

**States with or Considering High School Foreign Language Graduation Requirements
Revised March 2010**

State	World Language Graduation Requirements
California	Students must complete one course of foreign language or one course of the visual and performing arts to graduate from high school.
Connecticut	The Connecticut General Assembly included a two-year WL requirement as part of the high school reform effort during the 2009 legislative session. The whole bill was tabled because of the state's economic crisis and should be taken up again in 2010.
Delaware	Beginning with the graduating class of 2013, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.
DoDEA (Department of Defense Education Activity)	The Department of Defense Education Activity requires two years of foreign language for high school graduation in its schools worldwide, which include schools on selected military bases in the continental U.S.A., the Caribbean, Europe, and the Pacific Areas
Florida	Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt from this requirement, provided that the student demonstrates proficiency in his/her native language. Two credits of American Sign Language can satisfy the foreign language requirement.
Georgia	Beginning in 2012, Georgia high school students are no longer required to fulfill a World Languages requirement for graduation. Rather, the requirement has been re-titled CTAE/ Modern Language/ Latin/ Fine Arts, and students can choose to fulfill the three credit requirement from courses in these broader fields. Currently, the Georgia Board of Regents continues to support World Languages study by requiring two units of credit in the same Modern Language or Latin for students planning to enter or transfer into a University System of Georgia institution. The Georgia Department of Technical and

	Adult Education, including the Technical College System of Georgia, do not require a modern language/Latin for admission.
Hawaii	Completion of two credits in the same World Language is one of three options for a two-credit graduation requirement. The other two options are 2 credits in Fine Arts or two credits in Career and Technical Education.
Illinois	No state requirement. Note: the Chicago Public Schools does require all of its students to take and pass two years of foreign language in order to graduate from high school.
Kansas	There is no state graduation requirement. However, for a high school to be accredited in Kansas, it must offer foreign language. For students wishing to attend a Kansas post-secondary institution as a Regents Scholar, two years of study of one language are required. For those applying for Qualified Admissions, two years of study are highly recommended.
Kentucky	<p>Currently, Kentucky has a 2-year or competency equivalent precollege curriculum requirement for admission to 4-year colleges, but no graduation requirement. An advanced placement foreign language course is required for the Commonwealth (honors) Diploma.</p> <p>In spring, 2010, the state will propose a graduation requirement for every student of “basic user” or “Novice High” competency. This requirement will be phased in over a proposed timeline and will allow students to demonstrate competency at any time during their P-12 educational experience.</p>
Louisiana	Two years of language or speech are required for all students starting with 2012 graduates.
Maine	Current Maine Department of Education Rule requires students to demonstrate that they successfully meet the state world language standards in the Maine Learning Results (http://www.maine.gov/education/lres/pei/index.html). A waiver provision is available, however, and the Commissioner of Education permits flexibility due to issues regarding education funding and teacher capacity. Further clarification will be provided during the current state legislative session.
Maryland	Students must earn one of the following: two credits of world language or two credits of American Sign Language; two credits of advanced technology education; or successfully complete a State-approved career and technology program.
Michigan	http://www.michigan.gov/documents/mde/WL_Guidelines_FINAL_206823_7.pdf

	<p>The State Board of Education expects all students, beginning with the graduating class of 2016, to complete two credits of a world language other than English prior to graduation, or demonstrate a two-year equivalent proficiency. Students are required (1) to demonstrate holistic proficiency at the Novice High level on the ACTFL Proficiency Scale; (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the world language; (4) demonstrate an understanding of the nature of the language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting.</p> <p>Each local school district is responsible for designing opportunities for students to meet the new world language requirement. For example, a local school district might choose to meet the two-year language requirement by:</p> <ul style="list-style-type: none"> • offering a K-8 program for all children that results in proficiency equivalent to two credits at the high school level; • encouraging students to complete the first credit of language study in Grades 6 and 7 and the second credit of language study in Grade 8; • encouraging students to complete the first credit of language study in Grade 8 and the second credit of language study in Grades 9-12; or • spreading two credits of language study over four calendar years, completing the first credit in two academic years and the second credit in two additional years.
Minnesota	<p>The foreign language requirement proposed by the governor and legislators in 2007 did not pass. World language standards and graduation requirements are local decisions.</p>
New Jersey	<p>http://www.state.nj.us/njded/aps/cccs/wl/faq.htm</p> <p>The study of world languages is required at the elementary level in grades K-8. N.J.A.C. 6A:8-1.1 specifies expectations in nine content areas including world languages. Recommended instructional time allocations may be found in the 2009 standards document and are based on the American Council on the Teaching of Foreign Languages ACTFL Performance Guidelines for K-12 Learners and the results of a New Jersey three-year FLAP grant project. The need to provide appropriate time allocations to enable students to achieve the standards is underscored in N.J.A.C. 6A:8-3.1.</p> <p>According to administrative code 6A:8-5.1(a)1i(7), the current high school graduation requirements for students requires them to fulfill the state minimum five-credit high school graduation requirement for world languages through a seat-time instructional program or by successfully completing a proficiency/competency-based exit test. The department offers guidelines on selecting proficiency assessments that may be used by districts. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who</p>

	<p>otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.</p>
New York	<p><u>8NYCRR §100.2(d)</u>. New York State requires students to complete at least two units of study in a language other than English at some time during grades kindergarten through nine. Only those students identified as having a disability which adversely affects their ability to learn a language may be exempted from the language other than English requirement if the students' individualized education programs state that such requirements are not appropriate.</p> <p><u>8NYCRR §100.5(b)(7)</u>. New York State has two types of diploma – the Regents diploma and the Regents Diploma with an advanced designation.</p> <p><u>8NYCRR §100.2(d)</u>. Unless they are exempted as defined above, all students shall earn one unit of credit in a language other than English in order to complete the language other than English requirement for a Regents diploma. Students may earn one unit of credit by passing the State's Checkpoint A Second Language Proficiency Exam or passing a high school, year-long, Level 1 course.</p> <p><u>8NYCRR §100.4(d)</u>. Based on the superintendent or his or her designee's determination of a student's readiness, a local education agency may place such student in an accelerated course of study in a language other than English in grade eight which, in effect, reduces the two units of study requirement to one year. The students in an accelerated language course, however, must pass both the course and the exam in order to earn the one unit of credit in a language other than English.</p> <p><u>8NYCRR §100.5(b)(7)(v)</u>. To earn a Regents diploma with an advanced designation, a student must complete in addition to the requirements for a Regents diploma, two additional units in a language other than English for a total of three units and pass the Checkpoint B Comprehensive Regents Exam in that language.</p> <p><u>8NYCRR §100.2(d)</u>. In those languages for which no State proficiency assessment is available, a locally developed test, which is determined to be equivalent to the State proficiency assessment pursuant to <u>subdivision (f)</u> of this section and follows the content and format of the Regents Exam, may be administered.</p>
North	<p>The current graduation requirement policy is two credits of the same foreign</p>

Carolina	<p>language or demonstration of proficiency for students following the “University/College Course of Study”. Middle school students are allowed to take high school foreign language courses in order to meet high school graduation requirements. The offering at the middle school must meet standards and seat time as required for high school credit. The grade earned at middle school is not factored into high school GPA. The new Future Ready Core diploma, which began with the ninth graders who entered high school for the first time in 2009-2010, includes this in the electives section because it addresses the University of North Carolina System admission requirements.</p> <p>Web Link: http://seclang.ncwiseowl.org/policy_legislation/foreign_language_graduation_requirements/</p>
Ohio	<p>A requirement has been proposed, and a strategic capacity-building plan began in 2007. Under current law, there is no foreign language requirement that applies to all students, but students who wish to qualify for an honors diploma are required to take three years of one foreign language or two years each of two different foreign languages.</p>
Oklahoma	<p>College Preparatory/Work Ready Curriculum for High School Graduation: Beginning with students entering the ninth grade in the 2006-07 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the college preparatory/work ready curriculum units or sets of competencies at the secondary level including 2 units of the same foreign or non-English language, or 2 units computer technology. In lieu of the requirements of the college preparatory/work ready curriculum for high school graduation, a student may enroll in the core curriculum for high school graduation, upon written approval of the parent or legal guardian of the student (does not include foreign language. http://www.sde.state.ok.us/Schools/Counseling/Graduation.html</p>
Pennsylvania	<p>There is no state foreign language requirement. Because PA is a local control state there are at least 75 districts that have chosen to have a foreign language graduation requirement. In addition, State Accountability Block Grants are available for starting or improving elementary second language programs. Also, the high school reform plan highly recommends two years of a foreign/world language for all students. Currently, pilot elementary programs (critical and traditional foreign languages) are increasing yearly to at least 200 of 500 districts. Foreign Language enrollment data shows in grades 7-12 an increase of near 27,000 students (between 06-07 and 07-08) due to technology and virtual cyber classrooms.</p>
South Dakota	<p>In the last year, South Dakota has taken a step backward with regard to world language study. Until November of 2009, two years of a single world language were required for students choosing the distinguished graduation track. This</p>

	<p>fact encouraged parents to enroll their children in languages. However, the state currently has only one graduation track. In it, world languages are categorized with career and technical education and a capstone experience or service learning. One unit of the above is required for graduation. This change takes effect with students who enter as freshmen in the 2010-2011 school year. Web Links: http://doe.sd.gov/oatq/gradrequirements/index.asp</p>
Tennessee	<p>All students beginning with the 2009-2010 ninth graders are required to take 2 years of a world language in order to graduate from high school. If a student wishes to opt out, the parents must sign an affidavit saying their child will not be attending a college or university. This protects the school system if the student then decides to go on and finds he/she has to make up that language requirement. It was felt, though, that students need this skill regardless of whether or not they attend college. There is an additional 3 credit focus area in the program of study that may be in world languages for a student who wishes to have further study.</p>
Texas	<p>http://www.tea.state.tx.us/rules/tac/chapter074/ch074f.html Texas does have a graduation requirement. The graduation requirement is two years of the same language for the Recommended Plan (this is the standard Texas diploma for all students) and three years of the same language for the Distinguished Achievement Program (DAP). The Minimum High School Program does not have a foreign language requirement. It is difficult for parents to opt their children out of the two primary educational plans and into the Minimum High School Program; a rigorous set of criteria must be met.</p>
Utah	<p>The Canyons School District has just approved a three tier deferential diploma with a two year World Language requirement for the upper two tier college ready diplomas. The state is moving toward the same goal and is proposing a two year or novice high demonstrated competency World Language requirement for its college ready diploma. The new state Regents scholarship has a two World Language requirement.</p>
Virginia	<p>New wording in the Standards of Accreditation requires that students complete a two-year sequence of either foreign language, fine arts, or career and technical courses for a Standard Diploma. Previously, foreign language was not included. Students seeking the new Career and Technical Standard Diploma must take one course in fine arts or foreign language. Foreign language is not required for graduation with a Standard Diploma, other than the requirement above.</p> <p>Students seeking an Advanced Studies Diploma must take three years of one language or two years each of two languages. Virginia also has a new Career and Technical Advanced Studies Diploma, which has the same language</p>

	<p>requirement as the regular Advanced Studies Diploma. Students planning to attend college pursue this type of diploma.</p> <p>Finally, Governor Kaine also initiated the Commonwealth Scholars program, in which students must pursue a two-year sequence of foreign language, among other graduation requirements, for this type of diploma.</p>
Washington	Washington's State Board of Education has proposed a college and career ready graduation requirement of 2 credits of World Languages. However, students pursuing a career emphasis could substitute other courses for the World Languages credits.
West Virginia	WV does not have a world language graduation requirement that applies to all students. However, Policy 2510 http://wvde.state.wv.us/policies/ requires that students in the Professional Pathway must earn two credits in the same foreign language in order to graduate.
Wyoming	Students must demonstrate a district-determined proficiency for a diploma endorsement

This represents a compilation of research conducted by National Council of State Supervisors for Languages (NCSSFL) members Janice Kittok (MN) and Ryan Wertz (OH) in February 2008. A subsequent update of this information was completed in March 2010.

For future updates of this information, visit the NCSSFL Web site at www.ncssfl.org and click on the "States Report" tab. Query question #2 for individual states or for all states.

Please note that information on graduation requirements in states that are not represented on the NCSSFL may not included in this compilation. These states include AL, AK, AZ, AR, FL, IA, MO, MS, MT, NV, NM, ND, and RI.

