

2009 - 2010

**Course Code Directory
and
Instructional Personnel Assignments**

This document applies to programs in public schools, grades PreK-12 and certain postsecondary programs, which begin in the time period of the first day of the 2009-2010 school-year through the day prior to the beginning of the 2010-2011 school-year.

Florida Department of Education

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New Course Submissions

If you would like to submit a new course to be reviewed by the Department of Education for inclusion in the Course Code Directory, please do the following: (CCD website: <http://www.fldoe.org/bii/curriculum/CCD/>)

- 1) Access a submission form here: <http://www.fldoe.org/bii/curriculum/CCD/0708.asp>

Note: Please be sure to obtain the appropriate form and to obtain the signature required on the form.

- 2) Develop a comprehensive course description that follows the general template of the following examples:

- http://www.fldoe.org/bii/curriculum/course_descriptions/basic.asp

Note: Please be sure you use the most up-to-date standards and use new standards once they are adopted.

- 3) Once the forms have been completed and the course description written, do each of the following:

- Email documents to trinity.colson@fldoe.org
- Mail physical documents, with evidence of signature, to:
 - 325 West Gaines Street, Suite1401
Tallahassee, FL 32399-0400
ATTN: Trinity Colson

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Introduction

State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the Course Code Directory. The course code numbers are essential in the collection of information for use by decision-makers in the following areas:

1. Program planning and evaluation at the state level
2. Cost reporting at the school, district, and postsecondary levels
3. Course identification at the school, district, postsecondary, and state levels
4. Provision of information to local, state, and federal education and legislative agencies
5. Fiscal and program audits

The rule requires that school-level, district-level, and postsecondary-level personnel use this directory when performing the following tasks:

1. Scheduling students into any PreK-12 course
2. Aggregating student assignments for course data
3. Identifying courses which may be used to fulfill graduation and program completion requirements
4. Determining appropriate certification for specified courses

All school district and postsecondary documents, forms, automated terminal displays, or hard copies must use only the state course numbers and titles listed in this document unless such reference falls under one of the following exceptions:

1. Students dually enrolled in postsecondary institutions must use the numbers in the postsecondary Statewide Course Numbering System.
2. Students dually enrolled in private postsecondary institutions, as provided in Section 1011.62, F.S. , may use the private institution course numbers.
3. Students enrolled in courses that are included in either postsecondary adult career and technical (noncollege credit) or postsecondary career and technical programs (college credit) must use either the numbers listed in this directory or those listed in the Statewide Course Numbering System.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB) places a major emphasis on highly qualified teachers. This federal law establishes requirements for determining if a teacher meets the criteria for being reported as “highly qualified” under NCLB. It is important to note that current Florida Statutes and State Board of Education Rules relating to the classification of teachers reported for Florida purposes as “in-field,” “qualified,” or “out-of-field” are not the same as the federal highly qualified designation requirements. Thus, a teacher may be considered “in-field” pursuant to the requirements of the Course Code Directory, but will not be classified as a highly qualified teacher in the NCLB reporting.

In order to meet the requirement of NCLB for highly qualified teachers, the following changes in certification coverages became effective on July 1, 2006.

Reading

K-6 or 1-6 remains the appropriate coverage to teach reading at the elementary or middle school (6th grade only) level. In order to teach a reading course at the middle school (with the exception of a 6th grade elementary education certified teacher teaching 6th grade reading) or high school level, a teacher must be certified in reading or carry the reading endorsement on the certificate. The reading endorsement may only be added to a certificate that reflects a Bachelor’s degree or higher.

Certification in Primary Education K-3 and Prekindergarten Primary PK-3 may also be appropriate coverages at those grade levels.

Reading Certification Requirements for Exceptional Student Education (ESE) Teachers

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 may also 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.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Gifted Service Models

The courses listed under **Gifted** are designed to meet the needs of students identified as gifted. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC).

Service for students who are gifted may be provided directly or indirectly.

Direct services

Resource Class or Self-Contained

- Teachers of the gifted provide total instruction and focused services in these models in which all of the students being served are students who are gifted.
- The setting for this service delivery model is other than the general education classroom for a period(s) of the school day.
- The certification required is academic coverage for subject and content of the course in addition to the gifted endorsement.

Resource Room or Pull-out

- All students must be identified as gifted.
- Teacher has the certification for the course/grade and the gifted endorsement.
- Direct content instruction is primarily provided by the general education teacher in a general education classroom.
- Curriculum must have an academic content foundation, but should focus on interdisciplinary activities.
- Content and pacing should be differentiated to the degree that activities are clearly not appropriate for more typical students at that grade level.

Advanced Content Class

- Homogeneously grouped on the basis of achievement and interest in specific content area.
- District should develop a description of the course, showing clearly how the content, pacing, process skills emphasis, and expectations of student outcomes differ from the course more typical students at that grade level would take in that content area.
- Teacher qualifications are certification in the content of the course and age/grade of the students as well as gifted endorsement; for AP or IB courses for the gifted the teacher would have met program criteria plus hold gifted endorsement.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Cluster Grouping

- Identified gifted students with strengths in the same area(s) placed as a group into an otherwise heterogeneous regular classroom.
- Regular classroom teacher has the gifted endorsement in addition to certification required.
- Teacher documents curriculum modifications made for gifted students: (a) separate lesson plans and (b) individual student contracts.

Co-teaching

- A classroom in which two teachers, a teacher of the gifted and a general education teacher, share responsibility for planning, delivering, and evaluating instruction for a class, some of whom are gifted and some of whom are not. In order to be considered co-teaching, this delivery system is provided whenever a class is taught by two teachers and must continue for the entire class period.
- The teacher of the gifted provides instruction for the students who are gifted in the subject being covered.
- The requirement is certification for the class for both teachers and gifted endorsement for the teacher of the gifted.

Indirect Services

Collaborative Teaching / Support Facilitation

- The gifted teacher provides support for the gifted students' achievement in the general classroom.
- Gifted endorsed teacher, regular classroom teacher, and gifted student (when appropriate) collaborate in the development of challenging assignments that substitute for or extend core curriculum objectives.
- Direct instruction may be provided by the regular classroom teacher when appropriate, but there must be collaborative planning between the content area teacher and the gifted specialist.
- Teacher-partners document curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.
- Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified as gifted as needed. Frequency and intensity of support varies based upon students' and/or general educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

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A) Curriculum and Standards

Mentorship/Internship (secondary option)

- Gifted students work with mentors to explore professions of interest.
- Gifted endorsed teacher supervises mentorship/internship experiences.
- Individual student contracts should document (a) the work to be done, (b) learning objectives, (c) dates and amount of time the student will be participating in the internship/mentorship, (d) means by which students' learning will be assessed, and (e) responsibilities of the gifted education teacher and mentors.

Dual Enrollment / Virtual courses

- Individual student educational plan (IEP) should document (a) reason(s) the student needs a more advanced curriculum than could be provided on the high school campus, (b) learning objectives for the gifted student, (c) dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and (d) means by which the gifted student's learning will be assessed.

Consultation

- General education teachers and teachers of the gifted meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the gifted student achieves successful accomplishment of gifted goals in the general education classroom.
- All teachers providing support to students via consultation are required to maintain a record of the teachers, courses, and gifted students to whom they are providing services.

Teachers of the gifted providing support to students who are gifted via consultation with the students' teachers are required to have the gifted endorsement coverage in addition to certification for the age/grade of the students.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Dropout Prevention, Teenage Parent, and Department of Juvenile Justice Programs

“Any Field,” when the certificate reflects a Bachelor or higher degree, is not an appropriate coverage for teaching core academic subjects (law initiated on July 1, 2006). To be “in-field” and “highly qualified” when assigned to these programs, teachers must be certified in the specific core academic areas being taught or meet the requirements of a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as appropriate. See <http://info.fldoe.org/dscqi/ds.py/Get/File-2439/Forms.pdf>

Flexibility for alternative programs is as follows:

- For teenage parent programs, child care providers serving children three to five years old without a valid teacher's certificate must meet:
 - the minimum credentialing standards of a child development associate credential (CDA) **-OR-**
 - a CDA equivalency as defined in Rule 10M-12, FAC.

Exceptional Student Education

The No Child Left Behind (NCLB) Act changes highly qualified requirements for ESE teachers of core academic subjects. 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 requirements 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. Teachers providing hospital/homebound services must meet content area certification for the academic subjects being taught.

Any Field Certification Coverage

Some courses listed in the Course Code Directory display the appropriate certification as “Any Field When Certificate Reflects Bachelor or higher degree” or “Any Academic Coverage.” These coverages may not meet the requirements of NCLB “Highly Qualified Teacher” and will, therefore, be subject to review and change. Consistent with the emphasis on educational reform and school improvement, districts and schools are encouraged to explore methods of offering courses and programs in new and innovative ways to address their school improvement plans.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Course Descriptions

State Board of Education Rules 6A-1.09412, 6A-1.09414, and 6A-6.0571, FAC, which address Course Descriptions, allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to 10% of the course requirements of any Course Description or up to 10% (with school board approval) of student outcomes found in curriculum frameworks. In addition, district school boards may request a waiver to allow a school to substitute locally approved course requirements within a Course Description, provided these substitutions adequately address the major concepts and content contained in the Course Description and provided the waiver request is submitted in accordance with specified procedures. CTE licensure/certification programs may not be able to use the 10% variance.

Sunshine State Standards***

The Florida Department of Education, with assistance from education stakeholders throughout the state, developed the Sunshine State Standards that identify what Florida public school students should know and be able to do. The benchmarks are in the subject areas of language arts, mathematics, science, social studies, the arts (music, visual arts, theatre, dance), health and physical education, and world languages. These describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Sunshine State Standards are authorized by Section 1003.41, Florida Statutes, and are adopted by the State Board of Education. Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these Standards. Section 1008.25, F.S., requires each district school board to incorporate the Sunshine State Standards into the district student progression plan.

Special Note Regarding Sunshine State Standards

Beginning in August of 2006 the Sunshine State Standards began to undergo a complete rewrite. Each of the subject areas mentioned above will be included in this revision process which is scheduled to proceed for several more years. To keep track of the progress and schedule, please check the following website <http://www.fldoe.org/bii/curriculum/sss/> and/or contact the Bureau of Instruction and Innovation at 850-245-0423. For Mathematics and Science, you may also contact the Math and Science Office at <http://www.fldoestem.org> or 850-245-0834.

Grade Level Expectations (GLEs)

The Sunshine State Standards that have yet to undergo the latest revisions are further defined in the GLEs. The GLEs are recommended but not state adopted. The GLEs are useful for articulation across grade levels and for planning curriculum at the district and school level. They were used as reference material in the writing of the FCAT specifications.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

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 courses designated in the CCD as level 3 advanced, like honors courses, are designed to guide rigorous instruction. For purposes of class ranking, section 1003.437, F.S. authorizes the district school board to exercise a weighted grading system.

Sunshine State Standards: Access Points for Students with Significant Cognitive Disabilities

As a part of the revision to the Sunshine State Standards, access points for students with significant disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex.

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Florida Curriculum Frameworks for Grades PreK-12

To assist in the implementation of the Sunshine State Standards, the Department of Education offers the Florida Curriculum Frameworks, which overview curriculum and instructional practices. The frameworks aid school district and postsecondary curriculum planners and pre-service and in-service education designers in implementing Florida's System of School Improvement and Accountability, (ss. 1001.11 and 1008.345, Florida Statutes.) The Sunshine State Standards for each particular curriculum area are found in Chapter 3 of the Florida Curriculum Frameworks.

The frameworks:

- are available in the areas of language arts, mathematics, science, social studies, dance/music/theatre/visual arts, health and physical education, and foreign languages
- are designed to align classroom instruction and assessment with the Sunshine State Standards by encouraging implementation of the standards of the State Education Goal 3 in every classroom
- are designed to serve as guides and references for local curriculum planners and other education stakeholders responsible for school improvement from pre-kindergarten through adult basic education programs
- address such practices as continuous progress, technology, teacher professional development, integrated instruction, and school-to-work concepts
- reflect current national trends and educational research of best practices; national subject-area standards; Florida's School Improvement and Accountability efforts; and other current trends and strategies with broad curriculum guidelines that are voluntary and not state adopted

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B) Student Progression

Student Progression Plans, pursuant to section (S.) 1008.25, Florida Statutes (Public school student progression; remedial instruction; reporting requirements.)

Assessment-K-3 Students (S.1002.20(11), F.S.)

Each elementary school must regularly assess the reading ability of each K-3 student.

Parental Notification for K-3 Students (S.1002.20(11), F.S.)

The parental notification requirements in s.1008.25, Florida Statutes, are reinforced as a parent and student right, requiring that the parent of any K-3 student who exhibits a reading deficiency must be immediately notified of the student's deficiency with a description and explanation, understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent must be consulted in the development of a progress monitoring plan, and must be informed that the student will be given intensive reading instruction until the deficiency is corrected.

Legislative Intent (S.1008.25(1), F.S.)

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Student Progression Plan (S.1008.25(2)(a), F.S.) (S.1008.25(2)(b), F.S.)

Each district is required to adopt a comprehensive program for student progression, which must include standards for evaluating each student's performance, including mastery of the Sunshine State Standards. The plan must also establish specific levels of performance in reading, writing, science, and mathematics at each grade level that include the levels of performance on FCAT established by the Commissioner, at which a student must receive remediation or be retained.

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B) Student Progression

Retention Placement (S.1008.25(2)(b)(c), F.S.)

If a student is retained, it must be within an intensive program, different from the previous year's program that takes into account the student's learning style. The plan must provide for appropriate alternative placement for a student who has been retained two or more years.

Allocation of Remedial Resources (S.1008.25(3), F.S.)

Districts must allocate remedial and supplemental instruction resources first to students who are deficient in reading at the end of third grade and next to students who fail to meet performance levels required for promotion, consistent with the district's student progression plan.

Assessment (S.1008.25(4)(a), F.S.)

Each student must participate in statewide assessment tests.

Remediation (S.1008.25(4)(a)-(c), F.S.)

Students who fail to meet performance expectations as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who score below Level 3 in reading or math, must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop and implement, in consultation with the parent, a Progress Monitoring Plan (PMP). A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a federally required student plan;
- a school-wide system of progress monitoring for all students; or
- an individualized PMP

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B) Student Progression

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s.1011.62(8), Florida Statutes, shall include instructional and support services to be provided for the student to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer upon the request of the school principal if transportation is provided.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Elementary Intensive Reading Instruction (S.1008.25(5)(a), F.S.)

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

Third-Grade Retention (S.1008.25(5)(b), F.S.)

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained.

Elimination of Social Promotion (S.1008.25(6)(a), F.S.)

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

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B) Student Progression

Parental Notification (S.1008.25(5)(c), F.S.)

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing:

- that the child has a substantial reading deficiency
- of a description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency
- that, if the child's reading deficiency is not remediated by the end of third grade, the child must be retained unless he or she is exempt from mandatory retention for good cause
- of strategies for parents to use in helping their child succeed
- that the FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to assist parents and districts in knowing when a child is reading at or above grade level and ready for grade promotion
- of the district's specific criteria and policies for mid-year promotion.

Good Causes Exemptions to Third Grade Retention (S.1008.25(6)(b)1-6, F.S.)

A student can only be exempted from third grade retention for the following good causes:

- Limited English Proficient (LEP) students with less than two years of English for Speakers of Other Languages (ESOL) instruction
- Students with disabilities whose Individual Educational Plan (IEP) indicates participation in FCAT is not appropriate
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (*DOE Note: SAT*)
- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT
- Students with disabilities who participate in the FCAT and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two years, but still demonstrates a deficiency in reading and was previously retained in K-3
- Students who have received intensive remediation in reading for two or more years, but still demonstrate a deficiency in reading, and who were previously retained in kindergarten through grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

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B) Student Progression

Procedures for Good Causes Exemptions to Third Grade Retention (S.1008.25(6)(c), F.S.)

Requests for good cause exemptions from third grade retention must be made consistent with the following:

- Documentation is submitted by the teacher to the school principal that indicates the promotion is appropriate and based upon the student's academic record. In order to minimize paperwork, documentation need only consist of the existing PMP, IEP, and, if applicable, report card or student portfolio.
- The principal must review and discuss such recommendations with the teacher and determine if the student should be promoted. If the school principal determines that the student should be promoted, the principal must recommend it in writing to the district superintendent.
- The district superintendent must accept or reject the school principal's recommendation in writing.

Successful Progression of Retained Third-Grade Readers (S.1008.25(7)(a)(b), F.S.)

Retained students must be provided intensive interventions in reading to ameliorate the students' specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:

- effective instructional strategies
- participation in summer reading camp
- appropriate teaching methodologies necessary to assist those students in becoming successful readers
- determination that students are able to read at or above grade level and ready for promotion to the next grade

Beginning with the 2004-2005 school year, each district must conduct a review of student PMPs for all students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good-cause exemptions. The review must address additional supports and services needed to remediate the student in the identified areas of reading deficiency.

The district must also:

- Complete a student portfolio for each such student that contains evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student must have the opportunity to have a portfolio. (*DOE Note: If a portfolio already exists for a student, it can continue to be used.*)

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B) Student Progression

- Provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - small-group instruction
 - reduced teacher-student ratios
 - more frequent progress monitoring
 - tutoring or mentoring
 - transition classes containing third and fourth grade students
 - extended school day, week, or year
 - summer reading camps

Students who are retained in third grade must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. In addition to required reading enhancement and acceleration strategies, the district must provide parents of students to be retained with at least one of the following instructional options:

- supplemental tutoring in research-based reading services in addition to the regular reading block, including tutoring before and/or after school
- a "Read-at-Home" plan outlined in a parental contract, including participation in "Families Building Better Readers" workshops and regular parent-guided home reading
- a mentor or tutor with specialized reading training

(DOE Note: The student should also demonstrate his or her readiness for performing the work of the next grade in other core subjects before receiving a midyear promotion. The mentor/tutor option does not require that districts pay for private tutors. Volunteers or school staff may be used.)

Reporting Requirements (S.1008.25(8)(b), F.S.)

Each school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of law relating to student progression and the school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading FCAT.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause, by each category of good cause. Any revisions to the district school board's policy on student retention and promotion from the prior year.

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B) Student Progression

Parental Notification for Retained Third Grade Students (S.1008.25(7)(b)3, F.S.)

Beginning with the 2004-2005 school year, each district must provide written notification to the parent of any mandatory-retained student that the child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good-cause exemption. The notification must comply with the new provisions of s.1002.20(20), Florida Statutes, and must include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.

Mid-year Promotion for Retained Third Grade Students (S.1008.25(7)(b)4, F.S.)

Districts must implement a policy for the mid-year promotion of any retained student who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to fourth grade. (DOE Note: Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. (s.1008.25(5)(c)7, F.S.) Tools that school districts may use in reevaluating any student retained may include:

- subsequent assessments
- alternative assessments
- portfolio reviews, in accordance with rules of the State Board of Education

Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT. The State Board of Education will adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills.

K-3 READ Initiative (S.1008.25((7)(b)7, F.S.)

Districts must establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus is to prevent the retention of third grade students and to offer intensive accelerated reading instruction to each third grade student who failed to meet standards for promotion to fourth grade and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must:

- Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Be provided during regular school hours in addition to the regular reading instruction.
- Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - assists students with a reading deficiency in developing the ability to read at grade level
 - provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension

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B) Student Progression

- provides scientifically based and reliable assessment
- provides initial and ongoing analysis of each student's reading progress
- is implemented during regular school hours

(DOE determined that the comprehensive core reading programs on the state adopted list satisfy this requirement)

The READ Initiative must also provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Intensive Acceleration Class for Retained Third Grade Students (S.1008.25(7)(b)8, F.S.)

Each district must establish at each school, where applicable, an Intensive Acceleration Class for retained third grade students who subsequently score at Level 1 on FCAT reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year. *(DOE Note: This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained third grade students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted to fourth grade mid-year and also have the opportunity to take fourth grade FCAT and be promoted in fifth grade).*

The Intensive Acceleration Class must:

- be provided to any student in third grade who scores at Level 1 on the reading FCAT and who was retained in third grade the prior year because of scoring at Level 1 on the reading FCAT
- have a reduced teacher-student ratio (DOE Note: the teacher-student ratio is not defined, but it must be lower than other third grade classes.)
- provide uninterrupted reading instruction for the majority of student contact time each day
- incorporate opportunities to master the grade four Sunshine State Standards in other core subject areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist *(DOE Note: This provision does not mandate the use of a speech language pathologist but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.)*
- include weekly progress monitoring measures to ensure progress is being made. *(DOE Note: This progress monitoring can be informal classroom assessments.)*

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B) Student Progression

Reporting Requirements (S.1008.25(7)(b)8g-9, F.S.)

The district must report to DOE in a prescribed manner the progress of students in Intensive Acceleration Classes at the end of the first semester. The district must also report to the State Board of Education, as requested, on the specific intensive reading interventions and support implemented at the school district level.

Transitional Instructional Setting for Retained Third Grade Students (S.1008.25(7)(b)10, F.S.)

The district must provide a student who has been retained in third grade and has received intensive instructional services, but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate the areas of reading deficiency. (*DOE Note: The essential issue is what is being provided to help the student catch up, not where it is being provided.*)

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C) Middle Grades Promotion

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

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

The 2006 Legislature passed House Bill 7087, creating s.1003.4156, Florida Statutes, 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 students must successfully complete academic courses as follows:

1. English - 3 middle school or higher courses
These courses must emphasize literature, composition, and technical text.
2. Mathematics - 3 middle school or higher 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 courses
One semester of these courses must include the study of state and federal government and civics education.
4. Science - 3 middle school or higher courses
5. Career and Education Planning – to be completed in 7th or 8th grade
The course must be taught by any member of the instructional staff and must include, but is not limited to, the following components:
 - Career exploration using CHOICE for the 21st Century or a comparable cost-effective program
 - Educational planning using the online student advising system Florida Academic Counseling and Tracking for Students (FACTS) at the internet website www.facts.org and must result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent.
6. Physical Education – Beginning with the 2009-2010 school-year one semester of physical education is required each year for students enrolled in grades 6-8. The following waiver options are available:
 - 1) The student is enrolled or required to enroll in a remedial course
 - 2) The student's parent indicates in writing to the school that:

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B) Middle Grades Promotion

- a) the parent requests that the student enroll in another course from among those courses offered as options by the school district;
- OR-
- b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement

The DOE has developed course frameworks and professional development materials for the career and education planning courses that were implemented as a stand-alone course or integrated into another course or courses. Students in grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

Parental Notification (S.1003.4156(1)(a)5, F.S.)

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 must complete an electronic personal education plan (ePEP) that must be signed by the student, the student's instructor or guidance counselor, and the student's parent.

Intensive Intervention (S.1003.4156(10)(b), F.S.)

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 students 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.

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C) Middle Grades Promotion

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

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

- Grade "A" equals 90 percent through 100 percent, has a grade-point average value of 4, and is defined as "outstanding progress"
- Grade "B" equals 80 percent through 89 percent, has a grade-point average value of 3, and is defined as "above-average progress"
- Grade "C" equals 70 percent through 79 percent, has a grade-point average value of 2, and is defined as "average progress"
- Grade "D" equals 60 percent through 69 percent, has a grade-point average value of 1, and is defined as "lowest acceptable progress"
- Grade "F" equals 0 (zero) percent through 59 percent, has a grade-point average value of 0 (zero), and is defined as "failure"
- Grade "I" equals 0 (zero) percent, has a grade-point average value of 0 (zero), and is defined as "incomplete"

For purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s.1007.271, F.S.

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D) Graduation Requirements for Basic, Adult and Special Programs

General Requirements

Sections 1003.43, 1003.428, 1003.429, and 1003.438, Florida Statutes, identify state minimum graduation requirements for basic, and adult students, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total number of credits that students shall earn in certain subject areas. District school boards are authorized and encouraged to establish requirements for the standard 24-credit high school diploma in excess of the general requirements for high school graduation established in s.1003.43, Florida Statutes, but may not establish additional requirements that apply to students already enrolled in high school. Districts may not add requirements to either of the accelerated graduation options identified in s.1003.429, Florida Statutes. State graduation requirements are summarized below.

General Requirements for Traditional High School Graduation Program (Section 1003.43, F.S.)

Note: For students entering grade nine prior to 2007-2008

1. Pass the High School Competency Test (HSCT) or, for students enrolling in the fall of 1999 and thereafter, earn a passing score on the grade 10 Florida Comprehensive Assessment Test (FCAT) instead of the HSCT.
2. Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The 24 credits shall be distributed as follows:
 - a. English - 4 Credits
English courses must include major concentrations in composition and literature. Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions.
 - b. Mathematics - 3 Credits
Students must demonstrate successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected on the high school transcript or have clearly mastered Algebra I content). Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions.

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D) Graduation Requirements for Basic, Adult and Special Programs

To see courses or series of courses deemed "equivalents" for meeting the Algebra I graduation requirement, visit the following website: <http://nwrdc.fsu.edu/fnbpas04?curyr4=2008#a1>

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

- c. Science - 3 Credits
Two of the science credits must include 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 s.1003.43, Florida Statutes. Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions.
- d. American History - 1 Credit
- e. World History - 1 Credit
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
- f. Economics - 0.5 Credit
This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.
- g. American Government - 0.5 Credit
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.

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D) Graduation Requirements for Basic, Adult and Special Programs

h. credit from the following:

Practical Arts Career Education or Exploratory Career Education - Any career and technical secondary or eligible postsecondary course, identified in Section 5 (Career and Technical) of the Course Code Directory, may be used to satisfy the practical arts requirement. Selected exceptional student education career and technical courses may be used to meet this requirement for students with exceptionalities (excluding Gifted).

-or-

Performing Fine Arts - 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.

-or-

A combination of 0.5 credit from each of the above (0.5 from Practical Arts and 0.5 from Performing Fine Arts).

Also see Basic Education Course Substitutions in the Course Code Directory.

Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.

i. Life Management Skills - 0.5 Credit

Health I-Life Management Skills (0800300) and Life Management Skills (8502000) are courses that may be used to satisfy the Life Management Skills graduation requirement. Both courses must contain all requirements specified in ss. 1003.43 (1) (l), and 1003.42(1) (m), F.S. Also see Basic Education Course Substitutions in the Course Code Directory. *(Note: For students entering 9th grade prior to 07-08 school-year)*

j. Physical Education – 1.0 Credit

To include assessment, improvement, and maintenance of personal fitness. Personal Fitness (1501300) is required to satisfy a half credit of this requirement. Any other physical education course will meet the other half credit. However, the other physical education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of personal fitness. The following exceptions apply:

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D) Graduation Requirements for Basic, Adult and Special Programs

(1) 0.5 Credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in The Individuals with Disabilities Education Act (IDEA 2004) and Section 504 of Rehabilitation Act.

(2) Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, satisfies the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better.

(3) For school districts who have chosen the Personal Fitness/Physical Education Activity option, 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 waives a one-half credit requirement in physical education. This one-half credit may not be used to waive the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

(4) Completion of 2 years with a grade of "C" or better in a Reserve Office Training Corps (ROTC) class that has a substantial component of drills as a part of the course description waives the full 1-credit physical education requirement and the full 1-credit performing arts requirement. For school districts that have chosen the Personal Fitness/Physical Education Activity option, completion of 2 years with a grade of "C" or better in an ROTC class that has a substantial component of drills as a part of the course description waives 1-credit of physical education activity electives. However, the student must still take the personal fitness class (.5 credit) to satisfy the physical education graduation requirement in those districts choosing this option. Students in those districts using the ROTC waiver and personal fitness class will have (.5) credits in physical education.

Note: Refer to Graduation Tables later in this section for students entering prior to 07-08

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

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D) Graduation Requirements for Basic, Adult and Special Programs

- k. Electives - 8.5 credits (or 9 if the student entered 9th grade prior to the 1999-2000 school year) Any course listed in this directory that is appropriate for 9th grade or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation.

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.

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D) Graduation Requirements for Basic, Adult and Special Programs

3. Grade Point Average s.1003.43 (5) (c) (d), Florida Statutes, requires students 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, Florida Statutes, 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 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 would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class 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), Florida Statutes.
 - (3) More than three credits in practical arts family and consumer sciences classes as defined in section 1003.01 (4) (a), Florida Statutes.
 - (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), Florida Statutes.
 - b. The 0.5, 1.0, and multiple credit listed in the Credit column in Section 3 and Section 4 of the Course Code Directory 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.

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D) Graduation Requirements for Basic, Adult and Special Programs

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 the A++ Plan, 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 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 courses approved by the Department of Education and in the Course Code Directory and 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 in the Course Code Directory.
 - 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.
 - 3) Science - 3 Credits
Two of the science credits must include a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs may count 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 s.1003.43, F.S. Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions in the Course Code Directory.

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D) Graduation Requirements for Basic, Adult and Special Programs

- 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. 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 - One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- 6) Physical Education - 1 Credit
Physical education must include integration of health.

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, Florida Statutes. 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 of Education's website.

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D) Graduation Requirements for Basic, Adult and Special Programs

2. 4 credits in elective courses selected by the student as part of the education plan required by s. 1003.4156, Florida Statutes. 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 courses 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 of Education 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.

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.

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D) Graduation Requirements for Basic, Adult and Special Programs

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, Florida Statutes, 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 must 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 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 would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class 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 s. 1003.014 (4), Florida Statutes.
 - (3) More than three credits in practical arts family and consumer sciences classes as defined in s. 1003.01 (4) (a), Florida Statutes.
 - (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.) s. 1003.43 (7) (d), Florida Statutes.
 - 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.

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D) Graduation Requirements for Basic, Adult and Special Programs

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 • 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 certificate 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
<p>(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. (3) See high school guidance counselor for Physical Education electives. (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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D) Graduation Requirements for Basic, Adult and Special Programs

Requirements for Adult Students

Graduation requirements for students in adult education programs who are earning standard diplomas are identical to the requirements for traditional 24-credit high school diploma for students in grades 9-12 with the following exceptions:

- 1) The one credit in physical education is not required for graduation and shall be substituted with elective credit to keep the total number of credits needed for graduation consistent.
- 2) School boards may waive the laboratory component of the science requirement when facilities are inaccessible or do not exist.
- 3) The one credit in performing fine arts shall be satisfied by enrollment in and satisfactory completion of any course in 9th grade or above listed in the music, dance, theatre, speech, debate, and visual art areas of Section 3 of the Directory.

Secondary courses for both adults and regular high school students are the same.

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D) Graduation Requirements for Basic, Adult and Special Programs

General Requirements for Accelerated Graduation Program (Section 1003.429, F.S.)

For Students Who Entered High School in 2003-2004, who selected a three-year program prior to July 1, 2004: The 2003 Florida Legislature passed Senate Bill 30-A, amending several laws related to high school graduation. This legislation created two new accelerated graduation programs for high school graduation, and aligned the number of credits required for admission into the state university system with these programs. Any student who selected an accelerated graduation program prior to July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program. Students who were in ninth or tenth grade in 2003-2004 who did not choose a graduation option prior to July 1, 2004, may choose one of the “amended” three-year programs. Under the law, graduation requirements are:

1. Pass the grade 10 FCAT
2. Grade Point Average (s.1003.429, Florida Statutes,) requires students selecting one of the accelerated graduation programs to maintain a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by the student's chosen accelerated three-year high school graduation program.
3. Earn credits in the required number and distribution. Districts may not add to the required number of credits for either of the accelerated graduation programs.
 - a. Three-year college preparatory program-18 credits that must satisfy state university system admission requirements, 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
 - (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

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D) Graduation Requirements for Basic, Adult and Special Programs

- 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
 - (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 in career and technical education (CTE) courses

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D) Graduation Requirements for Basic, Adult and Special Programs

HIGH SCHOOL PROGRAMS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2003-2004			
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	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	2 credits in the same language or demonstrated proficiency in a second language
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career Education or 1 credit 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	Not required
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	3 credits (4)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score 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 score 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 score 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 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale
(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.		
(3)	See high school guidance counselor for Physical Education electives.		
(4)	Must be in career/technical courses.		

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D) Graduation Requirements for Basic, Adult and Special Programs

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 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, Florida Statutes, 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 unweighted 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.
 - a. Three-year college preparatory program - 18 credits that must satisfy state university system admission requirements - 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.
 - (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

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D) Graduation Requirements for Basic, Adult and Special Programs

- 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

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D) Graduation Requirements for Basic, Adult and Special Programs

HIGH SCHOOL PROGRAMS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2004-2005 and 2005-2006			
Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)(4)	Graduation Requirements of Three-Year Career Preparatory Program(4)
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 in 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 (5)	18 credits
State Assessment Requirements	Earn a passing score 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 score 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 score 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. (2) See high school guidance counselor for Algebra I equivalents. (3) See high school guidance counselor for Physical Education electives. (4) Students who chose a three year program prior to July 1, 2004, must meet with their counselor for information regarding graduation requirements. (5) 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, identified by the Department of Education as rigorous pursuant to s. 1009.531(3), F.S., or weighted by the district school board for class ranking purposes.</p>			

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D) Graduation Requirements for Basic, Adult and Special Programs

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, Florida Statutes, 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, Florida Statutes 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.
 - a. Three-year college preparatory program - 18 credits that must satisfy state university system admission requirements and must include at least 6 of the 18 credits required for completion of this program 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.
 - (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

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D) Graduation Requirements for Basic, Adult and Special Programs

- 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

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D) Graduation Requirements for Basic, Adult and Special Programs

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 in 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 3.5 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
<p>(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. (3) See high school guidance counselor for Physical Education electives. (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 pursuant to s. 1009.531(3), F.S.</p>			

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D) Graduation Requirements for Basic, Adult and Special Programs

Waiver of FCAT requirements for Students

Sections 1003.43(11)(b), F.S., and 1003.428(8)(a), F.S., provide for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the individual educational plan (IEP) team must meet to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, or at the option of the school district, the school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. In accordance with ss. 1003.428(8)(a) and 1003.43(11) Florida Statutes, each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. In order to be considered for the waiver from the FCAT graduation requirement, the student must:

- be identified as a student with a disability, as defined in s. 1007.02(2), Florida Statutes;
- have an individual educational plan (IEP);
- be a student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test;
- have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma;
- have taken the Grade 10 FCAT with appropriate allowable accommodations once in the 10th grade and once in the 11th grade.
- have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and
- be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT, participation in FCAT during March of the senior year is recommended.

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D) Graduation Requirements for Basic, Adult and Special Programs

In accordance with Rule 6A – 1.09431, FAC, students with disabilities who have an IEP may be eligible for consideration for a special exemption from the grade 10 FCAT under extraordinary circumstances where the results of the administration of the FCAT would reflect a student's impaired sensory, manual or speaking skills rather than a student's achievement. Extraordinary circumstances are defined as physical conditions that affect a student's ability to communicate in modes acceptable through accommodation of the FCAT. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and/or measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

A request for a special exemption must be made by the school district superintendent at least one semester before the student's anticipated graduation date. The request is sent to the Commissioner of Education and must include documentation specified in Rule 6A – 1.09431 (2), FAC. Students granted a request for a special exemption from the grade 10 FCAT must meet all other criteria for graduation with a standard diploma.

Requirements for a Special Diploma for Students with Disabilities

Section 1003.438, Florida Statutes, authorizes special diplomas and provides for awarding a special certificate of completion to certain students with disabilities. Any such student who meets all special requirements of the district school board for certain special programs, but is unable to meet the appropriate special state minimum requirements, must be awarded a special certificate of completion in a form prescribed by the Commissioner. Any student who graduates with a credential other than a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue to generate weighted FTE through the FEFP until the student receives a standard high school diploma or the student reaches age 22, whichever occurs first. The decision for determining if a student with a disability will pursue a standard or special diploma is made by the IEP team. Because students who do not participate in FCAT–required graduation test will not be eligible for a standard high school diploma, the IEP team should ensure that the requirements found in Rule 6A-1.0943(1)(a), FAC, are met. This criteria states that only students with disabilities whose cognitive ability prevents them from completing required coursework and achieving the SSS and who require the need for the student to have extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities may be excluded from participation in the FCAT. These students must participate in the Florida Alternative Assessment.

When modifying career and technical courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on an individual basis.

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D) Graduation Requirements for Basic, Adult and Special Programs

Student with disabilities who have an intellectual disability; autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia; students who are deaf or hard-of-hearing or dual sensory impaired have the option of graduating with a special diploma.

Rule 6-1.0996, FAC, provides two special diploma options. The first special diploma option (Option 1) includes procedures for determining and certifying mastery of student performance standards for special diploma for students who enter ninth grade in or before school year 1998-1999 as prescribed in subsections (3)-(11) of Rule 6-1.0996, FAC; or higher levels of student performance standards for students with disabilities adopted by the district school board; and minimum number of course credits specified by the district school board. Beginning with students entering ninth grade in or after 1999-2000, mastery of the Sunshine State Standards for Special Diploma is required along with earning the minimum number of course credits, as specified by the district school board.

The second special diploma option, (Option 2) is based on mastery of employment and community competencies. Under the second option, the student must be successfully employed at a job in the community at or above minimum wage for at least one semester and must demonstrate mastery of the annual goals and short-term objectives related to employment and community competencies specified on the student's Transition Individual Educational Plan. In addition, the student must demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan.

All district school boards must offer the first special diploma option. School Boards may choose to offer the second option.

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D) Graduation Requirements for Basic, Adult and Special Programs

Requirements for a Standard Diploma for Students in Dropout Prevention, Teenage Parent, Department of Juvenile Justice, and ESOL Programs

Students participating in these programs must meet state minimum graduation requirements, pursuant to ss.1003.43 and 1003.438, Florida Statutes, and any additional local graduation requirements for a standard high school diploma. These students may also enroll in Learning Strategies: 6-8 (7863090) or Learning Strategies (7963080), for grades 9-12, consistent with the certification requirements listed in Section 4.

Basic Education Course Substitutions

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards state university system admissions requirements.

Practical Arts

The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Career and Technical Section of the Course Code Directory, or by substituting one of the basic Computer Education or Journalism courses on a curriculum equivalency basis. Selected exceptional student education career and technical courses may be used to satisfy this requirement for students with exceptionalities (excluding Gifted).

Upon completion of all of the courses in a JROTC program (Army, Air Force, Navy, Marine Corps or Coast Guard), students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.

Special Note: Practical Arts courses are no longer required for graduation. These courses will apply as electives for graduation after the 2009-2010 graduating class.

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D) Graduation Requirements for Basic, Adult and Special Programs

Science and JROTC (Coast Guard, Air Force, Navy): When district policy permits:

Upon completion of the JROTC Maritime Science program, including Maritime Science I, II, III, and IV, students may substitute on a curriculum equivalency basis one JROTC credit for Marine Science I (2002500) to satisfy one of the three science requirements needed for graduation.

Upon completion of the JROTC Aerospace Science program, including Aerospace Science I, II, and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, students may substitute on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

Life Management Skills and JROTC (Air Force, Army, Marine Corp, Navy): When district policy permits:

Students may meet the Life Management Skills (0800300) graduation requirement by taking two JROTC Air Force, Army, Marine Corps or Navy Reserve Offices Training Corps (ROTC) Leadership Education credits. *(Note: For students entering 9th grade prior to 2007-2008)*

- Record the noncredit course number 0800400, ROTC Life Management Skills Waiver.
- Record the course number for two of the following ROTC Leadership Education courses completed by the student in the specific armed forces category:

Air Force:	1800400, 1800410
Army:	1801300, 1801310
Marine Corps:	1803300, 1803310
Navy:	1802300, 1802310

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D) Graduation Requirements for Basic, Adult and Special Programs

Physical Education High School Waiver Options
 (For students entering 9th grade in 2007-2008 school year)

Districts choosing the Personal Fitness/Physical Education Activity Elective	Districts choosing Health Opportunities Through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level <u>AND</u> a grade of "C" or better on the Personal Fitness competency test waives the full one credit physical education requirement.
One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. (NOTE: another option is to have this waive the performing arts requirement). The student must still take the .5 credit Personal Fitness class to complete the requirement.	
One semester of a dance class waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.	Two years in a R.O.T.C. class (Year 1 waiver #1500450, Year 2 waiver #1500460 satisfies the full one credit physical education requirement <u>AND</u> the full one credit performing arts requirement. (also #1500480)
Two years in a R.O.T.C. class (#1500450 and #1500460) waives the .5 credit physical education activity elective <u>AND</u> the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.	

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D) Graduation Requirements for Basic, Adult and Special Programs

Course Code # for Waiver	Description of Waiver	Option Applied to:
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500430	INTERSCH SPTS WAIVER (Personal Fitness Competency Test waiver)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500445	DANCE WAIVER (Dance waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500450	ROTC PE YR 1 WAIVER (ROTC Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education Activity Elective AND HOPE (Students under personal fitness option must still take Personal Fitness class).
1500460	ROTC PE YR 2 WAIVER (ROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education Elective AND HOPE (Students under personal fitness option must still take Personal Fitness class).

1500470	ROTC PE WAIVER– COM (completion of ROTC year 1, ROTC year 2, and Personal Fitness course)	Personal Fitness/Physical Education Activity Elective
1500480	ROTC PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education Activity Elective AND HOPE (Students under personal fitness option must still take Personal Fitness course).

Please Note: The capitalized portion in the “Description of Waiver” is identical to the language in the actual course code directory. The portion in parenthesis is for clarification of what the requirements are for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports. It would not be entered or placed on a student’s transcripts until the student had actually completed a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements (like a students’ grade on the personal Fitness competency test) do not factor into a students’ GPA.

Foreign Language and other academic courses

Pursuant to s. 1003.429, F.S., a student selecting one of the three-year graduation programs must complete two credits in the same second language, unless he or she is a native speaker of a language other than English or can otherwise demonstrate proficiency. If a student meets either of these criteria, then he or she may substitute two academic credits for the two required credits in the same second language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, which represents the waiver of the foreign language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- teacher-developed assessment administered to students who have completed two credits (two years)
- exit tests or assessments used in International Baccalaureate, advanced placement, or Advanced International Certificate of Education programs
- language placement tests used by the modern languages department at the local community college or state university
- use of a commercially developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

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Pursuant to ss. 1007.261(9) and 1007.2615, F.S., students may elect to take two consecutive courses in American Sign Language (ASL I and II) to meet the foreign language requirements of one of the three-year graduation programs and for admission to Florida's state universities. Beginning in the 2005-06 school year, American Sign Language courses will fall under the Foreign Language subject Area in the Course Code Directory.

Career and Technical Education Course Substitutions

Section 1011.62, F.S., requires district school boards to provide for career and technical program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science. The career and technical program that is substituted for a non-elective academic course will be funded at the level appropriate for the career and technical program. Specific information regarding procedures to be followed by districts in reporting career and technical course substitution for funding purposes will be included in the instructions for the FTE survey count. Course substitutions may not count towards state university system admissions requirements.

In adopting the career and technical education course substitution policy, school boards must follow the procedures listed below:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics, and three credits in science. The credit substituted for English, mathematics, or science earned through the career and technical job preparatory program shall be on a curriculum equivalency basis.
2. Career and technical course substitutions shall not exceed two (2) credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.
3. Job preparatory programs that have been identified as being the equivalent of Business English I (1001440), Business English II (1001450), Business Mathematics (1205540), Pre-Algebra (1200300) and Anatomy and Physiology (2000350) are listed on the following chart:

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**Practical Arts Courses Approved to Meet the Arts High School Graduation Requirement
[Pursuant to Section 1003.428(2)(a)5., Florida Statutes; Chapter 2008-235, Laws of Florida]**

Career Cluster Area	Course #	Course Name
Agriculture, Food & Natural Resources		
1.	8117010	Agricultural Communications 2
2.	8117020	Agricultural Communications 3
3.	8818010	Floral Design & Marketing 1
4.	8818020	Floral Design & Marketing 2
5.	8818030	Floral Design & Marketing 3
6.	8818040	Floral Design and Marketing 4
7.	8818050	Floral Design and Marketing 5
8.	8818060	Floral Design & Marketing 6
9.	8129210	Food Science Applications 2
10.	8116020	Agricultural Sales and Services 3
11.	8121520	Horticulture Science 3
Architecture & Construction		
12.	8771110	Industrial Communications
13.	8725010	Drafting 1
14.	8725020	Drafting 2
15.	8725030	Drafting 3
16.	8725040	Drafting 4
17.	8725450	Architectural Drafting 5
18.	8725460	Architectural Drafting 6
19.	8725470	Architectural Drafting 7
20.	8725480	Architectural Drafting 8

21.	8725490	Architectural Drafting 9
22.	8725491	Architectural Drafting 10
23.	8725492	Architectural Drafting 11
24.	8725493	Architectural Drafting 12
25.	8725494	Architectural Drafting 13
26.	8725210	Electrical Drafting 5
27.	8725220	Electrical Drafting 6
28.	8725230	Electrical Drafting 7
29.	8725240	Electrical Drafting 8
30.	8725610	Blueprint Reading and Estimation
31.	8725550	Structural Drafting 5
32.	8725560	Structural Drafting 6
33.	8725570	Structural Drafting 7
34.	8725580	Structural Drafting 8
35.	8725590	Structural Drafting 9
36.	8725591	Structural Drafting 10
37.	8725592	Structural Drafting 11
38.	8725593	Structural Drafting 12
39.	8725110	Electronic Drafting 5
40.	8725120	Electronic Drafting 6
41.	8725130	Electronic Drafting 7
42.	8725140	Electronic Drafting 8
43.	8725310	Mechanical Drafting 5
44.	8725320	Mechanical Drafting 6
45.	8725330	Mechanical Drafting 7
46.	8725340	Mechanical Drafting 8
47.	8725350	Mechanical Drafting 9
48.	8725360	Mechanical Drafting 10
49.	8725370	Mechanical Drafting 11
50.	8725380	Mechanical Drafting 12
51.	8725390	Mechanical Drafting 13
52.	8722030	Building Trades and Construction Design Technology 3
53.	87722060	Building Trades and Construction Design Technology 6

Arts, A/V, Technology & Communication		
54.	1006300	Journalism 1
55.	8718010	Commercial Art Technology 1
56.	8718020	Commercial Art Technology 2
57.	8718030	Commercial Art Technology 3
58.	8718040	Commercial Art Technology 4
59.	8718050	Commercial Art Technology 5
60.	8718060	Commercial Art Technology 6
61.	8718070	Commercial Art Technology 7
62.	8718080	Commercial Art Technology 8
63.	8718090	Commercial Art Technology 9
64.	8718091	Commercial Art Technology 10
65.	8506405	Design Services Core
66.	8506410	Principles of Fashion Design Services
67.	8506420	Pattern Design Techniques
68.	8506430	Fashion Design Specialist
69.	8506540	Principles of Interior Design Techniques
70.	8506550	Interior Design Techniques
71.	8506560	Interior Design Specialist
72.	8772010	Commercial Photography Technology 1
73.	8772020	Commercial Photography Technology 2
74.	8772030	Commercial Photography Technology 3
75.	8772040	Commercial Photography Technology 4
76.	8772050	Commercial Photography Technology 5
77.	8772060	Commercial Photography Technology 6
78.	8772070	Commercial Photography Technology 7
79.	8772080	Commercial Photography Technology 8
80.	8772090	Commercial Photography Technology 9
81.	8772091	Commercial Photography Technology 10
82.	8772092	Commercial Photography Technology 11
83.	8718110	3-D Animation Technology 1
84.	8718120	3-D Animation Technology 2

85.	8718130	3-D Animation Technology 3
86.	8718140	3-D Animation Technology 4
87.	8718150	3-D Animation Technology 5
88.	8718160	3-D Animation Technology 6
89.	8718170	3-D Animation Technology 7
90.	8772410	Digital Video Production 1
91.	8772420	Digital Video Production 2
92.	8772430	Digital Video Production 3
93.	8772440	Digital Video Production 4
94.	8772450	Digital Video Production 5
95.	8772460	Digital Video Production 6
96.	8772470	Digital Video Production 7
97.	8772480	Digital Video Production 8
98.	8772490	Digital Video Production 9
99.	8772491	Digital Video Production 10
100.	8739010	Printing & Graphics Communications 1
101.	8739020	Printing & Graphics Communications 2
102.	8739030	Printing & Graphics Communications 3
103.	8739040	Printing & Graphics Communications 4
104.	8739050	Printing & Graphics Communications 5
105.	8739060	Printing & Graphic Communications 6
106.	8739070	Printing & Graphic Communications 7
107.	8739080	Printing & Graphic Communications 8
108.	8772110	Television Production 1
109.	8772120	Television Production 2
110.	8772150	Television Production 5
111.	8772160	Television Production 6
112.	8772170	Television Production 7
113.	8772180	Television Production 8
114.	8772190	Television Production 9
115.	8772310	Digital Audio Production 1
116.	8772320	Digital Audio Production 2
117.	8772330	Digital Audio Production 3
118.	8772340	Digital Audio Production 4
119.	8772350	Digital Audio Production 5
120.	8772360	Digital Audio Production 6

121.	8772370	Digital Audio Production 7
122.	8521043	Introduction to Décor Fabrication 3
123.	8772210	Film Production Equipment Operations 1
124.	8772210	Fabric Construction
125.	8209510	Digital Design 1
126.	8209520	Digital Design 2
127.	8209530	Digital Design 3
128.	8209540	Digital Design 4
129.	8209550	Digital Design 5
130.	8209560	Digital Design 6
131.	8209570	Digital Design 7
Business Management and Administration		
132.	8217130	Custom Promotional Sales and Distribution Management
133.	8217110	Custom Promotional Layout Design
134.	8200340	Introduction to E-Commerce
Education and Training		
135.	8503212	Early Childhood Education 2
136.	8503213	Early Childhood Education 3
Government & Public Administration		
137.	8600280	GIS Analysis & Modeling
138.	8600290	Advanced GIS Applications
Hospitality and Tourism		
139.	8763010	Commercial Foods & Culinary Arts 1

140.	8763020	Commercial Foods & Culinary Arts 2
141.	8763030	Commercial Foods & Culinary Arts 3
142.	8763040	Commercial Foods & Culinary Arts 4
143.	8763050	Commercial Foods & Culinary Arts 5
144.	8763060	Commercial Foods & Culinary Arts 6
145.	8515110	Culinary Operations 4
146.	8515111	Culinary Operations 5
Human Services		
147.	8757240	Cosmetology 4
148.	8757250	Cosmetology 5
149.	8757260	Cosmetology 6
150.	8757270	Cosmetology 7
151.	8757280	Cosmetology 8
152.	8757290	Cosmetology 9
Information Technology		
153.	8207110	Web Design 1
154.	8207120	Web Design 2
155.	8207130	Web Design 3
156.	8207140	Web Design 4
157.	8207150	Web Design 5
158.	8207160	Web Design 6
159.	8212430	Multimedia Foundations 1
160.	8212440	Multimedia Foundations 2
161.	8212450	Multimedia Foundations 3
162.	8207410	New Media and Digital Imaging Fundamentals
163.	8207420	Digital Video and Sound Fundamentals
164.	8207360	Web/Digital Media
165.	8208120	Game and Simulation Design
166.	8208110	Game and Simulation Foundations
167.	8207310	Introduction to Information Technology

Manufacturing		
168.	8745501	Clock, Watch, Jewelry Making and Repair Core 1
169.	8745502	Clock, Watch, Jewelry Making and Repair Core 2
170.	8745503	Clock, Watch, Jewelry Making and Repair Core 3
171.	8745504	Jewelry Making and Repair 4
172.	8745505	Jewelry Making and Repair 5
173.	8745506	Jewelry Making and Repair 6
174.	8745507	Jewelry Making and Repair 7
175.	8745508	Jewelry Making and Repair 8
176.	8745509	Jewelry Making and Repair 9
177.	8745510	Jewelry Making and Repair 10
178.	8745511	Jewelry Making and Repair 11
179.	8700380	Practical Drafting
180.	8754350	Precision Metal Fabrication 5
Marketing Sales & Services		
181.	8806010	Fashion Essentials
182.	8806020	Fashion Applications
183.	8806030	Fashion Marketing Management
184.	8827120	Marketing Applications
185.	8827420	Sport, Recreation, and Entertainment Applications
186.	8812110	Principles of Entrepreneurship
187.	8812000	Business Ownership
188.	8827100	Marketing Management
Science, Technology, Engineering & Math (STEM)		
189.	8600810	Drafting/Illustrative Design Technology I
190.	8600820	Drafting/Illustrative Design Technology II
191.	8600830	Drafting/Illustrative Design Technology III
192.	8601010	Communications Technology 1

193.	8601020	Communications Technology 2
194.	8601030	Communications Technology 3
195.	8600410	Communications Systems
196.	8600440	Drafting/Illustrative Design Systems
197.	8600720	Construction Technology 2
198.	8600730	Construction Technology 3
199.	8600590	Civil Engineering and Architecture
200.	8600650	Engineering Design and Development
201.	8600570	Engineering Technology I
202.	8600670	Engineering Technology II
203.	8601770	Engineering Technology III
204.	8601110	Materials and Processes Technology I
205.	8601120	Materials and Processes Technology II
206.	8601130	Materials and Processes Technology III
207.	8600540	Production Technology I
208.	8600640	Production Technology II
209.	8601740	Production Technology III
210.	8600510	Technology Studies I
211.	8600610	Technology Studies II
212.	8601710	Technology Studies III
213.	8601900	Advanced Technology Applications
214.	8600620	Aerospace Engineering
215.	8600580	Aerospace Technology 1
216.	8600680	Aerospace Technologies II
217.	8601780	Aerospace Technologies III
218.	8600530	Digital Electronics
219.	8600550	Introduction to Engineering Design
220.	8600560	Computer Integrated Manufacturing
221.	8600630	Biotechnical Engineering
222.	8600520	Principles of Engineering
223.	8600140	Introduction to Design
224.	8600160	Engineering Design
225.	8600590	Civil Engineering and Architecture
226.	8600560	Computer Integrated Manufacturing

Courses taught through dual enrollment are acceptable for these purposes.

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Job Preparatory Program Substitutions			
Level	Subject Area	Program Course	Program Number
2	Business English I (1001440)	Administrative Assistance program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1 Business Supervisions and Management program: Computing for College and Careers Business and Entrepreneurial Principals Legal Aspects of Business	8212500 8200330 8212110 8212120 8215200 8200330 8215120 8215130
2	Business English I (1001440) and/or Business English II (1001450)	Administrative Assistance program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1	8212500 8200330 8212110 8212120
1	Business Mathematics (1205540)	Administrative Assistant program: Computing for College and Careers Administrative Office Tech 1 Business Software Applications 1 Accounting Operations program: Computing for College and Careers Accounting Applications 1 Accounting Applications 2 Academy of International Business program: Computing for College and Careers Accounting Applications 1 International Business Systems OR International Finance and Law Business Computer Programming program: Computing for College Careers Business Computer Programming 1 Business Computer Programming 2	8212500 8200330 8212110 8212120 8203400 8200330 8203310 8203320 8216100 8200330 8203310 8216110 8216120 8206500 8200330 8206010 8206020

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Job Preparatory Program Substitutions			
Level	Subject Area	Program Course	Program Number
1	Pre-Algebra (1200300)	Electronics	8730000
2	Anatomy & Physiology (2000350)	Allied Health Assisting	8417130
		Dental Aide	8417140
		Dental Laboratory Assisting	8417150
		Electrocardiograph Aide	8417160
		First Responder	8417170
		Health Unit Coordinator	8417180
		Home Health Aide	8417190
		Medical Laboratory Assisting	8417200
		Nursing Assistant	8417210
		Practical Nursing	8418300
		Veterinary Assisting	8115110
		Vision Care Assisting	8417230

A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English I, Business English II, Biology Technology, Environmental Science, Physical Science, or Anatomy and Physiology may not take any of these courses and receive additional credit.

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D) Graduation Requirements for Basic, Adult and Special Programs

Florida Bright Futures Scholarship Program

The Bright Futures Scholarship Program is the umbrella program for Florida's three state-funded scholarships based on academic achievement of high school students (Florida Academic Scholars Award, the Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award). Each of the three scholarship awards within the Bright Futures Scholarship Program has specific eligibility criteria. In addition, to be eligible for an initial award from any of the three types of scholarships, a student must:

- complete a Florida Financial Aid Application (FFAA) available at www.FloridaStudentFinancialAid.org during the last year in high school (after December 1 and prior to high school graduation);
- be a Florida resident and a US citizen or eligible non-citizen, as determined by the postsecondary institution the student attends;
- earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution;
- enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term;
- not have been found guilty of, or pled no contest to, a felony charge; and
- begin using the award within three years of high school graduation. If you enlist directly in the military after graduation, your three-year period begins upon date of separation from active duty.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements.

The requirements for the Bright Futures Scholarship Programs must be met prior to graduation from a Florida public high school or a registered FDOE private high school and are included in the following tables:

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Section 1.01 Requirements	Section 1.02 Florida Academic Scholars Award (FAS)	Section 1.03 Florida Medallion Scholars Award (FMS)	Section 1.04 Florida Gold Seal Vocational Section 1.05 Scholars Award (GSV)						
<p>Award Level</p> <p>* A student may receive funding for only one award. The highest award earned by the student will be selected.</p>	<p>Public and Private Institutions – Students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act.</p> <p>Note: Award amounts will differ at semester, quarter, or clock hour institutions.</p> <p>For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm</p>								
<p>Grade Point Average (GPA)</p> <p>Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year. <u>Example:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Credit</td> <td style="width: 50%;">Weighting</td> </tr> <tr> <td>1.00</td> <td>.50</td> </tr> <tr> <td>.50</td> <td>.25</td> </tr> </table>	Credit	Weighting	1.00	.50	.50	.25	<ul style="list-style-type: none"> • 3.5 weighted GPA using the credits listed below, combined with test scores and community service hours listed below <p>(NOTE: GPAs are not rounded.)</p>	<ul style="list-style-type: none"> • 3.0 weighted GPA using the credits and test scores listed below <p>(NOTE: GPAs are not rounded.)</p>	<ul style="list-style-type: none"> • 3.0 weighted GPA using the 15.5 credits listed below, and a 3.5 unweighted GPA in a minimum of 3 career and technical credits in one career and technical program, and test scores listed below <p>(NOTE: GPAs are not rounded.)</p> <p>(See “Other Ways to Qualify” for 3-year graduation programs)</p>
Credit	Weighting								
1.00	.50								
.50	.25								

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Section 1.06 Requirements	Section 1.07 Florida Academic Scholars Award (FAS)	Section 1.08 Florida Medallion Scholars Award (FMS)	Section 1.09 Florida Gold Seal Vocational Section 1.10 Scholars Award (GSV)
<p>Required Credits</p> <p>See the Comprehensive Course Table on the Bright Futures Web site to identify courses that count toward each award level</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 3 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language)</p> <hr/> <p>=15 Credits</p> <p>May use up to 3 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 3 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language)</p> <hr/> <p>=15 Credits</p> <p>May use up to 3 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA.</p>	<p>4-year diploma Credits must be the 15.5 core credits required for high school graduation.</p> <p>4 English 3 Mathematics (including Algebra I) 3 Natural Science 3 Social Science (American History, World History, American Government, and Economics) 1 Practical Arts OR 1 Performing Arts OR 1/2 credit in each 1-credit in Physical Education with the integration of health (NOTE: for 0708 and after, entries)</p> <hr/> <p>=15.5 Credits</p> <p>Plus a minimum of 3 Vocational Job-Preparatory or Technology Education Program credits in one vocational program.</p> <p>(See "Other Ways to Qualify" for 3 year graduation options)</p>
Community Service	75 hours, as approved by the district or private school	No requirement	No requirement

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D) Graduation Requirements for Basic, Adult and Special Programs

Section 1.11 Requirements	Section 1.12 Florida Academic Scholars Award	Section 1.13 Florida Medallion Scholars Award	Section 1.14 Florida Gold Seal Vocational Section 1.15 Scholars Award
<p>Test Scores</p> <p>Sections of the SAT, ACT or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best composite score of 1270 SAT Reasoning (based on the combined critical reading and math parts only) or 28 ACT (excluding the writing section)</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p> <p>NOTE:</p> <ul style="list-style-type: none"> • The writing sections for both the SAT and ACT will not be used in the composite • SAT Subject Tests are not used for Bright Futures eligibility 	<p>Best composite score of 970 SAT Reasoning (based on the combined critical reading and math parts only) or 20 ACT (excluding the writing section)</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p> <p>NOTE:</p> <ul style="list-style-type: none"> • The writing sections for both the SAT and ACT will not be used in the composite • SAT Subject Tests are not used for Bright Futures eligibility 	<p>Students must earn the minimum score on each section of the CPT or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p>CPT: Reading 83; Sentence Skills 83; Algebra 72 -or- SAT: Critical Reading 440; Math 440 -or- ACT: English 17; Reading 18; Math 19</p>

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<p>Other Ways to Qualify</p>	<p>The other ways to qualify listed below must also meet the community service hours requirement.</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists • National Hispanic Scholars • IB Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the IB Curriculum* with a best composite score of 1270 SAT or 28 ACT • AICE Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the AICE Curriculum** with best composite score of 1270 SAT or 28 ACT • Students who have attended a home education program according to Section 1002.41, F.S., registered with the district during grades 11 and 12, and have a best composite score of 1270 SAT or 28 ACT • GED with a best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits • 3-year standard college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits 	<ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service • Students who have completed the IB Curriculum* with a best composite score of 970 SAT or 20 ACT • Students who have completed the AICE Curriculum** with best composite score of 970 SAT or 20 ACT • Students who have attended a home education program according to Section 1002.41, F.S., registered with the district during grades 11 and 12, and <ul style="list-style-type: none"> ○ have a best composite score of 1070 SAT or 23 ACT OR ○ have a best combined score of 970 SAT or 20 ACT with a weighted 3.0 GPA in the above 15 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts). • GED with a best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits • 3-year standard college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits. <p>* See International Baccalaureate (IB) Diploma below</p> <p>** See Advanced International Certificate of Education (AICE) Diploma below</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program and minimum test scores listed above</p> <ul style="list-style-type: none"> • <u>3-year Career Preparatory diploma</u> with 3.0 weighted GPA using the 15 core credits required for graduation listed below <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (including Algebra I) 3 Natural Science (2 with substantial lab) 3 Social Science (American History, World History, American Government, Economics) <hr style="width: 20%; margin: 5px auto;"/> <p style="text-align: center;">=13 Credits</p> • <u>3-year College Preparatory diploma</u> with 3.0 weighted GPA using the 15 core credits required for graduation listed below <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science (American History, World History, American Government, Economics) 2 Foreign Language (in the same language) <hr style="width: 20%; margin: 5px auto;"/> <p style="text-align: center;">=15 Credits</p> • GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college) <p>NOTE: For other diploma options established by legislative sessions, visit www.FloridaStudentFinancialAid.org/SSFAD/bf/</p>
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D) Graduation Requirements for Basic, Adult and Special Programs

STATE UNIVERSITY/COMMUNITY COLLEGE ADMISSION AND BRIGHT FUTURES REQUIREMENTS		
State University Systems Admission Requirements	Florida Community College System Admission Requirements	Bright Futures Scholarship Requirements for 2009 High School Graduates
<p>To qualify to enter one of Florida's public universities, a student must</p> <ul style="list-style-type: none"> - Meet all traditional requirements <ul style="list-style-type: none"> • high school graduation with a standard diploma • grade point average in high school academic core courses • admissions test scores (ACT or SAT) -OR- - qualify for the Talented 20 program -OR- - be selected through a 'student profile assessment' that considers other special factors (e.g. special talents) -OR- - obtain an associate of arts degree form a Florida community college. 	<p>To qualify to enter one of Florida's community colleges, a student must</p> <ul style="list-style-type: none"> - graduate with a standard high school diploma -OR- - earn a high school equivalency diploma -OR- - have previously demonstrated competency in college-level communication and work -OR- - demonstrate achievement of college- level communication and computation skills (often determined by exam or standardized test scores) 	<p>Florida Academic Scholars/Florida Medallion Scholars must have</p> <ul style="list-style-type: none"> - 15 credits in college preparatory courses in the following areas: <ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 mathematics (Algebra I and above) • 3 natural science (2 with substantial lab) • 3 social studies • 2 foreign language (in the same language) <p>may use up to three additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses can be used to raise the GPA</p> <ul style="list-style-type: none"> - a 3.5 weighted GPA in the above courses; 75 hours community service; and a minimum score of 1270 on the SAT or 28 on the ACT to be a Florida Academic Scholar (FAS) - a 3.0 weighted GPA in the above courses and a minimum score of 970 on the SAT or 20 on the ACT to be a Florida Medallion Scholar (FMS)
<p>The 18 high school credits required for SUS admission are</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 mathematics (Algebra I and above) 3 natural science (2 with substantial lab) 3 social science 2 foreign language (in the same language) 3 approved electives (in certain combinations) <p>Students must meet with their counselor to ensure that courses satisfy SUS admission requirements.</p>	<p>The 18 high school credits recommended for community college admission are</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 mathematics (Algebra I and above) 3 natural science (2 with substantial lab) 3 social science 2 foreign language (in the same language) 3 approved electives (in certain combinations). 	<p>Gold Seal Vocational (GSV) Scholars (5) must have</p> <ul style="list-style-type: none"> - 15.5 credits in the following areas: <ul style="list-style-type: none"> • 4 English • 3 mathematics (including Algebra I) • 3 natural science • 3 social science (American History, World History, American Government, and Economics) • 1 practical arts OR performing arts OR ½ credit in each • ½ life management skills • ½ personal fitness • ½ physical education - a 3.0 weighted GPA in above courses (for 4-years diploma) - 3 career/technical job-preparatory or technology education program credits in one career/technical program with an unweighted 3.5 GPA in those courses - a minimum score listed below on each subsection of either the CPT or SAT or ACT (<i>Sections of different test types may not be combined.</i>) <ul style="list-style-type: none"> CPT: Reading 83/ Sentence Skills 83/ Algebra 72 SAT: Critical Reading 440/ Math 440 ACT: English 17/ Reading 18/ Math 19

(5) College or career preparatory diplomas may be used to qualify for GSV, with appropriate career/technical education electives. For other ways to qualify, visit <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm>

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D) Graduation Requirements for Basic, Adult and Special Programs

International Programs

Florida recognizes the following international programs: Advanced International Certificate of Education Program and International Baccalaureate Diploma. For information, contact Florida representatives of these programs at www.flibs.org or <http://www.cie.org.uk/>.

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) DIPLOMA

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.

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D) Graduation Requirements for Basic, Adult and Special Programs

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.

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D) Graduation Requirements for Basic, Adult and Special Programs

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.

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D) Graduation Requirements for Basic, Adult and Special Programs

The International Baccalaureate Curriculum for High School Diploma

Section 1003.43(1), Florida Statutes, Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The components of the IB curriculum that meet this requirement are as follows: The International Baccalaureate (IB) Diploma program is a rigorous pre-university course of studies, leading to internationally standardized examinations that meet the needs of highly motivated secondary students. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. The International Baccalaureate Organization, a nonprofit educational foundation, has been in existence since 1963.

Diploma candidates are required to select one subject from each of six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period. IB diploma candidates must also demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases, oral examinations in the subject areas.

The six subject groups include:

Language A1: first language, including the study of selections from world literature

Language A2: second modern language

Individual and Societies: history, geography, economics, philosophy, psychology, social anthropology, business and organization, information technology in a global society, history of the Islamic world

Experimental Sciences: biology, chemistry, physics, environmental systems, design technology

Mathematics: mathematics HL, advanced mathematics SL, mathematics studies, mathematics standard level

Arts and Electives: visual arts, music, theatre arts, classical Greek, computer science, film, dance, a third modern language, a second subject from group 3 or group 4, advanced mathematics SL, or a school-based syllabus approved by the International Baccalaureate Organization.

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D) Graduation Requirements for Basic, Adult and Special Programs

The additional requirements (as indicated in IB publications) are:

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge, seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship. Participation in theater productions, sports, and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books. A minimum of 150 hours with an equal distribution between the areas is required.

Extended Essay - diploma candidates are required to undertake original research and write an extended essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at a university. Florida law recognizes International Baccalaureate (IB) curriculum as a method of qualifying for a Florida Academic or Florida Medallion Scholars award through the Florida Bright Futures Scholarship Program.

To qualify for a Bright Futures award utilizing the IB curriculum option, students must satisfy the following requirements:

1. Complete the IB curriculum requirements
2. Meet the appropriate SAT or ACT test score

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D) Graduation Requirements for Basic, Adult and Special Programs

The IB curriculum is defined as follows:

- Complete all prerequisite courses identified on the school's IB program.
- Complete a minimum of 13 credits in courses identified by the International Baccalaureate Organization or equivalent courses as identified in the Bright Futures Comprehensive Course Tables (<http://nwrdc.fsu.edu/fnbpcm02>) in grades 9-12 as follows:
 - Two credits* in each of the following areas: 2 Language Arts credits at the level of 11 and 12 grades, Foreign Language, Social Studies, Science, Mathematics and Arts/Electives.
 - One credit in Theory of Knowledge.
- Complete CAS, which includes at least 75 hours of community service completed in grades 9-12.
- Complete an extended essay.

* Students may satisfy the two-credit requirement for up to three standard level subjects by completing the curriculum for each course and taking the IB exam in that subject area.

For additional information, you may contact Karen Brown at brownkt@bay.k12.fl.us.

Dual Enrollment

Rule 6A-1.09441, FAC, requires that for students to generate funding through the Florida Education Finance Program (FEFP) and earn credit toward high school graduation, the student must be in membership in a course or program listed in the Course Code Directory.

However, for students who are officially dually enrolled in an area career and technical center, community college, or university course as provided for in s.1011.62 (I), Florida Statutes, the course number and title used by the postsecondary institution to schedule the student must be recorded in the student's school district records and must be reported by the district to the Department of Education.

Pursuant to s.1007.271(6), F.S., 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 Course – High School Subject Area 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. All other dual enrollment courses in the Statewide Course Numbering System (with the exception of remedial courses and P.E. skills courses) count as an elective toward high school graduation. Districts that provide subject area credit for dual enrollment courses that are not included on the *Dual Enrollment Course – High School Subject Area Equivalency List* should delineate in their local inter-institutional articulation agreement the subject area 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.

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D) Graduation Requirements for Basic, Adult and Special Programs

Beginning with students entering grade 9 in the 2006-07 school year, the revised language for s.1007.27(16), F.S., 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, weighting 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, F.S..

Effective in August 2005, the *Dual Enrollment Course Equivalency List*, noted that 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.

Effective August 2006, the identifies dual enrollment courses *Dual Enrollment Course – High School Subject Area Equivalency List* that all colleges and universities offer or accept in transfer as part of their general education requirements.

Advanced Placement (AP) Program®

The College Board's Advanced Placement (AP) Program® consists of 37 college-level courses and exams in subjects, ranging from U.S. History to Calculus, offered by participating high schools, including the Florida Virtual School. Students earning a "qualifying" grade on an AP Exam can earn college credit or advanced placement for their efforts. More than 3,000 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams.

The *Articulation Coordinating Committee Credit-By-Exam Equivalencies* specifies the postsecondary courses for which students may earn credit by earning a qualifying score on an AP examination. The list can be found on FACTs.org under the advising manuals tab.

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E) General Information

Community Service

Section 1003.43(k) , Florida Statutes, allows school boards to award a maximum of one-half credit in social studies and one-half elective credit for student completion of non-paid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. In order to earn two one-half credits, students would have to complete 150 hours of service. Credit may not be earned for service provided as a result of court action. School boards that approve the award of credit for student volunteer service must develop guidelines regarding the award of such credit, and school principals are responsible for approving specific volunteer activities.

Under the provisions of this legislation, the Department of Education has prepared Course Descriptions for a half-credit elective course in social studies, Voluntary School/Community Service (2104330) and a half-credit general elective course, Voluntary Public Service (0500370).

District school boards may also choose to (1) award the one-half credit in social studies as part of an existing elective social studies course listed in grades 9-12 of the Course Code Directory and/or (2) offer an elective one-half credit as part of any course listed in the Course Code Directory that is used to fulfill part of the eight and one-half elective graduation credits. This option would require that existing content and course requirements for the course be implemented along with the required 75 hours of volunteer community or school service and that the district school board adopt appropriate performance standards for the volunteer community or school services portion of the course.

Course Data/FTE Reporting

In order for a student to receive subject-area credit toward high school graduation with a standard diploma, the appropriate basic education courses listed in Section 3 must be recorded in the student's records and reported as student enrollment to the Department of Education, regardless of the Florida Education Finance Program funding being generated by the students. Where a class or section of students or an individual student in a basic education course generates special program funding under current law or State Board Rule, provision must be made in the school district's information system to properly report the student FTE earned in that basic education course to the Department of Education. Course/section records maintained in the school district information system must contain the appropriate FEFP cost category when students generate special program FTE.

Similar provisions must be made for courses funded through English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), or Secondary Career and Technical.

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E) General Information

The Department of Education will collect student membership information by course number and FEFP cost category, as specified by law. Instructions for calculating FTE are found in "FTE General Instructions," or in the DOE Information Data Base Requirements: Volume I-Automated Student Information System.

Course Forgiveness

Each district school board may establish policies for course forgiveness, as authorized by s. 1003.43 (5) (e) 1, Florida Statutes. Beginning with entering freshmen in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses must be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses must be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. These statutory restrictions on district forgiveness policies do not apply to high school courses taken below the ninth grade. Any course grade not replaced according to a district forgiveness policy that conforms to these provisions must be included in the calculation of the cumulative grade point average required for graduation.

(See K12 Memo #2005-08, dated February 17, 2005 at <http://info.fldoe.org/docushare/dsweb/Get/Document-2763/2005-08.pdf>)

Department of Juvenile Justice

Students participating in educational programs in Department of Juvenile Justice facilities, who have not graduated from high school, must be enrolled in courses listed in the appropriate basic academic, career and technical, or exceptional courses as provided in this directory. Districts must report student membership data using the appropriate course numbers. These students are eligible for services afforded to students enrolled in programs pursuant to s. 1003.53, F.S., and all corresponding State Board of Education Rules as prescribed in s. 1003.52 (1), Florida Statutes. This stipulation would include, but not be limited to, "*Temporary Instructional Placement*" as cited below under Dropout Prevention Programs.

Each school district must ensure that students in these facilities are enrolled in appropriate courses and have the opportunity to earn grades leading toward credits for graduation. When these students are assigned to another facility or enrolled in another school, provisions must be made for the transfer of attendance, grades, and credits earned.

Students in Local Jail Programs

Students who have not graduated from high school who are detained in a local jail must be offered educational services by the local school district. Students must be enrolled in appropriate basic, adult, exceptional, or Career and Technical I courses as provided in this directory.

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E) General Information

Dropout Prevention, Academic Intervention, and Teenage Parent Programs

Students participating in district dropout prevention, academic intervention, and teenage parent programs, pursuant to ss. 1003.53 and 1003.54, F.S., must be enrolled in courses listed in the appropriate basic academic, career and technical, or exceptional courses as provided in this directory. Districts must report student membership data using the appropriate course numbers.

Temporary Instructional Placement

Special assignment designations have been developed to assist districts in reporting course data for students in short-term Department of Juvenile Justice regional, community-based residential or day programs. In some cases, the student's schedule cannot be determined upon entering the program. Such programs may not offer all of the courses in each student's regular school schedule. Students placed in this designation do not receive credit.

In the assignment designation described above, districts may report the student as enrolled in "Temporary Instructional Placement" listed in the appropriate PK-5, 6-8, or 9-12 Basic Education Section. Districts using this designation must, to the fullest extent possible, either provide instruction in the student's regularly scheduled courses or provide an individualized developmental program which focuses on identified skill deficiencies in basic subject areas. This assignment designation must only be used up to 21 days and will not appear on student records and must only be used as a temporary means of placing students. Upon receipt of student records or other means of determining an appropriate program of study, students must be assigned to specific classes that will permit them to earn credit toward graduation or grade promotion.

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E) General Information

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 should be enrolled in district ESOL programs as described in the state-approved District ELL Plan and as prescribed in the 1990 ESOL Agreement and ss.1003.56 and 1011.62, F.S., should be enrolled in courses listed in the basic and Career and Technical sections of this directory. ELL students enrolled in language arts, reading, 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 ELL students must be adjusted as indicated below.

1. The primary English/Language Arts or Developmental Language Arts, or Reading subjects taught to ELLs using ESOL strategies require
 - a. the appropriate coverage & level to teach English/language arts or reading, plus the ESOL endorsement, or
 - b. the appropriate foreign language coverage plus the ESOL endorsement, or
 - c. the ESOL (stand alone) coverage; and
 - d. compliance with all in-service requirements that may be required under Rule 6A-6.0907, F.A.C.

2. Core subjects: mathematics, science, social studies, and computer literacy taught to ELLs:
 - a. In accordance with the in-service requirements under Rule 6A-6.0907, F.A.C., core subjects taught in English using ESOL strategies require the appropriate subject area coverage and level, and one of the following:
 1. 60 in-service points in ESOL strategies as documented by the school district, or
 2. 3 semester hours in ESOL strategies, or
 3. ESOL endorsement, or
 4. ESOL (stand-alone) coverage
 - b. In accordance with the in-service requirements under Rule 6A-6.0907, F.A.C., core subjects: mathematics, science, social studies, and computer literacy taught in the home language using home language strategies require the appropriate subject coverage and level, proficiency in the native language as evidenced by test or certification as documented by the school district, and one of the following:
 1. 60 in-service points in home language strategies, or
 2. 3 semester hours in home language strategies, or

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E) General Information

3. ESOL endorsement, or
 4. ESOL (stand alone) coverage.
3. In accordance with the in-service requirements under Rule 6A-6.0907, F.A.C., all subjects taught to ELLs other than English, Developmental Language Arts, reading, mathematics, science, social studies, and computer literacy using ESOL strategies require the appropriate subject area coverage and level, and one of the following:
- a. 18 in-service points in ESOL strategies as documented by the school district, or
 - b. 3 semester hours in ESOL strategies, or
 - c. ESOL endorsement, or
 - d. ESOL (stand alone) coverage

For additional information concerning in-service requirements for personnel assigned to teach English Language Learners, see Rule 6A.6.0907, F.A.C.

World Languages

M/J Course Sequencing: Course content requirements for the two-course sequence that include any same-language M/J Foreign Languages Beginning and Intermediate courses are equivalent to a Foreign Language Level I (grades 9-12) course (not to be confused with a Level 1 academic rigor) of the same language. Also, course content requirements for the three-course sequence that include same-language M/J Foreign Languages Beginning, Intermediate, and Advanced courses may be equivalent to Foreign Languages Level II (9-12) of that language. It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Foreign Languages two-course or three-course sequence in middle school.

Undergraduate Admission: Minimum academic standards for undergraduate admission to a Florida public university requires that each student earn two credits of sequential foreign language at the secondary level or the equivalent of such instruction at the Postsecondary level, ss.1007.261 (1) (b) and 1007.262, F.S.

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E) General Information

One-Credit Course offered as One-Half Credit Course

Any elective course listed in the grades 9-12 section of the Course Code Directory as earning one credit may also be offered for one-half credit. The school must select the appropriate course requirements from the approved course description to be mastered in the one-half credit course. For example, students may meet the high school graduation requirement for fine arts by taking one full credit in fine arts or two one-half credits in fine arts. One credit and one-half credit Practical Arts courses may meet elective requirements.

Multiple-Credit Courses

Multiple credit courses are available in some areas of the Course Code Directory. Districts are required to ensure that student achievement expectations are raised as the student progresses through the sequence. The Department has not set a limit on the number of times such a course may be used.

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F) Course Numbering System

General

On permanent records and transcripts, school districts must record the state course numbers and abbreviated titles as found in the Course Code Directory. On report cards, school districts must use the state abbreviated titles without alteration and may use the course numbers. If the district chooses to use course numbers on report cards, the numbers must be displayed without alteration.

All school district and postsecondary documents, forms, automated terminal displays, and hard copies must use only the state course numbers and titles listed in this document unless such reference falls under one of the following exceptions:

1. Students dually enrolled in postsecondary institutions must use the numbers in the postsecondary Statewide Course Numbering System.
2. Students dually enrolled in private postsecondary institutions, as provided in s.1011.62, Florida Statutes, may use the private institution course numbers.
3. Students enrolled in courses that are included in either postsecondary adult career and technical education (non-college credit) or postsecondary career and technical programs (college credit) must use either the numbers listed in this directory or those listed in the Statewide Course Numbering System.

A seven-digit course number is used throughout this Directory. The first and second digits of the number indicate the major academic or program area as indicated below:

00	=	Administrative, Curricular, and Service Assignments
01-25	=	Basic and Adult General Education (Grades 6-12)
50-52	=	Prekindergarten, Early Childhood, and Elementary Education
76-79	=	Exceptional Student Education
80-97	=	Career and Technical Education
99	=	Adult Education

Section 1: Course Code Directory System Guide F) Course Numbering System

Basic Grades PreK-5

Seven Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) of the course numbers:

- 50 = elementary program
- 51 = self-contained
- 52 = ungraded

-The **second two** digits (XXXXXX) of the course numbers:

- When beginning with the first two digits of 50,
 - the second two indicate the major subject area as indicated by the numbers used in grades 6-12.
(Example: 5020000 indicates an elementary [50] science [20] course)
- When beginning with the first two digits of 51 or 52,
 - the second two digits are numbered sequentially beginning with 5100000 or 5200000 with the last digit remaining a zero.

-The **third two** digits (XXXXXX) of the course numbers indicate the unique courses in all Basic PreK-5 courses

-The **last** digit (XXXXXX) of the course numbers begin with 0(zero) and is numbered sequentially when needed

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F) Course Numbering System

District Elementary Reporting for Permanent Records and Report Cards Required:

Districts must use course numbers and official abbreviated titles as listed in the Course Code Directory on permanent records and report cards.

A Few Examples:

Permanent Records and Report Cards

0200310	=	CPTR APPLS 1	(Computer Applications 1)
1200310	=	ALG 1	(Algebra 1)
1800340	=	ADV AERO SCI	(Advanced Aerospace Science)

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F) Course Numbering System

Prekindergarten Basic Definitions

Basic grades use the following definitions to determine appropriate course numbers for prekindergarten programs.

District Head Start Programs: Any preschool program operated by the school district with Head Start funds. Qualifications of staff are in the data section of the Course Code Directory.

District Title1: Any preschool program operated by the school district with Title1 funds. Qualifications of staff are in the data section of the Course Code Directory.

School Readiness Programs: Any program serving children below kindergarten age, including home visitor programs for infants and toddlers and their families that are operated with funds provided through an early-learning coalition. [These programs, when previously supported through funds made directly available to school districts, were identified as Prekindergarten Early Intervention Programs, Florida First Start, or District Operated Subsidized Child Care programs.]

Prekindergarten Other: Any other prekindergarten program operated by the local school district. Qualifications of staff are listed in the data section of the Course Code Directory.

Voluntary Prekindergarten Education Program: Beginning with the 2005-06 school-year, the voluntary prekindergarten education program for children attaining the age of four on September 1st, will be implemented as provided by Sections 1(b) and (c), Article IX of the State Constitution. School districts **meeting specific requirements in law** are permitted to implement a school-year program. School districts **will be required** to provide a summer prekindergarten program beginning in the summer of 2006. The credential requirements for staff differ between the school-year and summer prekindergarten program. Qualifications for staff are listed below in the chart and in the data section of the Course Code Directory. For detailed information: <http://www.fldoe.org/earlylearning/eqcred.asp>

Section 1: Course Code Directory System Guide

F) Course Numbering System

Qualifications of Staff

Course Number: 5100580

Course Name: Voluntary Prekindergarten Education - school-year program

Qualification:

- CDA or CDA Equivalent
- Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A bachelor's degree or higher in elementary education, if teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- Associate's degree or higher in child development
- An associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child-care services for children any age from birth through 8 years of age.
- Educational credentials approved by the Department of Education as equivalent to or greater than the educational credentials described above.
- The VPK implementing legislation authorizes the Department of Education to approve educational credentials for VPK instructors which are equivalent to or greater than prescribed bachelor's or associate's degrees as noted above. Based on an analysis of the content requirements of these and proposed degrees, the Department recommends the following as approved credentials for instructors in the school-year VPK program: Bachelor's (or Higher) Degrees, Exceptional Student Education, Special Education, Mental Disabilities, Specific Learning Disabilities, Physically Impaired, Varying Exceptionalities, Emotional Disabilities, Visually Impaired, Hearing Impaired, Speech-Language Pathology, Associate's Degrees, Early Childhood Education.
- For each of the proposed bachelor's and associate's degrees listed above, related competencies and skills (defined in terms of applicable Florida Certification Coverages or Curriculum Frameworks) are delineated in Attachments 1 and 2 respectively and are further defined on our website.
- Upon receipt of a written request and appropriate supporting documentation, the Department of Education will review any related bachelor's degree, certification coverage, or associate's degree to determine the extent to which the proposed credential incorporates competencies and skills equivalent to or greater than those delineated for other approved VPK instructor credentials at the bachelor's or associate's degree levels. If program serves children with disabilities as an inclusive setting, see Section 1, Prekindergarten Disabilities.

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F) Course Numbering System

Course Number: 5100590
Course Name: Voluntary Prekindergarten Education - summer program

Qualification:

- Certified teacher with a valid Florida educator certificate under s. 1012.56 Florida Statutes, with qualifications specified by the district school board. Priority must be given to teachers who have experience or coursework in early childhood education.
- A Bachelor's degree or higher in any of the following areas: early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A bachelor's degree or higher in elementary education if the teacher has been certified to teach children any age from birth through 6th grade, regardless of whether certificate is current, as long as the certificate has not been revoked or suspended.
- If program serves children with disabilities as an inclusive setting, see Section 1, Prekindergarten Disabilities

Basic Education - Elementary (Grades PreK-5)

<u>Subject Area</u>	<u>Code Range</u>
Art-Visual Arts	5001000-5001990
Computer Education	5002000-5002990
Dance	5003000-5003990
Drama-Theatre Arts	5010190-5010190
Foreign Languages	5007000-5007990
Health	5008000-5008990
Language Arts	5010000-5010180
Mathematics	5012000-5012990
Music	5013000-5013990
Physical Education	5015000-5015990
Science	5020000-5020990
Social Studies	5021000-5021990
Study Hall	5022000-5022990

Section 1: Course Code Directory System Guide F) Course Numbering System

Basic Grades 6-12 and Adult Education

Seven Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) of the course numbers indicate the major subject areas as follows:

01 = Arts-Visual Arts	14 = Peer Counseling
02 = Computer Education	15 = Physical Education
03 = Dance	16 = Remedial/Compensatory
04 = Drama-Theatre Arts	17 = Research and Critical Thinking
05 = Experiential Education	18 = R.O.T.C./Military Training
06 = Exploratory Education	19 = Safety and Driver Education
07 = Foreign Languages	20 = Science
08 = Health	21 = Social Studies
09 = Humanities	22 = Study Hall
10 = Language Arts	23 = Career and Technical
11 = Library Media	24 = Graded Self-Contained or Leadership Skills Development
12 = Mathematics	25 = Temp Instructional Placement
13 = Music	30 = Applied, Combined, and Integrated Course
	99 = Adult Noncredit

-The **second two** digits (XXXXXX) of the course numbers indicate the subject area category within the subject area

- Example:
Academic area: Social Studies (first two digits: 21)
Subject area category: Political Science (**second two** digits: 06)
Number for course begins: 21**06**XXX

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F) Course Numbering System

-The **third two** digits (XXXXXX) of the course numbers indicate a unique course within the subject area category

- The fifth digit (XXXXXX) indicates the grade level:
 - 0-2 for a 6-8 grade level course
 - 3-9 for a 9-12 grade level course

Note: The number 8 in the fifth character indicates an International Baccalaureate course
- The sixth digit (XXXXXX) shows unique courses sequentially

-The **last** digit (XXXXXX) of the course numbers begin with 0 and is numbered sequentially if needed

Example: 2106310 = American Government
21 = Social Studies
06 = Political Science
31 = Unique 9-12 grade level course
0 = In sequence

Note: Adult General Education courses listed in the Adult General Education section begin with the numbers 99. These courses are numbered sequentially beginning with the number 9900000.

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F) Course Numbering System

Applied, Combined, or Integrated

Seven Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) of the course numbers are 30

-The **second two** digits (XXXXXX) of the course number indicate the subject areas

26 = Health Education and Physical Education

27 = Science and Career Technology Education

-The **third two** digits (XXXXXX) indicate the unique course

-The **last** digit (XXXXXX) of the course numbers begin with 0 (zero) and is numbered sequentially if needed

Example: 3026010 = Health Opportunities through Physical Education (HOPE)

30 = Applied, Combined, or Integrated Course

26 = Health Education and Physical Education

01 = Unique course: HOPE

0 = In sequence

Section 1: Course Code Directory System Guide

F) Course Numbering System

Course Levels for Grades 9-12

Course levels are designated in the following way:

- Remedial = Courses correcting deficiencies. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit toward high school graduation. See s.1003.43(2), Florida Statutes.
- Level 1 = Fundamental or basic courses. No student may be granted credit toward high school graduation for any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which 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. See s. 1003.43(7)(d), Florida Statutes. If these requirements are met, a Level 1 course may meet subject area graduation requirements.
- Level 2 = Regular, mainstreamed courses
- Level 3 = Honors, International Baccalaureate (IB), Advanced Placement (AP), Advanced International Certification Education (AICE), and other rigorous and advanced college-preparatory courses
- Example:
- | | | |
|----------|---|---------------------------------|
| Remedial | = | Intensive Mathematics (1200400) |
| Level 1 | = | Pre-Algebra (1200300) |
| Level 2 | = | Algebra I (1200310) |
| Level 3 | = | Algebra I Honors (1200320) |

Section 1: Course Code Directory System Guide F) Course Numbering System

Basic Education - Senior High and Adult (Grades 9-12, 30-31)

<u>Area</u>	<u>Code Range</u>
Art-Visual Arts	0100300-0199990
Computer Education	0200300-0299990
Dance	0300300-0399990
Drama-Theatre Arts	0400300-0499990
Experiential Education	0500300-0599990
Foreign Languages	0700300-0799990
Health	0800300-0899990
Humanities	0900300-0999990
Language Arts	1000300-1099990
Library Media	1100300-1199990
Mathematics	1200300-1299990
Music	1300300-1399990
Peer Counseling	1400300-1499990
Physical Education	1500300-1599990
Research and Critical Thinking	1700300-1799990
ROTC and Military Training	1800300-1899990
Safety and Driver Education	1900300-1999990
Science	2000300-2099990
Social Studies	2100300-2199990
Leadership Skills Development	2400300-2499990
Study Hall	2200300-2299990
Temporary Instructional Placement	2500510-2500510
Applied, Combined, and Integrated Course	3000000-3999999

Section 1: Course Code Directory System Guide

F) Course Numbering System

Subject Area Transfer Numbers

Each course transferred into a Florida public school by an out-of-state or nonpublic school student should be matched with a course title and number when such course provides substantially the same content. A few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided. The transfer number is listed as the last number in each major subject area. *Note: Transfer numbers do not receive any credit in the Bright Futures Program.*

Example:

Michigan Indian Culture = 2100990 (Social Studies Transfer)

For grades 9-12, in the area of foreign languages, eight transfer numbers are provided. The first number in foreign language (0700980) is to be used to report the first year of a language not listed in the directory, such as Hungarian; the second foreign language number (0700990) is to be used to list a second year of the same language; the third foreign language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional foreign language.

Examples:

Hungarian I	=	0700980	(Foreign Languages Transfer I)
Hungarian II	=	0700990	(Foreign Languages Transfer II)
Hungarian III	=	0701980	(Foreign Languages Transfer III)
Hungarian IV	=	0701990	(Foreign Languages Transfer IV)
Slovak I	=	0702980	(Foreign Languages Transfer V)
Slovak II	=	0702990	(Foreign Languages Transfer VI)
Slovak III	=	0703980	(Foreign Languages Transfer VII)
Slovak IV	=	0703990	(Foreign Languages Transfer VIII)

In the area of ROTC and Military Training, a transfer number is listed for granting elective credit for military training, including basic military training over the summer, as allowed in the district's approved pupil progression plan.

Example:

1800990 = Military Transfer

Section 1: Course Code Directory System Guide F) Course Numbering System

Middle/Junior High Exploratory Wheel

If school districts wish to report individual courses taught in the middle/junior high exploratory wheel, they may report these on report cards or permanent records by using the following procedure. Use the seven-digit state course numbers and abbreviated titles for exploratory courses listed in the Course Code Directory. The district may report any breakdown of exploratory courses under the official title, as long as the selected titles do not exceed twenty characters.

Example: 0600000 = M/J Exp Wheel 1, Health, Art, French

Basic Education - Middle/Junior High (Grades 6-8)

<u>Subject Area</u>	<u>Code Range</u>
Art-Visual Arts	0100000-0199290
Computer Education	0200000-0299290
Dance	0300000-0399290
Drama-Theatre Arts	0400000-0499290
Exploratory Experiential Education	0500000-0599290 0600000-0699290
Foreign Languages	0700000-0799290
Health	0800000-0899290
Language Arts	1000000-1099290
Library Media	1100000-1199290
Mathematics	1200000-1299290
Music	1300000-1399290
Peer Counseling	1400000-1499290
Physical Education	1500000-1599290
Research	1700000-1799290
Science	2000000-2099290
Social Studies	2100000-2199290
Study Hall	2200000-2299290
Career and Technical Basic	2300000-2399290
Graded Self-Contained	2400000-2499290
Temporary Instructional Placement	2500000-2500500
Applied, Combined, and Integrated Course	3000000-3999999

Section 1: Course Code Directory System Guide F) Course Numbering System

Exceptional Student Education

Seven Digit Numbering System: XXXXXXX

XX(first two) XX(second two) XX(third two) X(last)

-The **first two** digits (XXXXXX) represent the grade levels

76	=	ESE grades PK Disabilities
77	=	ESE grades PK-5
78	=	ESE grades 6-8
79	=	ESE grades 9-12, 30, 31

-The **second two** digits (XXXXXX) are the major subject areas used in Basic and Career and Technical Education

00	=	Noncredit Courses	55	=	General Academics
01	=	Art	60	=	Life Management
02	=	Computer Education	61	=	Skills for Students with Moderate Disabilities
10	=	Language Arts	62	=	Skills for Students with Severe/Profound Disabilities
12	=	Mathematics	63	=	Special Skills Courses
13	=	Music	65	=	Gifted
15	=	Physical Education	66	=	Therapy
19	=	Driver Education	67	=	Arts
20	=	Science	80	=	Career and Technical Education for Students with Disabilities
21	=	Social Studies			
50	=	Prekindergarten			

-The **third two** digits (XXXXXX) represent unique course numbers.

-The **last** digit (XXXXXX) of the course numbers begin with 0 (zero) and is numbered sequentially if needed

Section 1: Course Code Directory System Guide

F) Course Numbering System

Prekindergarten Programs for Children with Disabilities

Exceptional Student Education uses the following definitions to determine appropriate course numbers for prekindergarten disability programs. Course numbers and certification information are listed in Section 4, Exceptional Education Table - Required Certification and in the data section of the Course Code Directory.

Prekindergarten Disabilities:	Age 0-2	Any prekindergarten program for children with disabilities, birth through age two (2).
Prekindergarten Disabilities:	Age 3-5	Any prekindergarten program for children with disabilities, ages three (3) to five (5).

The prekindergarten courses for children with disabilities have been differentiated for ages birth-2 and 3-5. Certification areas for courses 7650030-7650170 are listed in the Exceptional Education Table - Required Certification. When a district contracts for services for one or more named children, the requirements of Rule 6A-6.0361, FAC, apply. To determine appropriate course numbers, use the following definitions.

- Courses for prekindergarten children with disabilities served in an inclusive setting or through the “blending” of the program with other district-operated early childhood programs, including a district-operated Head Start, Title I, school readiness program, prekindergarten other, or voluntary prekindergarten education program, or through a program provided through a contract with a non-public school program, are identified by the appropriate course number for the prekindergarten disabilities program.
- When the Head Start, Title I, school readiness, prekindergarten other, or voluntary prekindergarten education program serves as an inclusive setting for a child with a disability, or these programs are “blended” with the prekindergarten disabilities program, the teacher may hold certification as required in the Head Start, Title I, school readiness, prekindergarten other, or voluntary prekindergarten education course code description, or as listed in the Exceptional Education Table – Required Certification.
- 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.

Section 1: Course Code Directory System Guide F) Course Numbering System

Career and Technical Education

Secondary Level

Career and technical education programs and courses that can be offered at the secondary level only have been assigned seven digit numbers in the 8000000 to 9700000 range.

-CTE programs are sorted under the following clusters. To find a CTE program cluster area, please go to the following website:

http://www.fldoe.org/workforce/dwdframe/doc/2008-09_secondary_program_list.doc

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communication
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety & Service
Manufacturing
Marketing, Sales & Service
Science, Technology, Engineering & Mathematics (STEM)
Transportation, Distribution & Logistics
Related CTE

Section 1: Course Code Directory System Guide

F) Course Numbering System

Postsecondary Adult Levels

Career and technical programs that can be offered at the postsecondary adult levels have been assigned seven-figure alpha-numeric numbers. 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.

Postsecondary Career and Technical Education programs have been arranged to meet the federal guidelines for Clusters. To find which Cluster a CTE program falls under, please go to the following website:

http://www.fldoe.org/workforce/dwdframe/doc/2008-09_secondary_program_list.doc

Section 1: Course Code Directory System Guide

F) Course Numbering System

Career and Technical Education Programs and Courses

(Applicable for Secondary Schools and Postsecondary Institutions)

The grade level designation in the Career and Technical Education Section is authorized in compliance with Rule 6A-6.065, FAC.

Adult: Non-High School Graduate = 30

Adult: High School Graduate = 31

The CTE areas have been arranged under the following Clusters:

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

Section 1: Course Code Directory System Guide

G) Codes and Symbols

Grade Level Codes

The following codes are used to indicate the grade level(s) of the student to whom instructional services are being provided:

PK	=	Prekindergarten
KG	=	Kindergarten
1-12	=	First-Twelfth Grades
30	=	Adult Non-High School Graduate
31	=	Adult High School Graduate

Subject Area Graduation Requirement Codes

Courses meeting subject-area graduation requirements are coded adjacent to each applicable course title in the Basic and Adult 9-12, 30, 31 and Career and Technical Sections of the directory. The codes used to designate subject area graduation requirements are listed below:

AG	=	American Government
AH	=	American History
EC	=	Economics
EN	=	English
FA	=	Fine Arts
LM	=	Life Management Skills
		<i>(Note: For students who entered high school during 2007-2008 school-year or thereafter,, Life Management Skills is no longer a graduation requirement.)</i>
MA	=	Mathematics
PA	=	Vocational Courses counting as Arts (see chart starting on pg.57)
PE	=	Physical Education
PF	=	Visual and Performing Fine Arts
SC	=	Science
VO	=	Career and Technical Education
WH	=	Word History

Section 1: Course Code Directory System Guide

G) Codes and Symbols

Course Credit/Multiple Credit Codes

Grades 6-8: Courses that are allowed to be offered multiple times are designated by an MC (for multiple credit) in the course title.

Grades 9-12: Courses receiving credit are coded in the Maximum Credit Column in the Basic and Adult 9-12, 30, 31; Career and Technical; and Exceptional Student Education Sections of the directory. The codes used to designate the number of credits allowed are listed below:

0.5	=	half credit
1.0	=	one credit
2.0	=	2 years of instruction of 300 hours
3.0	=	course may be taken for up to three credits
MC	=	Multiple Credit (more than 1 credit)

Section 1: Course Code Directory System Guide

G) Codes and Symbols

Certification Codes

This Course Code Directory provides the certification coverages appropriate for an individual to teach or render service in specific areas or fields. The number(s) or letter(s) to the right of the certification coverage indicate(s) the instructional level(s) for which the certification is valid. These numbers are interpreted as follows:

Early Childhood	=	0 ***
Grades 6-12	=	1
Adult Education	=	2
Elementary (1-6)	=	3 ***
Secondary (7-12)	=	4 ***
Grades K-8	=	5 ***
Elementary and Secondary (K-12)	=	6
Vocational-Technical	=	7 (requires job experience and can be taught at any level that the course is offered)
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

*	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.

Section 1: Course Code Directory System Guide

G) Codes and Symbols

<u>Term Used</u>	<u>Definition of Term</u>
Any Field	Any coverage, degreed or non-degreed, that is listed in the directory
Any Field when certificate reflects Bachelor Degree or Higher	Any coverage that is listed in the directory that requires the teacher to hold a bachelor degree or higher. This definition does not include placement of personnel who are state or district certified if they do not hold a bachelor or higher degree
Any Academic Coverage	Any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, FAC.
Any Vocational Field or Coverage	Any vocational coverage, degreed or non-degreed, that is listed in the directory

Note: The non-degreed coverages include those issued by the district in accordance with S.1012.39, F.S. However, a non-degreed coverage shall be appropriate for instruction only for the course for which such coverage has been specified in the current Course Code Directory.

Section 1: Course Code Directory System Guide

G) Codes and Symbols

Explanation of Symbols

Listed below are the symbols and their definitions now being used in the North West Regional Data Center (NWRDC) and Web version of the Course Code Directory. The symbols in the CDB column are those used in the NWRDC Course Data Base version, and the symbols in the CCD Column are those used in the Web version Course Code Directory.

Special Symbols linked to courses

CDB CCD

- | | | |
|---|---|--|
| D | a | This "dagger" symbol indicates (1) courses that may be deleted the following school year, (2) course titles or numbers that may be replaced with a new title or number the following school year, and/or (3) courses in Section 3 (Basic Education) that have not been reported as taught within the last four years. Such courses may be deleted after the fourth year. |
| I | æ | This symbol indicates courses with Course Descriptions that have been revised to require instruction in and mastery of appropriate Sunshine State Standards. |
| N | ⌘ | This symbol indicates new courses or course numbers listed in the directory. |
| H | • | This symbol indicates a new title of a course that will become effective after July 1 of the next school year. The existing title will be deleted at the end of the current school year. |

Section 1: Course Code Directory System Guide

G) Codes and Symbols

Special Symbols linked to teacher certifications

CDB CCD

T	@	This symbol indicates (1) certification coverages that are no longer issued or added to certificates, and (2) certification coverages and levels that will be accepted as meeting requirements until such time as all valid certificates containing such coverages are converted to the current coverage being issued and added to certificates.
M	/	This symbol connecting a coverage and an endorsement or a proficiency indicates that both are required.
Z	#	This symbol indicates coverage appropriate only for appointments prior to July 1, 1989.
W	¢	This symbol indicates coverage appropriate only for appointments prior to July 1, 1990.
P	§	This symbol indicates coverage appropriate only for appointments prior to July 1, 1992.
Y	¶	This symbol indicates coverage appropriate only for appointments prior to July 1, 1993.
S	\$	This symbol indicates coverage appropriate only for appointments prior to July 1, 1996.
J	!	This symbol indicates coverage appropriate only for appointments prior to July 1, 1998.
E	<	This symbol indicates coverage appropriate only for appointments prior to July 1, 2000.
R	%	This symbol indicates coverage is no longer appropriate beginning July 1, 2006