

Georgia Department of Education  
**Mathematics Graduation Requirements**

Entered Ninth Grade in 2008-2009, 2009-2010, and 2010-2011	Entered Ninth Grade in 2011-2012	Entered Ninth Grade in 2012-2013 and Subsequent Years
<b>Graduation Rule 160-4-2-.48</b>		<b>Awarding Units of Credit Rule 160-5-1-.15</b>
<ul style="list-style-type: none"> <li>○ 4 units of core credit in mathematics</li> <li>○ 1 unit in GPS Mathematics I, GPS Algebra, or the equivalent</li> <li>○ 1 unit in GPS Mathematics II, GPS Geometry, or the equivalent</li> <li>○ Additional core mathematics credits must be chosen from the list of GPS/CCGPS/AP/IB/dual enrollment designated courses.</li> <li>○ Districts have the flexibility of awarding either core or elective credit for support courses.</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 units of core credit in mathematics</li> <li>○ 1 unit in GPS Mathematics I or the equivalent</li> <li>○ 1 unit in GPS Mathematics II or the equivalent</li> <li>○ 1 unit in GPS Mathematics III or the equivalent</li> <li>○ Support courses are designated as elective courses.</li> <li>○ Additional core mathematics credits must be chosen from the list of GPS/CCGPS/AP/IB/dual enrollment designated courses.</li> <li>○ Students with Disabilities who earn credit in GPS Mathematics I or the equivalent, along with the associated support course, <i>and</i> GPS Mathematics II or the equivalent, along with the associated support course, may upon determination through the Individualized Education Program Team meet the mathematics diploma requirements by completing GPS Mathematics III, or the equivalent, for a total of 3 mathematics core credits.</li> <li>○ Students with disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequences include 1) students enrolling in a single advanced mathematics course and receiving instruction over two years or 2) receiving dispensation from completing Mathematics III. These alternate course sequences would allow a student with disabilities earning core credit in Mathematics I and II with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 units of core credit in mathematics</li> <li>○ 1 unit in CCGPS Coordinate Algebra or the equivalent</li> <li>○ 1 unit in CCGPS Analytic Geometry or the equivalent</li> <li>○ 1 unit in CCGPS Advanced Algebra or the equivalent</li> <li>○ Support courses are designated as elective courses.</li> <li>○ Additional core mathematics credits must be chosen from the list of GPS/CCGPS/AP/IB/dual enrollment designated courses.</li> <li>○ Students with Disabilities who earn credit in CCGPS Coordinate Algebra or the equivalent, along with the associated support course, <i>and</i> CCGPS Analytic Geometry or the equivalent, along with the associated support course, may upon determination through the Individualized Education Program Team meet the mathematics diploma requirements by completing CCGPS Advanced Algebra or the equivalent, for a total of 3 mathematics core credits.</li> <li>○ Students with disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequences include 1) students enrolling in a single advanced mathematics course and receiving instruction over two years or 2) receiving dispensation from completing CCGPS Advanced Algebra. These alternate course sequences would allow a student with disabilities earning core credit in CCGPS Coordinate Algebra and CCGPS Analytic Geometry with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.</li> </ul>