

2026-2027

Course Code Directory and Instructional Personnel Assignments

This document applies to programs in public schools, grades PreK-12, and certain postsecondary programs that begin in the time period of the first day of the 2026-2027 school year through the day prior to the beginning of the 2027-2028 school year.

Florida Department of Education

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INTRODUCTION

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

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

The rule requires that school, district, and postsecondary personnel use the CCD to:

- Schedule students into any PreK-12 course, adult general education course, or career certificate course;
- Aggregate student assignments for course data;
- Identify courses which may be used to fulfill graduation and program completion requirements; and
- Determine appropriate educator certification for specified courses.

SUBMITTING A NEW COURSE REQUEST

To submit a new PreK-12 course to be reviewed by the Florida Department of Education (DOE) for inclusion in the CCD, please visit the Office of Articulation website at <http://www.fldoe.org/policy/articulation/ccd/>.

To submit a new career and technical education program or course request, please visit the Division of Career and Adult Education website at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml> for information.

A) Course Numbering System

GENERAL

On permanent records and transcripts, school districts must record the state course numbers and abbreviated course titles as found in the CCD. 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 (SCNS).
2. Students dually-enrolled in private postsecondary institutions, as provided in [s. 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 education (CTE) or postsecondary CTE programs (college credit) must use the numbers as listed in the CCD and the SCNS; the course numbers are the same between both numbering systems.

A seven-digit course number is used throughout the CCD. 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	=	Grades 6-12 and Adult Education
50-51	=	Prekindergarten, Early Childhood, and Elementary Education
76-79	=	Exceptional Student Education Grades PreK-12
80-97	=	Career and Technical Education
99	=	Adult Education

DISTRICT REPORTING FOR PERMANENT RECORDS AND REPORT CARDS REQUIRED

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

GRADES PREK-5 NUMBERING SYSTEM

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 = pre-kindergarten program

-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: 5020010 indicates an elementary [50] science [20] course*).

- When beginning with the first two digits of 51,
 - the second two digits are numbered sequentially beginning with 5100520 with the last digit remaining a zero.

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

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

GRADES 6-12 AND ADULT EDUCATION NUMBERING SYSTEM

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
- 02 = Computer Education
- 03 = Dance
- 04 = Drama/Theatre Arts
- 05 = Experiential Education
- 07 = World Languages
- 08 = Health Education
- 09 = Humanities
- 10 = English/Language Arts
- 11 = Library Media
- 12 = Mathematics
- 13 = Music Education
- 14 = Peer Counseling
- 15 = Physical Education
- 17 = Research and Critical Thinking
- 18 = J.R.O.T.C. and Military Training
- 19 = Driver Education and Traffic Safety
- 20 = Science
- 21 = Social Studies
- 22 = Study Hall
- 24 = Leadership Skills Development
- 25 = Temporary Instructional Placement
- 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

-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

-The **sixth and seventh** digits (XXXXXX) of the course numbers begin with 0 and is numbered sequentially, if needed

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

EXCEPTIONAL STUDENT EDUCATION (ESE) NUMBERING SYSTEM

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 PreK Disabilities
77	=	ESE grades K-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 Grades PreK-12 and CTE

00	=	Noncredit Courses
01	=	Art/Visual Arts
02	=	Computer Education
08	=	Health Education
10	=	English/Language Arts
12	=	Mathematics
13	=	Music Education
15	=	Physical Education
19	=	Driver Education and Traffic Safety
20	=	Science
21	=	Social Studies
50	=	Prekindergarten
55	=	General Academics
60	=	Life Management
61	=	Skills for Students with Moderate Disabilities
62	=	Skills for Students with Severe/Profound Disabilities
63	=	Special Skills Courses
65	=	Gifted
66	=	Therapy
67	=	Art/Visual Arts (grade 9-12 courses only)
80	=	CTE for Students with Disabilities

-The **last three** digits (**XXXXXX**) represent unique course numbers and are numbered sequentially, if needed.

GRADES PREK-5 SUBJECT AREAS

<u>Subject Area</u>	<u>Code Range</u>
Art/Visual Arts	5001010-5001125
Computer Education	5002030-5002225
Dance	5003010-5003060
Drama/Theatre Arts	5004200-5004250
English/Language Arts	5010011-5010325
Health Education	5008020-5008070
Library Media	5011000-5011050
Mathematics	5012005-5012125
Music Education	5013010-5013225
Physical Education	5015000-5015125
Prekindergarten	5100520-5100620

Science	5020010-5020225
Social Studies	5021020-5021125
Study Hall	5022000
World Languages	5007000-5007230

GRADES 6-8 SUBJECT AREAS

<u>Subject Area</u>	<u>Code Range</u>
Art/Visual Arts	0100060-0103045
Computer Education	0200021-0200220
Dance	0300000-0300220
Drama/Theatre Arts	0400000-0400220
English/Language Arts	1000010-1009050
Experiential Education	0500000-0500022
Health Education	0800000-0800220
Library Media	1100000-1100220
Mathematics	1200220-1205100
Music Education	1300000-1303260
Peer Counseling	1400000-1400025
Physical Education	1500000-1508080
Research and Critical Thinking	1700000-1700225
Science	2000010-2003030
Social Studies	2100010-2109035
Temporary Instructional Placement	2500200
World Languages	0700030-0713020

GRADES 9-12 AND ADULT EDUCATION SUBJECT AREAS

<u>Area</u>	<u>Code Range</u>
Adult Noncredit	9900000-9900502
Applied, Combined, and Integrated Course	3026010-3028310
Art/Visual Arts	0100300-0114900
Computer Education	0200320-0200990
Dance	0300300-0300990
Drama/Theatre Arts	0400300-0400990
Driver Education/Traffic Safety	1900300-1900310
English/Language Arts	1000412-1020870
Experiential Education	0500300-0502400
Health Education	0800300-0800990
Humanities	0900300-0900990
JROTC and Military Training	1800300-1804330
Leadership Skills Development	2400300-2400330
Library Media	1100460-1100990
Mathematics	1200310-1212300
Music Education	1300300-1305500
Peer Counseling	1400300-1400340
Physical Education	1501300-1506320
Research and Critical Thinking	1700300-1700830
Science	2000310-2020910
Social Studies	2100310-2120920
Study Hall	2200300-2200330
Temporary Instructional Placement	2500510
World Languages	0700300-0791920

Note: Co-Enrolled students (Program #9900099) are limited to secondary core curricula courses posted each July on the Division of Career and Adult Education, Adult Education Curriculum Frameworks page at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/>.

CAREER AND TECHNICAL EDUCATION PROGRAMS AND COURSES

CTE programs are sorted under the career clusters. To find a CTE program cluster area, please go to the following website: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>.

Secondary Level - CTE programs and courses that can be offered only at the secondary level have been assigned seven-digit numbers in the 8000000 to 9799999 range.

Postsecondary Adult Levels - CTE programs that can be offered at the postsecondary adult levels have been assigned a seven-figure, alpha-numeric identifier. Each identifier consists of either a one-letter prefix with a six-digit number to designate Career Certificate programs or a three-letter prefix with a four-digit number to designate Career Certificate courses. For example, the alpha-numeric designation for the Practical Nursing program is H170607 and the courses in that program are PRN0098, PRN0099, PRN0290, etc.

Career Certificate courses for career dual enrollment are limited to students who are enrolled in college credit courses leading toward a degree or career and technical certificate courses or programs that each lead to an approved industry certification on the CAPE Industry Certification Funding List or CAPE Postsecondary Industry Certification Funding List described in [s. 1008.44, F.S.](#)

CTE courses without a subject area graduation requirement are classified as electives.

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public 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 Scholarship Program.*

Example: Michigan Indian Culture = 2100990 (Social Studies Transfer)

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world 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 world language.

Examples:	Hungarian I	=	0700980	(World Languages Transfer 1)
	Hungarian II	=	0700990	(World Languages Transfer 2)
	Hungarian III	=	0701980	(World Languages Transfer 3)
	Hungarian IV	=	0701990	(World Languages Transfer 4)
	Slovak I	=	0702980	(World Languages Transfer 5)
	Slovak II	=	0702990	(World Languages Transfer 6)
	Slovak III	=	0703980	(World Languages Transfer 7)
	Slovak IV	=	0703990	(World Languages Transfer 8)

In the area of JROTC 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 student progression plan.

COURSE DATA/FTE REPORTING

In order for a student to receive subject-area credit toward high school graduation with a standard diploma, the appropriate Grades PreK-12 education courses listed in Sections 3 and 4 must be recorded in the student's records and reported as student enrollment to the DOE, regardless of the FEFP funding being generated by the students. Where a class or section of students or an individual student in a Grades PreK-12 education course generates special program funding under current statute or rule, provision must be made in the school district's information system to properly report the student FTE earned in that Grades PreK-12 education course to the DOE. 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 Speakers of Other Languages (ESOL), ESE, or Secondary CTE.

The DOE will collect student membership information by course number and FEFP cost category. Instructions for calculating FTE are found in the "FTE General Instructions" available at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/fte-info/index.html>, per [Rule 6A-1.0451, F.A.C.](#) The "DOE Information Data Base Requirements: Volume I-Automated Student Information System," authorized by [Rule 6A-1.0014, F.A.C.](#) are available at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.

B) 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 high school subject-area graduation requirements are coded adjacent to each applicable course title. The codes used are listed below; if no code is provided, the course is considered to be an elective course.

(Blank)	=	Elective
A1	=	Algebra 1 (or course equivalent)
AG	=	United States (American) Government (or course equivalent)
AH	=	United States (American) History (or course equivalent)
BI	=	Biology (or course equivalent)
CT	=	Career and Technical Education course* [includes courses that were previously coded as Practical Arts (PA)]
DD	=	District-determined**
EC	=	Economics (or course equivalent)
EN	=	English/Language Arts
EQ	=	Equally Rigorous (to Chemistry and/or Physics) Science
FE	=	Personal Financial Literacy and Economics (or course equivalent)
GE	=	Geometry (or course equivalent)
MA	=	Mathematics
PE	=	Physical Education
PF	=	Fine and/or Performing Arts
PL	=	Personal Financial Literacy (or course equivalent)
WH	=	World History (or course equivalent)

*Code CT satisfies the one credit in fine or performing arts, speech and debate or career and technical education high school graduation requirement, pursuant to s. 1003.4282, F.S. All grades 9-12 and 30-31 high school credit-bearing career and technical education courses in section 5 of the Course Code Directory are coded as CT, unless the course fulfills another graduation requirement (EC, EQ, etc.).

**A district-determined (DD) subject area graduation code was implemented in the 2018-19 school year and thereafter, which has been applied to specific courses in the CCD. Schools MUST convert the DD code to an acceptable subject area code on official student records in order for a student to receive graduation credit. For the 2018-2019 through 2026-2027 school years, the only acceptable subject area codes that can be used for those courses carrying the DD graduation code will be codes BI or EQ.

COURSE LEVELS

Course levels are designated in the following way:

Level 1	Basic courses. Any student taking a Level 1 course in the 2013-14 school year or later may not earn credit towards a standard diploma (including elective credit).
Level 2	Regular, mainstreamed courses.
Level 3	Honors, IB, AP, AICE, advanced college-preparatory courses, and other higher-level courses containing rigorous academic curriculum and performance standards. In addition, numerous CTE courses are designated as Level 3, or higher-level. Please refer to Section 5 - Career Technical Education Program and Course Listing to review associated course levels. The level for CTE courses is included in the long course title in the CCD available through NWRDC.
(Blank)	If the course level field is blank, that may indicate that the course number is a subject area transfer, a course waiver or substitution, or a non-credit bearing course.

COURSE LENGTH CODES

The following codes are used in the CCD to indicate the course length of a course:

M	=	Multiple (this indicates that local schools have flexibility to offer a course as semester- or year-long, based on student need, throughout the school year and/or over multiple school years) For students taking access courses, this is not to be used as an acceleration method. Students may earn up to one credit per year or block for access courses; however, may receive instruction for multiple years or blocks, for which they may receive multiple credits.
R	=	Credit Recovery (this indicates a credit recovery course for which there is no seat time requirement, which can be offered as needed throughout the school year)
S	=	Semester (this indicates a semester-long course)
Y	=	Year (this indicates a year-long course)
Z	=	Not Applicable (this indicates there is no course length associated with the number; this code is typically used for waiver, substitution and transfer numbers).

COURSE CREDIT/MULTIPLE-CREDIT CODES

While multiple-credit courses are available in some areas of the CCD, districts are required to ensure that student achievement expectations are raised as the student progresses through the course or sequence. The Department has not set a limit on the number of times such a course may be used, with the exception of courses in Section 4 identified as "Access" courses for students with significant cognitive disabilities. Access courses listed as multiple-credit can be awarded up to 2.0 credits maximum.

Grades 6-8:	Courses that are allowed to be offered multiple times are designated by an MC (multiple credit) in the course title.
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Grades 9-12: Courses receiving credit are coded in the Maximum Credit Column. 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 or 300 clock hours
3.0	=	Course may be taken for up to three credits
Multiple	=	Multiple Credit (more than 1 credit)

CERTIFICATION CODES

This CCD provides the certification coverage(s) for the appropriate assignment of instructional personnel to teach specific course(s) or render service in specific area(s) or field(s) pursuant to [s. 1012.55, F.S.](#) Each individual course record assumes the assignment of one teacher as the primary instructor for all students registered in a single section of the course, regardless of whether the instruction is provided face-to-face or by using virtual technologies. Other scheduling methods permit the assignment of multiple instructors, such as co-teaching in which the primary instructors share teaching responsibilities for all students in a general education course section.

The number(s) or letter(s) to the right of the certification coverage(s) indicate(s) the instructional level(s) for which the certification is issued. The instructional level(s) for a certification may not always match the grade level(s) for a specific course but indicates that the instructor’s subject area preparation is appropriate to teach any students assigned to that course. These instructional level(s) 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
Career-Technical (requires job experience and can be taught at any level that the course is offered)	=	7
Primary (K-3)	=	B ***
Middle Grades (5-9)	=	C
Preschool-Secondary (PK-12)	=	D
Endorsement	=	E*
District determined, valid at any level	=	F**
District issued employment certificate	=	G****
Prekindergarten/Primary (Age 3 through Grade 3)	=	H
Elementary Education (K-6)	=	K
Preschool (Birth through age 4)	=	L

* 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 group of learners.

** 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 must have the @ sign attached to them.

**** A teacher with a non-degreed district career or adult education certificate shall not be assigned to teach in a regular academic field of the K-12 school program (pursuant to [s. 1012.43\(2\), F.S.](#)). A teacher with a part-time, non-degreed fine and performing arts certificate can teach in a regular academic field of the K-12 school program on a part-time basis only, in specified courses.

<u>Term Used</u>	<u>Definition of Term</u>
Any Field	Any coverage, degreed or non-degreed, listed in the CCD.
Any Field when certificate reflects Bachelor's Degree or Higher	Any coverage listed in the CCD that requires the teacher to hold a bachelor's degree or higher.
Any Academic Coverage	Any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, F.A.C.
Any Career/Technical Field or Coverage	Any career/technical coverage, degreed or non-degreed*, that is listed in the CCD.

***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 program(s) or course(s) for which such coverage has been specified in the current CCD or the curriculum framework, as referenced. Non-degreed coverages are specific to the hiring district; therefore, a non-degreed teacher does not automatically qualify to teach in another school district.

EXPLANATION OF SYMBOLS

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

<u>CDB</u>	<u>CCD</u>	
D	a	This symbol indicates (1) courses or programs (Section 5) 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, or (3) courses in Section 3 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 state standards.
N	α	This symbol indicates new courses or course numbers listed in the CCD.
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.
	*	This symbol indicates a course that meets the definition of core curricula for class size under Section 1003.03(6), F.S.

SPECIAL SYMBOLS LINKED TO EDUCATOR CERTIFICATIONS

<u>CDB</u>	<u>CCD</u>	
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 expire or are converted to the current coverage being issued and added to certificates.
M	/	This symbol connecting a coverage and an endorsement or 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.
O	?	This symbol indicates coverage appropriate only for appointments prior to July 1, 2012.
R	%	This symbol indicates coverage appropriate only for appointments to career and technical education courses prior to July 1, 2014.

COST REPORTING CODES

Section 5 of the Course Code Directory uses a special indicator (^) to identify courses that should be reported with cost reporting code 102 for middle school and cost reporting code 103 for high school. These courses cannot be reported under cost code 300. This is available in the web-based version only.

C) Supplemental Information

Courses listed in the Course Code Directory are available on the Office of Articulation website at <http://www.fldoe.org/policy/articulation/ccd/> by selecting the appropriate school year on the left navigation menu or through Northwest Regional Data Center (NWRDC) for school districts with access to download the electronic files. Course information is also available on the course description located at www.cpalms.org.

NWRDC DATABASE FILE NAMES

- DPS.DISTRICT.K9.F62806.Y2627 (District CCD Data File)
- DPS.DISTRICT.FORMAT.Y2627.F62806 (District CCD Data File Format)
- DPS.DISTRICT.K9.CCD.Y2627 (CCD Print Version File)
- DPS.DISTRICT.K9.F60150.Y2627 (CCD Subject File)
- DPS.DISTRICT.K9.F61707.Y2627 (CCD Certification File)
- DPS.DISTRICT.K9.F61847.Y2627 (CCD Required Courses File)
- DPS.DISTRICT.FORMAT.Y2627.F61847 (CCD Required Courses File Format)
- DPS.DISTRICT.K9.F71327.Y2627 (CCD File of Courses by Certification Code)

RELATED RESOURCES

- Florida Statutes:
 - [s. 445.07, F.S., Economic security report of employment and earning outcomes.](#)
 - [Chapter 458, F.S., Medical Practice](#)
 - [Chapter 459, F.S., Osteopathic Medicine](#)
 - [s. 1000.36, F.S., Interstate Compact on Educational Opportunity for Military Children](#)
 - Student and Parental Rights and Educational Choices
 - [s. 1002.20, F.S., K-12 student and parent rights.](#)
 - [s. 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning \(ACCEL\) options.](#)
 - [s. 1002.45, F.S., Virtual instruction programs.](#)
 - Public K-12 Education/Public K-12 Educational Instruction
 - [s. 1003.41, F.S., Next Generation Sunshine State Standards.](#)
 - [s. 1003.4156, F.S., General requirements for middle grades promotion.](#)
 - [s. 1003.42, F.S., Required instruction.](#)
 - [s. 1003.4281, F.S., Early high school graduation.](#)
 - [s. 1003.4282, F.S., Requirements for a standard high school diploma.](#)
 - [s. 1003.4285, F.S., Standard high school diploma designations.](#)
 - [s. 1003.4295, F.S., Acceleration options.](#)
 - [s. 1003.433, F.S., Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements.](#)
 - [s. 1003.436, F.S., Definition of "credit."](#)
 - [s. 1003.437, F.S., Middle and high school grading system.](#)
 - [s. 1003.455, F.S., Physical education; assessment.](#)
 - [s. 1003.491, F.S., Florida Career and Professional Education Act.](#)
 - [s. 1003.492, F.S., Industry-certified career education programs.](#)
 - Public K-12 Education/Specialized Instruction for Certain Public K-12 Students
 - [s. 1003.52, F.S., Educational services in Department of Juvenile Justice programs.](#)
 - [s. 1003.53, F.S., Dropout prevention and academic intervention.](#)
 - [s. 1003.54, F.S., Teenage parent programs.](#)
 - [s. 1003.56, F.S., English language instruction for limited English proficient students.](#)
 - [s. 1004.93, F.S., Adult general education.](#)
 - Articulation and Access

- [s. 1007.02, F.S., Students with disabilities; definition.](#)
 - [s. 1007.2615, F.S., American Sign Language; findings; foreign-language credits authorized; teacher licensing.](#)
 - [s. 1007.27, F.S., Articulated acceleration mechanisms.](#)
 - [s. 1007.271, F.S., Dual enrollment programs.](#)
- Assessment and Accountability
 - [s. 1008.212, F.S., Students with disabilities; extraordinary exemption.](#)
 - [s. 1008.22, F.S., Student assessment program for public schools.](#)
 - [s. 1008.25, F.S., Public school student progression; student support; reporting requirements.](#)
 - [s. 1008.30, F.S., Common placement testing for public postsecondary education.](#)
 - [s. 1008.44, F.S., CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.](#)
- Educational Scholarships, Fees, and Financial Assistance
 - [s. 1009.53, F.S., Florida Bright Futures Scholarship Program.](#)
 - [s. 1009.531, F.S., Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.](#)
 - [s. 1009.532, F.S., Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards.](#)
 - [s. 1009.533, F.S., Florida Bright Futures Scholarship Program; eligible postsecondary education institutions.](#)
 - [s. 1009.534, F.S., Florida Academic Scholars Award.](#)
 - [s. 1009.5341, F.S., Florida Bright Futures Scholarship awards for graduate study.](#)
 - [s. 1009.535, F.S., Florida Medallion Scholars award.](#)
 - [s. 1009.536, F.S., Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards.](#)
 - [s. 1009.538, F.S., Bright Futures Scholarship recipients attending nonpublic institutions; calculation of awards.](#)
- Educator Certification
 - [s. 1012.42, F.S., Teacher teaching out-of-field](#)
 - [s. 1012.55, F.S., Positions for which certificates are required](#)
 - [s. 1012.56, F.S., Educator certification requirements](#)
 - [s. 1012.57, F.S., Certification of adjunct educators](#)
- State Board of Education Administration Rules (Florida Administrative Code):
 - [Rule 6A-1.0502, F.A.C., Non-certificated Instructional Personnel](#)
 - [Rule 6A-1.0503, F.A.C., Definition of Qualified Instructional Personnel](#)
 - [Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting](#)
 - [Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities.](#)
 - [Rule 6A-1.0955, F.A.C., Education Records.](#)
 - [Rule 6A-6.020, F.A. C., Granting High School Credits and Diplomas to Adults](#)
 - [Rule 6A-6.03020, F.A.C., Exceptional Student Education Eligibility for Students Who Are Homebound or Hospitalized.](#)
 - [Rule 6A-14.064, F.A.C., College Credit Dual Enrollment.](#)

QUALIFICATIONS OF INSTRUCTIONAL PERSONNEL

Professionally Qualified Teachers

The purpose of educator certification is to support academic achievement by assuring that Florida educators are professionally qualified to provide students a high-quality education. The Bureau of Educator Certification is responsible for implementing the certification provisions in Florida Statutes and State Board of Education administrative rules, as well as relevant federal law. Florida statutes also delegate limited educator certification responsibilities to Florida's public school districts.

Enacted in December 2015, the federal Every Student Succeeds Act (ESSA) amended the Elementary and Secondary Education Act (ESEA) eliminating the term and definition for “highly qualified teachers” (HQT). ESSA replaces HQT requirements with the expectation for teachers to meet applicable state certification and licensure standards, which may include training in multiple subjects to teach multiple grade levels as needed to meet the needs of students [Section 1111(g)(2)(J) of the Elementary and Secondary Education Act of 1965 as amended by ESSA]. Based on qualification options authorized by Florida Statutes, school employers should refer to [Rule 6A-1.0503, F.A.C.](#), *Definition of Qualified Instructional Personnel*, for definitions and conditions by which teachers may be considered professionally qualified or “in-field” for their course assignments.

Exchange Teachers

As per [Rule 6A-4.002\(6\), F.A.C.](#), Florida issues a one-time, 3-year Exchange Teacher Certificate to teachers from outside the U.S. to serve full-time in Florida school districts. The certificate can be extended for up to an additional two (2) years, not to exceed a total of five (5) years. Exchange teachers must be sponsored based on approval through the Exchange Visitor Program administered by the U.S. Department of State and must meet the eligibility requirements for Educator Certification in Florida. Though their certificates do not specify any subject(s) or endorsement(s), exchange teachers must be appropriately assigned as a primary instructor. They can be assigned to teach CCD courses with certification area(s) for which they are qualified as directly related to their advanced academic preparation and teaching experience in their home country, or language/cultural immersion courses.

Paraprofessionals

Federal law maintains that each state is responsible for “maintaining qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities” [IDEA Act, 20 U.S.C. § 1412 (2004)].

Both the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) outline expectations for school districts throughout the country to properly train and supervise paraprofessionals. Title I of the ESEA, as amended by the NCLB Act requires that paraprofessionals serving in an instructional capacity meet higher standards of qualification. Those qualifications include having earned a secondary (high) school diploma or a recognized equivalent. In addition, paraprofessionals must meet one of the following requirements:

- completed at least two years of study at an institution of higher education;
- obtained an associate’s degree or higher; or
- met a rigorous standard of quality demonstrating, through formal state or local academic assessment, knowledge of and the ability to assist in the instruction of reading, writing, and mathematics.

In Florida, individual school districts have the authority to decide on the educational standards for paraprofessionals in their districts. Without state certification, the Florida Department of Education does not have professional oversight of paraprofessionals. Aligning their certification with their geographic school district’s requirements is a possible option.

Any Field Certification Coverage

Some courses listed in the CCD display the appropriate certification as “Any Field When Certificate Reflects Bachelor or Higher Degree” or “Any Academic Coverage.” These coverages require a bachelor’s or higher degree and must be reflected on state certifications issued by the Bureau of Educator Certification or an adjunct certificate issued by the district pursuant to [s. 1012.57, F.S.](#)

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

To be considered professionally qualified or “in-field” when assigned to Dropout Prevention, Teenage Parent, or Department of Juvenile Justice programs, teachers must be certified in the specific core academic areas being taught or meet the qualification conditions in the core academic areas being taught, as authorized by [Rule 6A-1.0503, F.A.C.](#)

For teenage parent programs, child care providers serving children three to five years old without a valid educator’s certificate must possess:

- a child development associate (CDA) credential **-OR-**
- a state-approved child care training credential.

English for Speakers of Other Languages (ESOL)

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-4.0244, F.A.C.](#), and other applicable SBE Rules, districts should report student membership data using the appropriate course numbers, FEFP cost category, and instructional strategy used as defined in the [FDOE Student Information Database ELL Instructional Model Data Element](#). Specific ESOL and Home Language in-service training and certification/endorsement requirements apply to personnel assigned to serve English Language Learners (ELLs). Students identified as ELL 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 Sections [1003.56](#) and [1011.62, F.S.](#) ELLs enrolled in language arts, reading, mathematics, science, social studies, and computer literacy courses will generate ESOL-weighted funding.

Prekindergarten Program Basic Definitions

Early childhood 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. Staff qualifications appear in Sections 3 and 4.

District Title 1: Any preschool program operated by the school district with Title 1 funds. Staff qualifications appear in Sections 3 and 4.

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. Staff qualifications appear in Sections 3 and 4.

Voluntary Prekindergarten (VPK) Education Program: Beginning with the 2005-06 school year, the VPK education program for children attaining the age of four on or before September 1st, was implemented as provided in [Sections 1\(b\) and \(c\), Article IX of the State Constitution](#). School districts are required to provide a summer prekindergarten program as provided in [Section 1002.61\(1\), F.S.](#) The credential requirements for staff differ between the school-year and summer program. [Section 1002.63\(4\), F.S.](#), outlines the credentials required for the school-year VPK program; requirements for the summer program are outlined in [Section 1002.61\(4\), F.S.](#) For detailed information, visit <https://www.fldoe.org/schools/early-learning/>.

ESE Endorsements

Endorsement areas are provided for teachers of students with exceptionalities in the following areas: Severe or Profound Disabilities ([Rule 6A-4.01793, F.A.C.](#)), Orientation and Mobility ([Rule 6A-4.01794, F.A.C.](#)), Prekindergarten Disabilities (Rule 6A-4.01792, F.A.C.) and Autism Spectrum Disorders, or ASD, ([Rule 6A-4.01796, F.A.C.](#)) and Gifted ([Rule 6A-4.01791, F.A.C.](#)).

The Prekindergarten Disabilities Endorsement, as described in [Rule 6A-4.01792, F.A.C.](#), is **required** for ESE teachers who teach either course number 7650030 or 7650130 as listed in the CCD. This endorsement can be added to primary education, elementary education, early childhood education, or any ESE Florida educator certificate. The exceptions to the requirement for the Prekindergarten Disabilities Endorsement are for teachers who:

- have certification in preschool education (birth through age four years) or
- have certification in prekindergarten/primary education (age three years through grade three) or
- have a Florida educator certificate in one of the following subjects: any ESE subject, primary education, elementary education K-6, or early childhood education and can document at least two full years of teaching experience (including satisfactory teacher evaluations as determined by the school district) with prekindergarten children with disabilities between July 1, 2006 – June 30, 2011.

Requirements for Hospital/Homebound Instruction

Teachers providing hospital/homebound services must meet certification requirements in accordance with the course number in which the student is enrolled, found in the CCD.

Requirements for Different Scheduling Methods Used for Students with Disabilities

Information is provided in the table below on scheduling methods/service delivery with corresponding certification requirements based on various types of courses.

Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
1. Grades K to 12 general education course from Sections 3, 5, or 6	<p>Two teachers are providing instruction (not co-teaching).</p> <p>One teacher (Grades K to 12 general education) is providing instruction.</p> <p>AND</p> <p>One ESE teacher is providing consultation services in accordance with a student's IEP.</p> <p>OR</p> <p>One ESE teacher is providing services via "in class one-on-one." In class one-on-one is defined in the Automated Student Information System as follows: "Teacher meets with an individual student or</p>	<p>Grades K to 12 general education teacher must meet qualification requirements in accordance with the Grades K to 12 general education course number.</p> <p>ESE teacher must meet qualification requirements for any ESE area.*</p>	<p>The Grades K to 12 general education teacher and ESE teacher meet face-to-face <u>or</u> via conference call <u>or</u> virtual technologies on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom (consultation model).</p> <p>Example: Students with disabilities working on general education standards who require specially-designed instruction by a support facilitator receive it inside the general education classroom (rather than a resource room).</p>

	<p>small group of students on an individualized basis within a traditional classroom but not as a co-teacher.” In class one-on-one is also known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.</p>		<p>Personnel must have content knowledge of the courses they support [Section 300.156(a) of Title 34, Code of Federal Regulations; s. 1003.571, F.S.].</p> <p>Teaching strategies, including team teaching, co-teaching, or inclusion teaching, implemented on or after July 1, 2005, pursuant to paragraph (a), may be implemented subject to the following restrictions:</p> <ol style="list-style-type: none"> 1. Reasonable limits shall be placed on the number of students in a classroom so that classrooms are not overcrowded. Teacher-to-student ratios within a curriculum area or grade level must not exceed constitutional limits. 2. At least one member of the team must have at least 3 years of teaching experience. 3. At least one member of the team must be teaching in-field. 4. The teachers must be trained in team-teaching methods within 1 year after assignment [s. 1003.03(5) (b)].
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Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
<p>2. Grades K to 12 general education course from Sections 3, 5, or 6</p>	<p>Two teachers are providing instruction through co-teaching in accordance with s. 1003.03(5)(c), F.S. Both teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.</p>	<p>Both teachers must meet qualification requirements in accordance with the Grades K to 12 general education course number.</p> <p>If one co-teacher is also providing the specially-designed instruction as indicated on a student’s IEP, the teacher must meet qualification requirements for any ESE area.</p>	<p>Example: Two teachers co-teach an Algebra 1 course composed of students with disabilities and students without disabilities. This means both teachers share responsibility of planning, instructing, and evaluating all students in the class.</p> <p>Teaching strategies, including team teaching, co-teaching, or inclusion teaching, implemented on or after July 1, 2005, pursuant to paragraph (a), may be implemented subject to the following restrictions:</p>

			<p>1. Reasonable limits shall be placed on the number of students in a classroom so that classrooms are not overcrowded. Teacher-to-student ratios within a curriculum area or grade level must not exceed constitutional limits.</p> <p>2. At least one member of the team must have at least 3 years of teaching experience.</p> <p>3. At least one member of the team must be teaching in-field.</p> <p>4. The teachers must be trained in team-teaching methods within 1 year after assignment [s. 1003.03(5)(b)].</p>
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Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
3. Grades K to 12 general education course from Sections 3, 5, or 6	One teacher serves as both the Grades K to 12 general education teacher and the ESE teacher to provide the specially-designed instruction as identified on the students' IEPs.	The teacher must meet qualification in accordance with the Grades K to 12 general education course number AND must meet qualification requirements for any ESE area.**	The teacher may sign the IEP as the general education teacher and the special education teacher. Example: A teacher in a center school is teaching a general education course in math to students with emotional/behavioral disabilities and is also implementing other services indicated on the student's IEP.

Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
4. Grades K to 12 general education course from Sections 3, 5, or 6 AND ESE 7700, 7800, 7900 series from Section 4	One teacher serves as both the Grades K to 12 general education teacher and the ESE teacher to provide the specially-designed instruction as identified on the students' IEPs.	The teacher must meet qualification requirements in accordance with the Grades K to 12 general education course number AND must meet qualification requirements for any ESE area.**	Example: A teacher who is qualified for the ESE course number and the general education course number is teaching a diverse class of ESE students, some who work on general education standards and others who work on alternate standards (access points).

Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
5. ESE 7700, 7800, 7900 series from Section 4	One teacher (ESE) is providing instruction.	ESE teacher must meet qualification requirements in accordance with the ESE course number AND must meet qualification requirements for any ESE area.**	Example: A teacher who teaches Access Language Arts for grade 3 is ESE qualified and is also certified in elementary education. Example: A teacher who teaches Access Algebra 1 for grade 9 is ESE qualified and is also certified in middle grades math.

Type of Course	Scheduling Method/Service Delivery	Requirements in accordance with SBE Rule 6A-1.0503, F.A.C.	Additional Comments
6. Grades K to 12 general education course from Sections 3, 5, or 6 AND ESE 7700, 7800, 7900 series from Section 4	Two teachers are providing instruction (not co-teaching). One teacher (Grades K to 12 general education) is providing instruction for both the Grades K to 12 and ESE courses. AND One ESE teacher provides services via “in class one-on-one.” In class one-on-one is defined in the Automated Student Information System as follows: “Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.” In class one-on-one is also known as, “support facilitation,” or “inclusion teaching” in accordance with s. 1003.03(5), F.S.	Grades K to 12 general education teacher must meet certification requirements in accordance with the Grades K to 12 general education course number. Note: The Grades K to 12 general education teacher is not out-of-field for the ESE course number. ESE teacher must meet certification requirements for any ESE area.*	Example: A student participating in access points (who takes the FSAA) attends a Biology 1 course, but the content for that student is modified to reflect the complexity levels identified by the Access Biology Course. Teaching strategies, including team teaching, co-teaching, or inclusion teaching, implemented on or after July 1, 2005, pursuant to paragraph (a), may be implemented subject to the following restrictions: 1. Reasonable limits shall be placed on the number of students in a classroom so that classrooms are not overcrowded. Teacher-to-student ratios within a curriculum area or grade level must not exceed constitutional limits. 2. At least one member of the team must have at least 3 years of teaching experience. 3. At least one member of the team must be teaching in-field. 4. The teachers must be trained in team-teaching methods within 1 year after assignment [s. 1003.03(5)(b)].

*Note: If ESE services are being provided to address a student related visual impairment in accordance with the IEP, the required certification is Visually Impaired. If consultation is provided to address a student related to being deaf/hard-of-

hearing in accordance with the IEP, the required certification is Hearing Impaired (grades K-12), or Deaf or Hard-of-Hearing. If consultation is provided to address a student related to a dual-sensory impairment in accordance with the IEP, the required certification may be Hearing Impaired (grades K-12), Deaf or Hard-of-Hearing, Visually Impaired (grades K-12), or Exceptional Student Education (grades K-12). If consultation is being provided by an occupational or physical therapist, or speech-language pathologist, see related therapy courses (e.g., 7763030, 7763040, 7763050, 7763070, etc.) in Section 4 for applicable certifications.

***Note: If all students in the classroom are students who are deaf/hard-of-hearing, the required certification for the teacher is Hearing Impaired (grades K-12), or Deaf/Hard-of-Hearing. If all students in the classroom have a visual impairment, the required certification for the teacher is Visually Impaired (grades K-12). If all students in the classroom have a dual-sensory impairment in accordance with the IEP, the required certification for the teacher is either Deaf/Hard-of-hearing, Visually Impaired, or Exceptional Student Education (grades K-12).*

Restricted Classical Education Teaching Certificate

Section 1012.55(5), F.S., authorizes the issuance of a classical education teaching certificate, upon the request of a classical school, to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (11), F.S., and Rule 6A-4.004, F.A.C. Classical schools must meet the requirements outlined in s. 1012.55(5), F.S., and be listed in the [FLDOE Master School ID](#) database, to request a restricted classical education teaching certificate on behalf of an applicant.

The following certification subjects or endorsements are not covered by the new classical certification; courses that include these certifications cannot be taught with this certificate, even if taught at a school with the classical designation.

- Athletic Coaching (Endorsement)
- Driver's Education (Endorsement)
- English for Speakers of Other Languages (K-12 Certification or Endorsement)
- Exceptional Student Education (K-12 Certification)

COURSE INFORMATION

Access Courses for Students with Significant Cognitive Disabilities

Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access courses in the core academic areas require teachers to be certified in the applicable core content area in accordance with the level of instruction. Certification requirements are found in Section 4.

An ESE teacher of 7800 or 7900 series core academic courses may use the Middle Grades Integrated Curriculum (MGIC) subject area test to meet qualification requirements when the content of the ESE course is applicable to MGIC. The use of MGIC certification for in-field purposes is governed by the grandfathering provision of the [Department's May 13, 2011, memorandum](#).

Course Substitutions

[Section 1003.4282, F.S.](#), authorizes the substitution of up to two (2) mathematics credits (MA) and one (1) equally rigorous science (EQ) credit toward high school graduation for earning certain industry certifications. In order to qualify for an exemption, a student must earn a certification for which there is a statewide articulation agreement at the time the certification was earned. The eligible industry certifications for which there are active agreements may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

It is important to note that a student would need to earn three separate industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math, one for science). The school

district determines which industry certifications, for which there is valid statewide articulation agreement at the time the certification was earned, can yield course substitutions for mathematics and science.

Course Substitution Number	Course Substitution Title	Graduation Code Awarded*
1200998	Industry Certification Math Substitution 1	MA
1200999	Industry Certification Math Substitution 2	MA
2000999	Industry Certification Science Substitution	EQ

*These substitutions cannot be used to award graduation codes of A1, GE, or BI, as mandated by statute.

State Board of Education [Rule 6A-1.09963, F.A.C.](#), provides additional substitutions for students with the most significant cognitive disabilities who are on access points, or students with disabilities who have chosen the academic and employment graduation option, using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Course Substitution Number	Course Substitution Title	Graduation Code Awarded*
7910998	CTE Substitution for Access English 4	EN
7910999	CTE Substitution for English 4	EN
7912998	CTE Substitution for Access Mathematics	MA
7912999	CTE Substitution for Mathematics	MA
7920998	CTE Substitution for Access Science	EQ
7920999	CTE Substitution for Science	EQ
7921998	CTE Substitution for Access Social Studies	Elective
7921999	CTE Substitution for Social Studies	Elective

*These substitutions cannot be used to award graduation codes A1, AG, AH, EC, GE, BI, WH.

[Section 1007.2616, F.S.](#), provides the definition of computer science and includes a requirement that computer science courses be identified in the Course Code Directory. Section 1003.4282(3), F.S., authorizes the substitution of up to one (1) mathematics credit (MA) and one (1) equally rigorous science (EQ) credit toward high school graduation for a student who takes an identified computer science course that meets the definition of computer science. A listing of eligible computer science courses for the current school year is posted at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2526CompSci.pdf>.

Course Substitution Number	Course Substitution Title	Graduation Code Awarded*
1200997	Computer Science Substitution for Mathematics	MA
2000998	Computer Science Substitution for Equally Rigorous Science	EQ

*These substitutions cannot be used to award graduation codes of A1, GE, or BI, nor can they be used in conjunction with a Level 3 mathematics or Level 3 equally rigorous science course, as mandated by statute.

Students who receive a course substitution earn course credit counted toward high school graduation. A course substitution does not factor into a student's grade point average (GPA).

Credit Acceleration Program

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through an end-of-course (EOC) assessment, an Advanced Placement (AP) examination, or a College Level Examination Program (CLEP), by attaining a passing score on the corresponding assessment/examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the CCD for students who take and pass an EOC assessment, AP examination, or a CLEP. For a student who graduates in the 2016-2017 school year or later, a grade of “T” is recorded on the transcript in the Grade column. “T” is defined as a passed exam (applicable only to AP, EOC and CLEP). This is reflected in the Course Grade data element (109225) located in the Student Information System on the PK-12 Database Manuals web page at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.

Credit Recovery Courses

Credit Recovery courses are credit-bearing courses with specific content requirements defined by state academic standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by [s. 1003.436\(1\)\(a\), F.S.](#), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. *Co-enrolled students taking courses through the Adult High School Program may not be reported using the CR course designation as these are considered elective credits. Please refer to the official list of reportable co-enrolled courses posted each July at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/>.*

Note: Credit Recovery courses do not receive any credit in the Bright Futures Scholarship Program.

Gifted Service Models

The courses listed under Gifted in Section 4 of the CCD are designed to meet the needs of students who have met state eligibility criteria and are identified as gifted ([Rule 6A-6.03019, FAC](#)). 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](#)).

Services for students who are gifted may be provided directly or indirectly. For more information on Gifted Education, please visit <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml> and <http://www.fldoe.org/academics/standards/gifted.stml>.

Physical Education High School Waiver Options

Section 1003.4282(3), F.S., requires students to earn 1.0 credit in physical education toward a standard high school diploma, which must include the integration of health. Students can satisfy the credit needed in various ways.

- Completion of 1.0 credit in Health Opportunities through Physical Education (course 1506320 or 3026010).
- Completion of 0.5 credit in Personal Fitness (course 1501300) and 0.5 credit in another physical education course listed in the CCD.
- Completion of a physical education activity that is covered by a waiver provision in s. 1003.4282, F.S.

The following waiver options apply to high school Physical Education graduation requirements. Waiver numbers cannot be entered or placed on a student’s transcripts until the student completes the requirement (i.e., completion of a season, semester, or year in its entirety). A waiver removes the required credit for Physical Education as a high school graduation requirement. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements do not factor into a student’s grade point average (GPA).

- Two full seasons of an interscholastic sport at the junior varsity or varsity level waives the 1.0 credit physical education requirement.

Apply waiver 1500410 for completion of the first season, and waiver 1500420 for completion of the second season, on student records.

- One semester of marching band with a grade of “C” or better (course 1302355), or a physical activity course that requires participation in marching band activities, waives either 0.5 credit of the physical education requirement or 0.5 credit of the performing/fine arts requirement.*

Apply course number and grade earned in the marching band course (or course with marching band activities) on the student record, as well as waiver 1500440 to waive 0.5 credit of either the physical education or performing/fine arts requirement.

- Two years of marching band waives either the 1.0 credit of physical education or 1.0 credit of the performing/fine arts requirement.*

Apply waiver 1500441 for completion of the first year, and waiver 1500442 for completion of the second year, on student records to waive the 1.0 credit of either the physical education or performing/fine arts requirement.

- One semester of dance class waives either 0.5 credit of the physical education or performing/fine arts requirement.*

Apply course number and grade earned in the dance course on student records, as well as waiver 1500445 to waive 0.5 credit of either the physical education or performing/fine arts requirement.

- Two years in a Junior Reserve Officer Training Corps (JROTC) class, a significant component of which is drills, waives both 1.0 credit in physical education and 1.0 credit in performing/fine arts.*

Apply waiver 1500450 for completion of the first year, and waiver 1500460 for completion of the second year, on student records to waive the 1.0 credit of either the physical education and apply waiver 1500480 to waive the 1.0 performing/fine arts requirement.

**Note: This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.*

Prekindergarten Programs for Children with Disabilities

ESE uses the following definitions to determine appropriate course numbers for prekindergarten disability programs. Course numbers and certification information are listed in Section 4.

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 7650030-7650130 are listed in Section 4. When a district contracts for services for one or more named children, the requirements of [Rule 6A-6.0361, F.A.C.](#), *Contractual Arrangements with Nonpublic Schools and Residential Facilities*, apply. The appropriate course number for the prekindergarten disabilities program is used when prekindergarten children with disabilities are receiving special education services in accordance with the IEP in an inclusive setting or through the “blending” of the ESE prekindergarten program with other district-operated early childhood programs, including a district-operated

Head Start, Title I, school readiness program, prekindergarten other, or VPK education program, or through a program provided through a contract with a non-public school program.

When the Head Start, Title I, school readiness, prekindergarten other, or VPK education program serves as an inclusive setting for a child with a disability receiving special education in accordance with an individual educational plan (IEP), or these programs are “blended” with the prekindergarten disabilities program, one teacher may serve as both the ESE teacher for the preschool children with disabilities and the prekindergarten teacher for children served by the other preschool program identified above. For the models described in this section (inclusive or blended settings), the teacher must meet one of the certifications requirements specified in Section 4 for the applicable prekindergarten disabilities course number. The exceptions to the requirement for the prekindergarten disabilities endorsement, as noted on Pages 19, are applicable.

Other ESE Courses

- The courses listed under **Special Skills Courses** are designed to meet the specialized needs of students with disabilities. Some courses are tailored to meet the specific needs of a particular exceptionality. Other courses in Section 4 may be used to meet the individual needs of any student with exceptionalities.
- The courses listed under **Miscellaneous** are designed to meet the needs of students with disabilities who need to learn special content or skills in these areas.
- The courses listed under **Therapy** are designed to meet the needs of students with disabilities who need to receive specialized services in identified areas. These courses are not offered for credit.
- The titles listed under **Non-Credit** represent instructional settings (such as hospital/homebound services) and are included only for the purposes of scheduling.
- The courses listed under **CTE** for students with disabilities are designed to meet the career and technical skill needs of some students with disabilities that cannot be met in regular CTE courses. Students with disabilities, including students with significant cognitive disabilities, are not restricted to these CTE courses. Regular CTE course standards can be modified for students who have significant cognitive disabilities and are on access points as noted in the IEP.

World Languages

It is each district school board's responsibility to determine high school world language placement policies for those students who complete the Middle/Junior (M/J) World Languages two-course or three-course sequence in middle school. Districts may use the high school world language course number(s) for middle school students who will be awarded high school credit for successfully completing the course and passing the end-of-course (EOC) examination.

Integrated Science Courses

The Integrated Science course series [completion of all three Integrated Science courses (1, 2, and 3), either standard or honors] constitutes course **equivalencies** for Biology 1 (2000310), Chemistry 1 (2003340) or Physics 1 (2003380), and an equally rigorous science course and “triggers” the Biology End-of-Course Assessment.

Equally Rigorous Courses for Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma: the scholar designation and/or the industry scholar designation pursuant to [s. 1003.4285, F.S.](#) Students are encouraged, but are not required, to work toward a designation. The requirements for both designations are in addition to the 24-credit program requirements.

A student must complete the following requirements to receive a scholar diploma designation:

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

Equally Rigorous to Algebra 2 (1200330)

1200340	Algebra 2 Honors
1200388	Mathematics for Data and Financial Literacy Honors
1200395	IB Middle Years Programs Algebra 2
1200550	FACT College Algebra
1209825	Pre-AICE Mathematics 3 IGCSE Level
1202305	AP Pre-calculus
1210320	AP Statistics
1202310	AP Calculus AB
1202320	AP Calculus BC
Various	Any college credit mathematics course earned through dual enrollment except MAT1033. Any AICE, AP or IB mathematics course with a passing score on the associated exam that is reflected in the Articulation Coordinating Committee's Credit-by-Examination Equivalencies List .

Equally Rigorous to Probability and Statistics Honors (1210300)

1202352	AICE Mathematics 1 AS Level
1202362	AICE Mathematics & Probability & Statistics 1 AS Level
1202364	AICE Mathematics & Probability & Statistics 2 A Level
1202340	Pre-calculus Honors
1202305	AP Pre-calculus
1210320	AP Statistics
1202310	AP Calculus AB
1202320	AP Calculus BC
1202300	Calculus Honors
1209300	IB Applications and Interpretations 1
Various	Any college credit mathematics course earned through dual enrollment except MAT1033. Any AICE, AP or IB mathematics course with a passing score on the associated exam that is reflected in the Articulation Coordinating Committee's Credit-by-Examination Equivalencies List .

To earn an industry scholar diploma designation, a student must meet standard high school diploma requirements and must attain one or more industry certifications from the list established under [s. 1003.492, F.S.](#)