

Personal Curriculum Overview Chart Road Map to Success! – Leading to a Diploma

Needs Personal Curriculum	Modifying Up	Math Credit	Disability	Transfer	
Doesn't Need Personal Curriculum	CTE	Integrated Curriculum	Partial Credit	Dual Enrollment	Online Credit (Novanet, etc.)
	Collaborative Teaching Model	Independent Study Or Project-Based Learning	Nontraditional Coursework	Testing Out	Alt. Ed. 5th year students

Michigan Merit Curriculum (MMC) – The Michigan Merit Curriculum defines a common set of required credits for graduation and provides educators with a common understanding of what students should know and be able to do for credit. It also provides students the learning opportunity, knowledge and skills they need to succeed in college or the workplace.

High School Diploma – As a result, a high school diploma in Michigan will soon say a lot more about the graduate whose name it bears. It will tell employers that our students have mastered the reading, writing, and math skills required for success in the workplace. It will tell college and university admissions officers and career and technical schools the student is ready for the rigors of postsecondary education. It will tell the world -- Michigan is committed to having the best-educated workforce.

Personal Curriculum (PC) – The PC is a process to modify specific content expectations based on the individual learning needs of a student. It is designed to serve any student at both ends of the continuum – a student that needs to accelerate or modify the learning environment to succeed with the Michigan Merit Curriculum. The MMC is the constant, the instructional approach or learning environment is the variable, and all students including alternative and at-risk students are entitled to have the opportunity to succeed with the MMC. 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. The use of a personal curriculum (PC) modification is allowed by state statute for only four reasons:

- A student wishes to modify the mathematics requirement
- A student wishes to go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits
- A student with an IEP needs to modify the credit requirements based on his or her disability
- A student that transfers to a district from out of state or from a nonpublic school

Requesting a Personal Curriculum – The personal curriculum (PC), requested by the parent, legal guardian, or emancipated student, allows the board of a school district or public school academy to award a high school diploma providing the student completes the PC, including as many of the content expectations of the MMC as practicable.

Educational Development Plan (EDP) – The Educational Development Plan (EDP) is a secondary/postsecondary planning tool that directs the educational plan and career planning activities schedule for the final six years of a student’s K-12 learning career. EDPs also identify a course of study (the credits that will be taken) intended to provide the skills and competencies needed to be successful in the next steps after high school. EDPs are “living” documents that are updated as students age, and their interests and abilities become more obvious and focused. It is recommended that the EDP be updated at least annually in conjunction with other planning activities designed to support student achievement. *“The board of a school district or board of directors of a public school academy shall ensure that each pupil in Grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil’s school counselor or another designee qualified and selected by the high school principal, and shall be based on a career pathways program or similar career exploration program.”*

Individualized Education Program (IEP) – The Individualized Education Program (IEP) is a written statement for a child with a disability 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 tailored to the student’s specific needs and abilities and must include annual goals to enable the child to be involved in and make progress in the Michigan Merit Curriculum. The IEP must also include measurable postsecondary goals related to training, education, and employment by the time the student is 16 years old. When appropriate, the postsecondary goals must include independent living skills. Additionally, the IEP must contain a statement of the special education and related services, and supplementary aids and services that will enable the child to be involved and make progress in the Michigan Merit Curriculum.

PC/EDP/IEP – The personal curriculum is not a stand-alone document that drives a student’s high school experience, but must be developed and coordinated with any other plans a student has in effect such as, the Educational Development Plan (EDP) and the Individualized Education Program (IEP). The intent of an IEP is to support the student’s progress in the general curriculum. For the purpose of this document, general curriculum is comprised of the credit requirements and content expectations outlined in the MMC.

Practicable – The term “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction for the individual student. Students with disabilities operate under this same context of increased rigor and relevance as well. The implication for a student with disabilities using the PC option is that the school “shall incorporate” as much of the content expectations in areas that are being modified as is reasonably doable for the individual student, while maintaining the legislative intent of increased rigor for all students.

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