

# Career and Technical Education (CTE) Course Substitutions: The Who, What, When, Why and How

## What are CTE course substitutions and Who can use them?

Rule 6A-1.09963, Florida Administrative Code (F.A.C.), permits students with disabilities who are using one of the standard high school diploma options outlined in section 1003.4282(10), Florida Statutes, (F.S.), to substitute Career and Technical Education (CTE) courses with “content related” for the following courses:

1. English 4
2. One math (excluding Algebra 1 and Geometry)
3. One science (excluding Biology 1)
4. One social studies (excluding U.S. History)

The high school diploma options referenced in section 1003.4282(10)(F.S.), which are only available to students with disabilities, are the standard diploma via *Academic and Employment Requirements* or via Access Courses (24-credit or 18-credit). Students pursuing the standard diploma via *Academic and Employment Requirements* have additional requirements to consider. Besides the traditional requirements for the 24-credit and 18-credit standard diplomas, students pursuing this option must:

1. Earn at least one-half credit in an employment-based course.
  - a. Exceptional student education (ESE) courses may be included.
  - b. Must be paid employment.

(Project 10 Publications including Graduation Options Chart: <http://project10.info/DPage.php?ID=77#NS138>)

2. Document achievement of academic and employment competencies on an Employment Transition Plan. This plan is required for the *Academic and Employment Competencies* graduation option only. <http://www.fldoe.org/core/fileparse.php/7567/urlt/EmploymentPlanTemplate.doc>.
  - a. The student, parent, teacher, and employer must sign the plan.
  - b. The plan will include the work schedule and minimum hours per week, academic and employment competencies the student will develop, the criteria for evaluating, industry certifications, if any, and the supervision the school district will provide.

Please note that there are some CTE course substitutions and Industry Certification substitutions available to all students, with or without a disability. For example, Principles of Agribusiness (8009120) and Agricultural Sales and Services (8116010) can fulfill the economics requirement for all students. Below are the CTE courses that fulfill the **equally rigorous science requirement**:

- 8106810 Agriscience Foundations 1
- 8106860 Agricultural Biotechnology 3
- 8112010 Aquaculture 2
- 8112020 Aquaculture 3
- 3027010 Biotechnology 1
- 3027020 Biotechnology 2
- 8708110 Principles of the Biomedical Sciences

- 8708120 Human Body Systems
- 8708130 Medical Interventions
- 8006120 Introduction to Alternative Energy
- 8600580 Aerospace Technologies I
- 8600680 Aerospace Technologies II
- 8601780 Aerospace Technologies III

### **Industry Certification Substitutions for Mathematics and Science Available to All Students**

Industry certifications (IC) that lead to college credit may substitute for up to two mathematics credits and up to one science credit toward high school graduation. The IC mathematics substitutions may not be used to substitute for Algebra 1 or Geometry requirements. The IC science substitution may not be used to substitute for the Biology 1 requirements. The following course numbers and corresponding subject areas should be used:

- 1200998, Industry Certification Math Substitution 1 (MA subject code)
- 1200999, Industry Certification Math Substitution 2 (MA subject code)
- 2000999, Industry Certification Science Substitution (EQ subject code)

The school district would determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math, one for science). The eligible industry certifications that are tied to statewide college credit may be found at <http://www.fl DOE.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>. A certified school counselor or the principal’s designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra.

## **When and Why should CTE course substitutions be considered?**

As previously mentioned, students with disabilities who are pursuing the standard diploma via *Academic and Employment Requirements* or via Access Courses (24-credit or 18-credit) are eligible to substitute Career and Technical Education (CTE) courses with “content related” for the following courses:

1. English 4
2. One math (excluding Algebra 1 and Geometry)
3. One science (excluding Biology 1)
4. One social studies (excluding U.S. History)

Pursuing CTE programs/courses provides students with the opportunities to do the following:

- Develop competencies required for specific industries/careers.
- Plan for a career based on interests and preferences.
- Develop leadership skills.
- Develop decision-making competencies in career and life.



IEP teams should take into consideration CTE options when discussing students' postsecondary goals—it may be the most appropriate/beneficial pathway to achieve them. Students with significant cognitive disabilities may access CTE courses with modifications, and this should be documented in the IEP by the IEP team.

CTE course substitutions expand a student's opportunity to earn a high school diploma while helping support job readiness and the application of skills during high school. If a high school student with a disability struggles to pass one of the courses eligible for CTE course substitutions, this option may make the difference in whether that student graduates. For students entering high school who have historically struggled throughout their education, knowing that this option exists may give them hope and motivation as they start their road to graduation.

It is important to note that planning for CTE course substitutions can take time, especially if the CTE course being considered has not been reviewed yet for academic alignment with the specific core course. Reviewing CTE courses for academic alignment to a specific core course will need to be noted in the student's IEP and the appropriate graduation path recorded. Transition IEP teams should discuss the Academic and Employment Requirements standard diploma option with students and their families and begin planning as soon as possible if the student intends to pursue this graduation pathway (e.g., ensure the student has paid employment to complete the Employment Transition Plan).

## How do districts accurately identify CTE courses that can be substituted for a specific academic course requirement?

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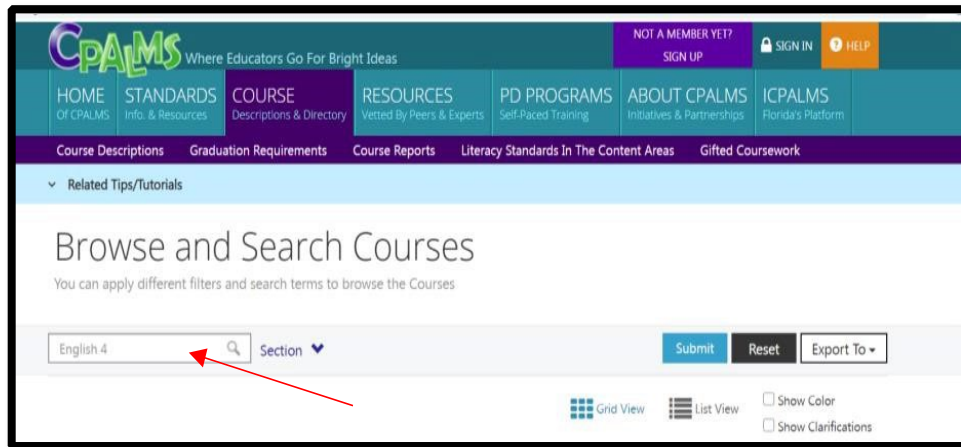
Districts will need to conduct their own course alignments through collaboration with content specialists, ESE and CTE stakeholders. CTE courses with 1% or more alignment are acceptable.

CTE curriculum frameworks are updated annually and must be reviewed for alignment each year; course standards can also potentially change. Some districts have already gone through the process with certain courses and may be able to share; however, a current review by the district would still need to be conducted with process and approval documented. *Note: The Florida Department of Education (FDOE) Bureau of Exceptional Education and Student Services (BEES) released a CTE Course Substitutions guidance document in August 2015; however, some information included in this document is no longer relevant.*

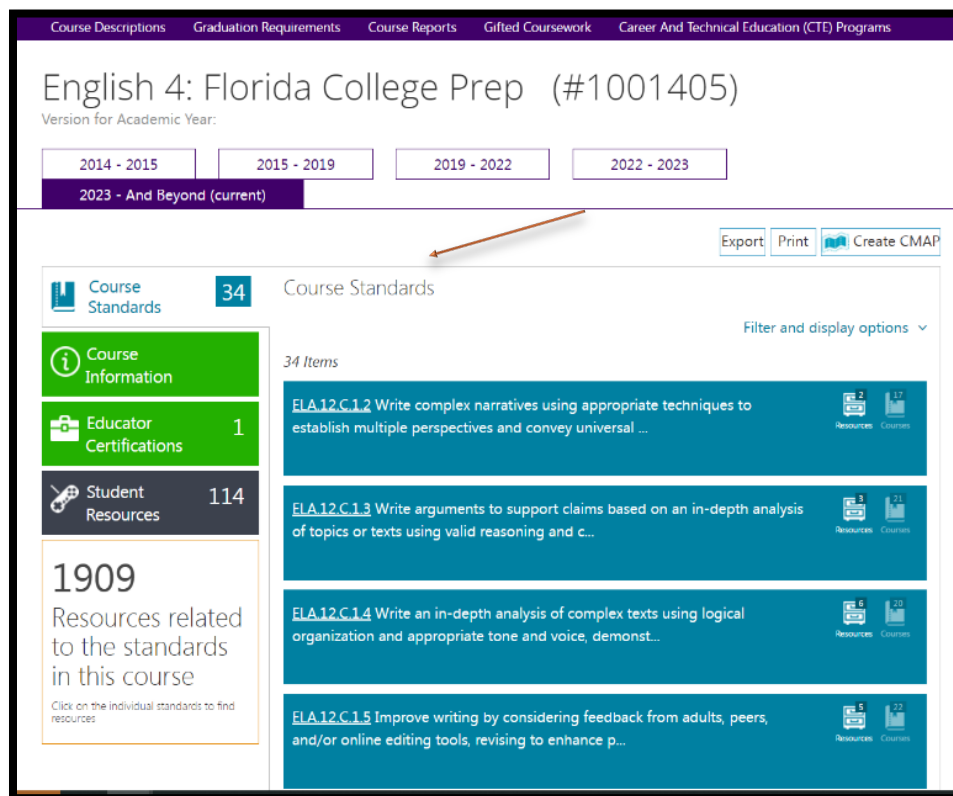
**There is flexibility in how districts complete and document their review for alignment; however, there are some basic elements which are discussed in detail below.**

1. Ensure the individuals reviewing for alignment are considered content experts. This includes a core content area expert (e.g., teacher, department head, district instructional supervisor in the specific area, etc.) and a CTE content expert. The course alignment content experts will change based on the courses that are being aligned. It will be helpful to provide some background information regarding why the CTE course alignment is important and how it can positively impact student outcomes. Please note, additional supports can be used in the process, such as a Staffing Specialist.
2. Prepare for the alignment review by using CPALMS to identify the standards for the course that is being checked for alignment and the CTE Curriculum Frameworks to find the standards/benchmarks of the CTE course being reviewed.

- a. Find the course that is being considered for the CTE course substitution via the CPALMS Course Descriptions and Directory: <https://www.cpalms.org/Public/search/Course>. We are going to search for English 4.



- b. Each course will have a list of course standards. For English 4 there are 34 course standards.



- c. Go to the CTE Curriculum Frameworks web page - <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/>; click on the link to access the CTE curriculum frameworks for the current year and select the Career Cluster for the CTE course in consideration—we have selected “Architecture & Construction”.

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# Curriculum Frameworks

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- Apprenticeship Programs
- CAPE - Postsecondary
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- College & Career Planning

## 2024-25 CTE CURRICULUM FRAMEWORKS

The Career & Technical Education (CTE) Programs section is responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development. Each program is aligned to a career cluster and is detailed in curriculum frameworks. With partners from education, business and industry, and trade associations, the curriculum frameworks include program standards that are both academically integrated and responsive to business and industry.

Click on one of the career clusters listed below to access a curriculum framework.

### 17 Career Clusters:

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communication](#)
- [Business Management & Administration](#)
- [Education & Training](#)
- [Energy](#)

- d. CTE Course substitutions are only available in courses under: “Secondary Courses/Programs”. Select the course that you are considering for the course substitution. We selected “Building Construction Technologies”.

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# ARCHITECTURE & CONSTRUCTION

For more information about these curriculum frameworks, contact the State Supervisor for Architecture and Construction Education at 850-245-9015.

[Architecture & Construction Home](#)

## Middle School Courses

- [Fundamentals of Architecture & Construction \(8130300\) \(RTF\)](#)
- [Introduction to Architecture & Construction \(8109350\) \(RTF\)](#)
- [Introduction to Architecture & Construction and Career Planning \(8109360\) \(RTF\)](#)
- [Orientation to Career Clusters \(8000400\) \(RTF\)](#)

## Secondary Courses/ Programs

- [Air-Conditioning, Refrigeration and Heating Technology \(8723000\) \(RTF\)](#)
- [Architectural Drafting \(8101100\) \(RTF\)](#)
- [Brick and Block Masonry \(8722900\) \(RTF\)](#)
- [Building Construction Management \(8104600\) \(RTF\)](#)
- [Building Construction Technologies \(8720300\) \(RTF\)](#)
- [Building Trades and Construction Design Technology \(8722000\) \(RTF\)](#)
- [Cabinetmaking \(8104400\) \(RTF\)](#)
- [Carpentry \(8104300\) \(RTF\)](#)
- [Civil and Surveying Drafting \(8101200\) \(RTF\)](#)
- [Civil Engineering Aide \(8915000\) \(RTF\)](#)
- [Drafting \(8725000\) \(RTF\)](#)
- [Electricity \(8722200\) \(RTF\)](#)

- e. A Word file with the specific CTE Curriculum Framework will download; click to open. The document has multiple sections:
- i. The first section includes the Program Title and Type, Career Cluster, Purpose, and Program Structure. The screenshot below shows the Program Structure for Building Construction Technologies 1-7.

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To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8720310	Building Construction Technologies 1	AC HEAT ME @7 7G BLDG CONST @7 7G	1 Credit	49-9071	2	CT
8720320	Building Construction Technologies 2	BLDG MAINT @7 7G CARPENTRY @7 7G	1 Credit		2	CT
8720330	Building Construction Technologies 3	DRAFTING @7 7G ELECTRICAL @7 7G	1 Credit		3	CT
8720340	Building Construction Technologies 4	ENG 7G	1 Credit		2	CT
8720350	Building Construction Technologies 5	PLUMBIN @7 7G SHEETMETAL @7 7G	1 Credit		2	CT
8720360	Building Construction Technologies 6	TEC CONSTR @7 7G TEC DRAFT 7G	1 Credit		2	CT
8720370	Building Construction Technologies 7	TROWEL TR 7G	1 Credit		2	CT

*(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)*

- ii. The second section includes the “Common Career Technical Core—Career Ready Practices”.
- iii. The third section includes a list of the CTE course standards. In the screenshot below, you will note 36 standards for Building Construction Technologies 1-7.

**Standards**

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

- 01.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 02.0 Investigate the construction industry and explore related occupations.
- 03.0 Select and use basic hand tools.
- 04.0 Select and use power tools and describe their proper operation.
- 05.0 Demonstrate mathematics knowledge and skills relevant to the construction industry.
- 06.0 Read and interpret construction drawings.
- 07.0 Frame floor systems based on drawing and specification requirements.
- 08.0 Frame walls and ceilings based on drawing and specification requirements.
- 09.0 Frame a roof based on drawing and specification requirements.
- 10.0 Analyze construction components, materials, hardware and characteristics.
- 11.0 Demonstrate masonry skills.
- 12.0 Erect, plumb and brace a simple concrete form with reinforcement.
- 13.0 Place concrete.
- 14.0 Demonstrate welding knowledge and skills (optional).
- 15.0 Understand construction documents, contract documents and specifications.
- 16.0 Select the appropriate heavy equipment for a given task. (optional)
- 17.0 Identify local, state and federal codes and regulations.
- 18.0 Perform site preparation and maintenance.
- 19.0 Estimate project costs and schedule construction activities for a specific job.
- 20.0 Investigate sustainability issues related to the design, construction and maintenance of the built environment.
- 21.0 Complete a construction project using skills learned in the program
- 22.0 Install roofing materials.
- 23.0 Install exterior finishes.
- 24.0 Explain the importance of employability and entrepreneurship skills.
- 25.0 Demonstrate interior carpentry skill.
- 26.0 Install cabinets.
- 27.0 Prepare and apply finishes to surfaces.
- 28.0 Build stairs.
- 29.0 Troubleshoot, repair and install plumbing systems.
- 30.0 Demonstrate knowledge of Drain, Waste and Vent (DWV) systems.
- 31.0 Measure, cut and join plastic piping.
- 32.0 Properly measure, ream, cut and join copper piping.
- 33.0 Demonstrate electrical safety.
- 34.0 Troubleshoot, repair and install electrical systems.
- 35.0 Research the Heating, Ventilation and Air-Conditioning (HVAC) profession.
- 36.0 Maintain, repair and install HVAC systems.

- iv. The fourth section breaks the standards by each individual course—in this case, there are 7—and then includes the benchmarks for each standard. The screenshot below shows some of the CTE Standards and Benchmarks for Building Construction Technologies 1 (Course #8720310). This course has 9 of the 36 standards, and there are 67 benchmarks in total.

<b>Course Title:</b>	<b>Building Construction Technologies 1</b>
<b>Course Number:</b>	<b>8720310</b>
<b>Course Credit:</b>	<b>1</b>
<b>Course Description:</b>	
The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.	
<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student will be able to:
01.01	Understand the role and the purpose of the Occupational Safety and Health Administration (OSHA) rules and regulations.
01.02	Identify and locate Safety Data Sheets (formerly called Material Safety Data Sheets (MSDS)) and follow the procedures as necessary.
01.03	While using a safety data sheet, identify health-related problems that may result from exposure to work-related chemicals and hazardous materials, and demonstrate knowledge of the proper precautions required for handling such materials.
01.04	Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200)
01.05	Identify and use safety equipment and personal protective equipment (PPE).
01.06	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
01.07	Explain emergency procedures to follow in response to workplace accidents.
02.0	Investigate the construction industry and explore related occupations. The student will be able to:
02.01	Demonstrate an understanding of the relationship between construction and the environment.
02.02	Describe the role of trade unions in the construction industry.
02.03	Research apprenticeship opportunities.
02.04	Identify the different classifications of construction projects.
02.05	Define the roles and responsibilities of the general contractor, specialty contractor, construction management and design build firms.
02.06	Research construction trade occupations and the roles and responsibilities of each craft.

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- v. The final section of the CTE Curriculum Framework document contains information regarding accommodations and modifications. Below is an excerpt from that section; please remember that only students taking Access courses can have CTE courses modified:

Accommodations - Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once.

Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After

achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.**

Additional information on accommodations and modifications are available in the Florida Department of Education's publication, [Accommodations: Assisting Students with Disabilities](#).

3. Document the results of the alignment review.

Once you have identified your content experts and pulled the standards for the core course and the standards/benchmarks for the CTE course, you are ready to roll! Ideas to consider as you plan your process include:

- a. Create a district document/template that is shareable. (e.g., Google Docs, but there are additional options, such as Microsoft Office 365, OneNote and others)



- b. Include a title page/header for your document. At a minimum, this should include the title and number of the CTE course, the name of the core course (e.g., English 4), and the school year. Districts may want to include a description of the CTE course as well.
  - c. Indicate the name of the school district somewhere within the document (e.g., title page, signature page, etc.).
4. To create the alignment table, copy the CTE standards and benchmarks from the CTE Curriculum Framework and paste them into the shared document.
- Add a column to the right of the CTE standards and benchmarks. Label the left column “CTE Course Standards/Benchmarks” and the right column heading should indicate the core course being reviewed for the corresponding standards.
- The following sample was adapted from Columbia County School District’s alignment table design presented at the 2020 Florida Bureau of Exceptional Education and Student Services’ (BEES) Transition Contacts Meeting, and compares Building Construction Technologies 4 and English 4.

CTE Course	CTE course standards	Core Academic course standards	Justification statement for linkage between the course standards
Building Construction Technologies 4	24.0 Explain the importance of employability and entrepreneurship skills.	<b>English 4:</b> ELA.12.R.3.2 Paraphrase content from grade-level texts.  ELA.12.C.1.4 Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.  ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.  ELA.12.C.4.1 Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.  ELA.12.C.5.1 Design and evaluate digital presentations for effectiveness.  ELA.12.C.5.2 Create, publish, and share multimedia texts through a variety of digital formats.	The benchmarks falling underneath this standard all involve the use of these English 4 benchmarks in one way or another. Students must be able to complete research, synthesize information, and express themselves coherently in order to meet the requirements of this standard.

5. There are two options for completing the alignment table; there is some flexibility in the process, but these will provide some foundation:
- a. The first option involves scheduling a time to meet with the core team and content area experts; ensure each participant has access to the standards/benchmarks for the CTE class and the standards for the core class, and the district alignment document; and then review the documents together and document the correlation on the district’s form.
  - b. The second option involves one person with adequate knowledge of both the CTE standards/benchmarks and the core course standards to *preliminarily* identify the correlation and note on the district form. The preliminary draft document would then be shared with the content

experts for their review and feedback. With a shared document the content experts can also make edits as needed.

6. As a best practice districts should note the staff who were involved in the review of the standards/benchmarks. Districts may want to consider using a signature page; the signature page could include other personnel, such as administrators from CTE and the district.
7. The completed alignment table should be shared with relevant district staff, such as school counselors, ESE staff, school-based administration, CTE personnel, etc.
8. A copy of the alignment document should be housed at various locations in the district (e.g., schools, CTE office, ESE office, etc.).

## How do districts ensure proper documentation for the student's IEP and coding for the student's transcript?

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1. All course of study changes, including CTE course substitutions and any changes regarding the diploma decision and/or diploma designation, must be discussed by the IEP team.
2. To ensure clarity and appropriate planning, any course substitutions made for students with disabilities should be accurately documented in appropriate sections of the IEP (e.g., 'Course of Study', 'Transition Services', etc.) This ensures that the educational path aligns with the student's individual needs and post-secondary goals while keeping all team members and stakeholders informed of the substitutions as part of the student's transition plan.
3. Work with the data processing/Information Technology (IT)/Management Information System (MIS) team to ensure the students' transcripts have accurate codes.
4. Districts should train IEP teams, guidance counselors, and record-keeping staff to ensure all team members understand the course substitution process, including how to properly document it in the IEP and code it on transcripts.
5. Periodic reviews or audits of student records, including IEPs and transcripts, can help ensure that course substitutions are accurately documented and coded. These checks help identify discrepancies and allow the district to address issues proactively.
6. During IEP meetings, if the team decides a course substitution is necessary for the student to meet graduation or post-secondary goals, this decision should be documented in the IEP. The "Course of Study" section and any relevant "Transition Services" should explicitly state:
  - The substituted course(s) and rationale for substitution.
  - How the course aligns with the student's transition goals and post-secondary plans
7. The FDOE *Course Code Directory & Instructional Personnel Assignments* <https://www.fldoe.org/policy/articulation/ccd/> contains instructions for properly coding CTE course substitutions. Below is a screenshot of information related to course substitutions from 2024-2025. Always be sure to review the current year.

**Districts should train IEP teams, guidance counselors, and record-keeping staff to ensure all team members understand the course substitution process, including how to properly document it in the IEP and code it on transcripts.**

## 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

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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

## Helpful Tips

1. Provide an example of a completed alignment table to the content experts who will be reviewing the standards/benchmarks.
2. The wording of the CTE standards/benchmarks may not match exactly with the course standards, but it can still have a correlation. Districts do not have to submit their alignment tables for the FDOE to review; however, they do need to be able to defend their determinations. Districts may want to consider adding a column for comments to provide more details regarding the correlation.

3. Districts should consider creating a master CTE course substitution matrix specific to CTE classes that are available to students in the district. This document would benefit all stakeholders involved with course scheduling, credit checking and monitoring graduation status.
4. If a district is able to access an alignment table completed by another district (not the FDOE), the district must still have its content experts review it, and follow the other steps listed in Step 3 regarding the process for documenting the review.

## Additional Resources

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- **6A-1.09963 High School Graduation Requirements for Students with Disabilities**  
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.09963>
- **Section 1003.4282 Requirements for a Standard High School Diploma**  
[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1003/Sections/1003.4282.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4282.html)
- **Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education:** [http://www.fldoe.org/core/fileparse.php/5398/urlt/311201\\_acmod-voc.pdf](http://www.fldoe.org/core/fileparse.php/5398/urlt/311201_acmod-voc.pdf)
- **CPALMS Course Descriptions and Directory:** <https://www.cpalms.org/Public/search/Course>
- **CTE Curriculum Frameworks:** <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/>
- **Employment Transition Plan Template:**  
<http://www.fldoe.org/core/fileparse.php/7567/urlt/EmploymentPlanTemplate.doc>
- **Employment Transition Plan Template Instructions:**  
<http://www.fldoe.org/core/fileparse.php/7567/urlt/EmploymentPlanInstructions.pdf>
- **Florida Department of Education (FDOE) Career and Technical Education (CTE) Brochure:**  
<http://www.fldoe.org/core/fileparse.php/5652/urlt/CTE-brochure-online.pdf>
- **FDOE Course Code Directory & Instructional Personnel Assignments:**  
<https://www.fldoe.org/policy/articulation/ccd/>
- **FDOE CTE Clusters:**  
<http://www.fldoe.org/core/fileparse.php/5652/urlt/CareerClusterInfographics.pdf>
- **Graduation Options Charts:** <http://project10.info/DPage.php?ID=77>
- **Project 10 Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education:** <http://project10.info/DPage.php?ID=77>

## Where can you get more information and additional support?

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Project 10 Regional Transition Representatives (RTRs) are available to provide training and technical assistance regarding CTE course substitutions, including potentially accessing previously completed alignment charts. A training titled “Career and Technical Education and Students with Disabilities: An Overview of Requirements, Substitution Opportunities and Considerations” is available for your district, providing information and context relevant for assisting students with disabilities utilize CTE courses and programs to support high school standard diploma attainment and enhance career readiness.

