

Personal Curriculum – Key Information

Needs a Personal Curriculum	Modifying Up		Math Credit		Disability
Doesn't Need a Personal Curriculum	CTE	Integrated Curriculum	Partial Credit	Dual Enrollment	Online credit
	Collaborative Teaching Model	Independent Study or Project Based Learning	Nontraditional Coursework	Testing Out	Alternative Ed. 5 th year student

Personal Curriculum (PC): The PC is a mechanism that can be initiated by a parent to modify specific MMC credits and/or content expectations based on the individual learning needs of a student. The intent of the PC option is to assure the relevance of the student’s course of study and facilitate the achievement of postsecondary goals. The use of the PC option should be the exception as the intent of the MMC is to provide a rigorous and relevant curriculum for all students who will obtain a high school diploma.

The PC must align with the high school content expectations and remove all barriers that may limit a student’s opportunity to take a challenging curriculum.

A Personal Curriculum (PC) modification can only be requested for one of four reasons:

1. To modify the mathematics requirement
2. To extent academic credit requirements by adding more math, science, English Language Arts, or world languages credit
3. For a student with a disability – to modify the credit requirements based on his or her disability.
4. Transfer students

The Personal Curriculum must include as many of the content expectations of the MMC as is practicable.

High School Diploma: In order for a student to receive a high school diploma, they must demonstrate proficiency in each area of the content as specified by the MMC and the local district Board of Education. A local Board of Education can require credits beyond those specified by the MMC. The local Board of Education must also determine what constitutes “proficiency”.

Personal Curriculum and Awarding a High School Diploma: A student can be awarded a high school diploma providing the student successfully completes the PC expectations and remaining requirements of the MMC (recognizing that the PC may modify one or more of the MMC requirements).

Michigan Merit Curriculum (MMC) – The Michigan Merit Curriculum specifies a common set of credits required for a student to obtain a high school diploma. It also provides educators with a common understanding of what students should know and be able to do to receive credit. Obtaining these credits also serves as the foundation of skills needed in order to succeed in college and/or the workplace.

Educational Development Plan (EDP): The EDP is a planning tool that provides the direction for educational and career planning at the secondary and post-secondary level based on the student’s input. The EDP helps the student identify their post-secondary goal(s) and interests in addition to the course of study (the credits that will be taken) needed in order to achieve their goal and obtain the skills and competencies needed to be successful following completion of high school.

Key Elements:

1. Beginning in 7th grade and prior to entering high school each pupil must have an EDP (required by legislation)
2. The EDP is considered a “living” document and needs to be updated regularly as student’s interests and skills are refined over time.
3. The EDP needs to be developed by the student under the supervision of the student’s school counselor or another designee (qualified and selected by the principal)
4. The EDP must be based on a career pathways program or similar career exploration program.

Individualized Educational Program/Plan: The Individualized Education Program/Plan (IEP) is a written statement for a student with a disability that is developed in accordance with the requirements of the individuals with Disabilities Education Act (IDEA) of 2004 (section 614 (d)) and must be reviewed on an annual basis. The IEP is written based on the student’s specific needs and must include annual goals/objectives that enable the student to be involved in and make progress in the Michigan Merit Curriculum. By the time a student reaches the age of 16, the IEP must include measurable postsecondary goals related to training, education, and employment (transition plan). The student’s EDP is essential for this discussion. When appropriate, the postsecondary goals must also include independent living skills. The IEP must also include a statement of the special education and related services, and supplementary aids and services that will enable the student to be involved and make progress in the Michigan Merit Curriculum. The IEP also identifies the course of study (diploma or non diploma focus) that will be used to support the student’s skill development. The purpose of the IEP is to develop a plan that will support the student’s progress in the general curriculum. It is recognized that not all students with a disability will receive a high school diploma; however this percentage of student’s is very small. Our focus needs to rest with helping all students to achieve at high levels of performance through a rigorous, relevant and supportive learning environment.