American Citizens (LULAC) et. al. v. the State Board of Education Consent Decree and Rule 6A-6.0907, FAC, and other applicable SBE Rules.) Districts should report student membership data using the appropriate course numbers, FEFP cost category, and instructional strategy used. Specific ESOL and Home Language inservice training and certification requirements apply to personnel assigned to serve English Language Learners (ELLs). Students identified as English Language Learners/limited English proficient (LEP) should be enrolled in district ESOL programs as described in the state-approved District LEP Plan, and, as prescribed in the 1990 ESOL Agreement and Sections . 1003.56 **and** 1011.62, F.S., should be enrolled in courses listed in the basic and career and technical sections of this directory. ELLs/LEP students enrolled in language arts, mathematics, science, social studies, and computer literacy courses will generate ESOL weighted funding, provided ESOL or home language strategies are used in the course. Certification coverage and training requirements for instructional personnel serving ELLs/LEP students must be adjusted as indicated below.

1. The primary English/Language Arts, Developmental Language or Intensive Reading subjects taught to ELLs/LEP students using ESOL strategies require
 - a. the appropriate coverage and level to teach English/language arts plus the ESOL endorsement, or
 - b. the appropriate foreign language coverage plus the ESOL endorsement, or
 - c. the ESOL (stand alone) coverage.

2. Core subjects: mathematics, science, social studies, and computer literacy taught to LEP students:
 - a. Core subjects taught in English using ESOL strategies require
 - 1) the appropriate subject area coverage and level, and
 - 2) one of the following:
 - a) 60 in-service points in ESOL strategies as documented by the school district, or
 - b) three semester hours in ESOL strategies, or
 - c) ESOL endorsement, or
 - d) ESOL (stand alone) coverage.

 - b. Core subjects mathematics, science, social studies, and computer literacy taught in the home language using home language strategies require
 - 1) the appropriate subject coverage and level, and
 - 2) proficiency in the native language as evidenced by test or certification as documented by the school district, and
 - 3) one of the following:
 - a) sixty (60) in-service points in home language strategies, or

- b) three (3) semester hours in home language strategies, or
 - c) ESOL endorsement, or
 - d) ESOL (stand alone) coverage.
3. All subjects taught to ELLs/LEP students other than English, Developmental Language Arts, Intensive Reading, mathematics, science, social studies, and computer literacy using ESOL strategies require
- a. the appropriate subject area coverage and level, and
 - b. one of the following:
 - 1) eighteen (18) in-service points in ESOL strategies as documented by the school district, or
 - 2) three (3) semester hours in ESOL strategies, or
 - ESOL endorsement, or
 - ESOL (stand alone) coverage.

For implementation information see Timelines for Completion of the ESOL Requirements, which may be viewed at the following URL: <http://www.firn.edu/doe/omsle/timeline.htm>.

Sec. Course Numbering System

Subsection: *Postsecondary Adult Levels*

Recommended by: Matthew Bouck

Office: Office of Articulation

Revised:

Postsecondary Adult Levels

~~Career and technical programs and courses that can be offered at the postsecondary adult levels have been assigned seven figure alpha-numeric numbers by the Statewide Course Numbering System. Each number consists of a one-letter prefix and a six digit number. For example, the alphanumeric designation for the Practical Nursing course is H170605. (See other alpha descriptions below) The purpose for including the postsecondary adult programs in the course numbering system is to provide for the effective articulation of programs and courses and the automatic transfer of credit for equivalent courses.~~

Subsection: *Prekindergarten Exceptional*

Recommended by: Evy Friend

Office: Bureau of Exceptional Education and Student Services

Added:

Beginning July 1, 2011, the prekindergarten disabilities endorsement will be required for the following certification areas identified for course numbers 7650030 and 7650130: any exceptional education field, early childhood education, and primary education, unless the class is an inclusive or "blended" setting as noted above.

Sec. Codes and Symbols

Subsection: *Certification Codes*

Recommended by: Beverly Gregory

Office: Teacher Certification

Revised:

Early Childhood	0 ***
Grades 6-12	1
Elementary (1-6)	3 ***
Secondary (7-12)	4 ***
Grades K-8	5 ***
Junior College (issued prior to July 1, 1979)	8
Formerly code @5 (prior 0607)	
Elementary and Secondary	6
Vocational-Technical (requires job experience)	7
Preschool (Birth through age 4)	A
Primary (K-3)	B ***
Middle Grades (5-9)	C
Preschool-Secondary (PK-12)	D
Endorsement	E*
District determined level	F**
District issued employment certificate	G
Prekindergarten/Primary (Age 3 through Grade 3)	H
Elementary Education (K-6)	K
Adult Education	2

*An endorsement is a rider on a Florida educator's certificate with a designated coverage. An endorsement shown on a certificate with a coverage signifies a pedagogical knowledge base that targets particular levels, stages of development, or circumstances.

**The appropriate certification instructional level is to be determined by each district's screening, selection, and appointment process for principals and assistant principals.

*** **All of these certification coverages in section 3 have to have the @ sign attached to them.**