

Policy 316

APPENDIX A - GRADUATION REQUIREMENTS¹ FOR A NEW BRUNSWICK HIGH SCHOOL DIPLOMA (REVISED JUNE 2023)

I. As of July 1, 2023, courses with one credit will change to four credit hours, retroactive to 2018 for students active in the system. In the 20-credit system, students must:

- meet the learning requirements of the prescribed common curriculum of the 9/10 program;
- attain 68 credit hours of 80 credit hours, or 17 credits of 20 credits (including compulsory credits);
- by September 2020, grade 10 students will have to complete 72 credit hours (equal to 18 credits prior to September 2023) to graduate in June 2023;
- accumulate a minimum of 5 courses at the grade 12 level (20 credit hours or 5 credits); and
- acquire a literacy credential by achieving a successful rating on the English Language Proficiency Assessment in grade 9. A reassessment in grades 11 and 12 is available to students who have not achieved a successful rating. For more information, please refer to the [English Language Proficiency Assessment / Reassessment Information Guide for Parents and Guardians – Grades 9, 11, and 12](#).

Graduating students must take 7 compulsory courses (28 credit hours or 7 credits) until June 2022. By June 2023, graduates will be required to complete 8 compulsory courses (equivalent to 32 credit hours). In January 2024, graduates are required to have 8 compulsory courses (32 credit hours or 8 credits) where one comes from the humanities cluster.

- English grade 11ⁱ (8 credit hours or 2 credits)
- English grade 12 (4 credit hours or 1 credit)
- Financial and Workplace Mathematics 110 *or* Foundations of Mathematics 110 (4 credit hours or 1 credit for graduation until June 2022. 2 Mathematics creditsⁱⁱ for graduation as of June 2023)
- Humanities Cluster is comprised of: Modern History, Indigenous Studies, Canadian History, Ancient and Medieval History 112 (if Civics in 10 was taken) and World Issues grade 11ⁱⁱⁱ (4 credit hours or 1 credit)
- Science (4 credit hours or 1 credit) from Physics, Biology, Chemistry, Introduction to Environmental Science 120, Robotics and Automated Technology 120, Automotive Electrical Systems 120, Micro Electronics 120, Introduction to Electronics 110, Physical Geography 110, Human Physiology 110
- Fine Arts/Life Role Development (4 credit hours or 1 credit) from Visual Arts 110/120, Music 111/112/113, Music 120, Music 122, Creative Arts 110, Dramatic Arts 110/120, Graphic Art and

Design 110, Individual and Family Dynamics 120, Co-op Ed 120, Career Explorations 110, Outdoor Education 110, Physical Education Leadership 120, Wellness Through Physical Education 110, Entrepreneurship 110, Reading Tutor 120, select Applied Technology/Skilled Trades^{iv} Course at the 110 or 120 level, Nutrition and Healthy Living 120, Health Care 110, and Goals, Growth and Grit 120.

French language graduation requirements are met in the grade 9/10 program. Grade 11 and 12 French Immersion requirements are outlined in [Policy 309](#).

Options outside of compulsory and prescribed courses that students are eligible to take for graduation purposes, include: **2** Challenge for Credit Courses, **2** Dual-Credit Courses, **1** Independent Study and **2** Locally Developed Courses. Starting in January 2022, students in Grade 12 on track to complete their required minimum credits for graduation, may allocate up to 2 spaces in their schedule to pursue Early Start Credits from participating Post-Secondary Institutions, these courses will **not** be counted as credit for graduation.

The minimum acceptable grade of 60% is required in the learning expectations for high school courses.

II. Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary.

“Personalized Learning Plan” is a personalized plan for a pupil that specifically and individually identifies practical strategies, goals, outcomes, targets and educational supports designed to ensure the pupil experiences success in learning that is meaningful and appropriate, considering the pupil’s individual needs; (see the *Education Act*, Section 1, Definitions).

A **PLP** can contain one or all of the following domains:

- **PLP – Accommodated:** Accommodations are strategies, technologies or adjustments without which a learner would **not be able** to access the curriculum or demonstrate their knowledge.
- **PLP – Individualized:** Planning that supports student’s skill development and does not follow the prescribed curriculum.
- **PLP – Adjusted Curriculum:** A course is adjusted when grade level curriculum outcomes of a subject have been changed or deleted in order to address the specific needs of the learner. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.

Note: High School Diplomas are issued by the Department of Education and Early Childhood Development with confirmation from the school that students have met the Graduation Requirements. One version of the High School Diploma will be issued; there is no **Alternative Diploma**.

PLP – Accommodated will not show on high school transcripts. PLP – Adjusted Curriculum and/or PLP – Individualized plans must be indicated on the transcript. No such indication will appear on the diploma. Students’ successful completion of or exemption from the ELPA/R will be noted on the transcript.

III. In the Essential Skills Achievement Pathway – Post-Secondary Education (ESAP-PSE)

The ESAP-PSE recognizes shared ownership for learning where students are actively involved in setting learning targets and timeframes, planning learning paths and tracking progress, and determining how learning will be demonstrated.

Students will attain mastery level in the Foundational Learning Block, achieve mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks and demonstrate a minimum level-two complexity capstone project while showcasing the NB global competencies.

IV. In the Essential Skills Achievement Pathway – Workplace Entry (ESAP-WE) Program

The ESAP-WE will reposition the student within the learning process and recognizes shared ownership for learning where students are actively involved in setting learning targets and timeframes, planning learning paths and tracking progress and determining how learning will be demonstrated. Students will also engage in experiential learning in the workplace.

Students will attain mastery level in the Foundational Learning Block, achieve mastery level in workplace readiness block, and will meet the requirements of an experiential work placement (minimum 400 hours).

Notes

Schools may apply to have a student exempted from the Literacy Credential if the student is following an adjusted or individualized PLP in the English language arts area. See [“Protocols for Accommodations and Exemptions”](#).

Students whose PLP is for accommodations only are expected to participate in the assessment. See [“Protocols for Accommodations and Exemptions”](#).

Schools may apply to have a student exempted from the Literacy Credential if the student is learning English as an Additional Language at A1-A2 levels. See [“Protocols for Accommodations and Exemptions”](#).

Students at B1 level should attempt the ELPA with universal accommodations.

ⁱ Graduation requirements were adjusted for the 2019-21 school years due to school closure from March 19, 2020 to the end of each of the school years (2020 and 2021) and will apply for any students who were enrolled in Grade 11 in the 2019-20 school year but will graduate after June 2021. These adjustments included: Minimum requirements: transcripts to show enrolment in a minimum of 17 of the credits normally

required for graduation and 12 of those must be earned credits. Students who were on track to graduate in June 2020 prior to school closure were granted graduation status. Passing the English Language Proficiency Assessment (ELPA) was not a requirement for June 2020 graduates. Learning at home during the March – June 2020 school closure period was recognized on the transcript as follows: Credit (CR): signifies that a student met the core curricular components of a course through assigned work and formative feedback from the teacher. Enrolled (ENR): signifies that a student was enrolled in a course during second semester and the student chose, or was not able, to complete further assignments to obtain a credit. Courses listed as enrolled were recognized as counting toward the courses required for graduation.

ⁱⁱ Students learning English as an Additional Language (EAL) may use successful completion of EAL Expressions B1.1 and B1.2 (2 credits) to satisfy their Grade 11 English requirement. Students must take Grade 12 English Language Arts (ELA) to satisfy their grade 12 English requirement but can count EAL courses beyond the 180 credit hours as electives.

ⁱⁱⁱ Additional Math credits include: Numbers Relations and Functions 10 (prerequisite for Foundations of Mathematics 110), NBCC Skilled Trades and Work-Ready Mathematics 120, Financial and Workplace Mathematics 120, Foundations of Mathematics 120, Pre-Calculus 110, Pre-Calculus 120A, Precalculus 120B, and Calculus 120.

^{iv} Newcomers who arrived in New Brunswick at age 14 or older, and who have English language levels of A1-B1 on the Common European Framework of Reference (CEFR), may take Social Studies 9: Canadian Identities in place of Modern History 11 as a graduation requirement.

^v Applied Technology and Skilled Trades Courses for Fine Arts/Life Role: Automotive Electrical Systems 120 (Note: if used as a Science credit, it is not permitted in the Fine Arts/Life Role), Culinary Technology 110/120, Electrical Wiring 110, Fashion Design 120, Fashion Technology 110, Framing and Sheathing 110, Housing and Interior Design 120 - IEDEL 1200, Internal Combustion Engines 110, Introduction to Applied Technology 110, Metals Fabrication 110, Metals Processing 110/120, Mill and Cabinet Work 120, Power Train and Chassis 110, Residential Finish 120, Tune-up and Emissions 120.

^v Newcomers in high school with English language levels of A1-B1 on the CEFR may take EAL classes in place of Post-Intensive French 9-10. Given the value of plurilingual competence, students are encouraged to take both EAL and French, but it is recognized that in some cases, this is not the course placement.