

# **Hawaii State Department of Education**

## **Authorized Courses and Code Numbers (ACCN) Guide**

# FOREWORD

This *Authorized Courses and Code Numbers (ACCN) Guide* provides an overview of the official program of studies for students in the public high and intermediate/middle schools of Hawaii. While approved courses cumulatively address state standards, schools must design a specific program of studies that meets students' needs while making maximal use of available resources.

The school's Academic Plan should be the basis for planning and measuring the success of each school's program of study. In the context of the Academic Plan, the ACCN can be used as a starting point to plan and design curriculum, deliver effective instruction, and to develop relevant and appropriate assessments.

The ACCN is a tool to plan and strengthen high and intermediate/middle school instructional programs. Schools articulate services between and among grade levels and subject areas as part of their school design. Emphasis on improving student achievement must determine the instructional program at all Hawaii public schools.

Dr. Christina M. Kishimoto  
Superintendent

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## OVERVIEW

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## GENERAL GUIDELINES FOR THE ACCN COURSES

### PURPOSE FOR THE ACCN

The ACCN displays the official listing of courses for students in Hawaii public high and intermediate/middle schools. Courses are the primary means of curriculum delivery at the secondary level. Courses describe the organized subject-matter instruction within a period. *Courses* provide a standards-based content framework within a semester or year for student learning.

**Purpose.** The purpose of authorizing courses is to ensure a level of standardization among the courses offered at schools. ACCNs ensures equality of opportunity, as well as quality for our students, regardless of where they attend school. Standardizing courses ensure the transferability of credit when a student transfers from one school to another.

**Design.** The ACCN provides flexibility for and reflects what schools need and desire, while still standardizing courses within the state and ensuring rigor in addressing state standards.

### RELATIONSHIP OF GRADUATION AND PROMOTION-RETENTION REQUIREMENTS TO THE ACCN

The ACCN does *not* set graduation requirements; graduation requirements are determined and set by the Board of Education (BOE). The ACCN, however, *reflects* the graduation requirements which are adopted by the BOE.

The ACCN also does not set promotion and retention guidelines. The BOE sets promotion and retention policies, and the Hawaii Department of Education (HIDOE) issues the Promotion-Retention guidelines. Generally, promotion and retention guidelines specify the number of courses a student needs for promotion to the next grade level.

### STANDARDS-BASED ACCN

Each course in the ACCN identifies a set of **course standards**. The course standards are not displayed in this *ACCN Guide*.

**Course standards** consist of the Hawaii Content and Performance Standards (HCPS III), the

Hawaii Core State Standards (CCSS), the Hawaii Core Standards in Social Studies (HCSSS), and the Next Generation Science Standards (NGSS). Appropriate General Learner Outcomes (GLOs) are also associated with some courses.

The **course standards** set *minimum* expectations for the course. Teachers provide students with multiple opportunities to learn and attain the course standards. Teachers may also incorporate and address related goals and objectives in the course.

## **SCHOOL-LEVEL RESPONSIBILITIES FOR IMPLEMENTING THE ACCN AT THE SCHOOL**

Hawaii is a single, statewide school system. As part of their design, schools determine HOW their students learn. The ACCN provides a list of courses which schools may offer. Through these courses, schools provide students with appropriate standards-based learning opportunities.

The ACCN **does not** guide other school-level operational issues such as those listed below. Schools retain flexibility and authority in implementing the ACCN.

- **Delivering effective instruction and assessment.** School instructional staff determine specific course content, as well as designing and delivering instruction to students to foster learning. Teachers use effective instructional strategies and standards-based classroom assessments to help determine how well students have learned.
- **Developing course syllabi.** Teachers—either individually or collectively by groups, teams, or departments and ideally in collaboration with their students—develop the *course syllabus*. The syllabus is a summary outline of the course of study that identifies specific objectives or desired outcomes, selects instructional materials, develops learning activities, related timelines, and determines standards-based assessment.
- **Awarding of grades.** Teachers award course grades. Teachers determine how well a student demonstrates proficiency relative to standards and to what extent that student meets other course requirements reflected in the course grades. See BOE Policy 102-12 for further guidance on reporting student progress and achievement.
- **Awarding of credit.** Teachers determine whether their students have fulfilled the requirements appropriate for the courses they teach. The principal has the final authority to award or waive credits on a “case by case” basis for students enrolled in their school or who transfer into the school from another school system.
- **Scheduling of courses and programming of students.** Schools determine the courses to offer, when offered, which students enroll in courses, and the teachers who teach the courses.
- **Grouping of students.** The ACCN does not suggest restricting courses for certain groups of students. Most courses do not target a particular ability level except for selected special education (SPED) and English Learners (EL), formerly ELD and ESOL courses, which are usually non-credit.

- **Identifying and setting prerequisites for courses.** The ACCN may suggest prerequisites for *sequences* of courses. However, schools have the flexibility of appropriately placing students in courses based on the student's skills and knowledge.
- **Grading and record-keeping.** The school develops its standards-based grading guidelines in keeping with BOE policy and HIDOE guidelines; teachers determine student grades for courses and records are kept at the school level. Registrars are responsible for record keeping at the school.
- **Promoting students from one grade to another.** The BOE sets promotion and retention policies for schools to implement. Within that framework, the principal is the final authority on a student's promotion.
- **Ensuring teacher licensure.** The school determines which teacher is assigned to teach particular courses. However, schools should be aware of and adhere to all state and federal requirements regarding teacher qualifications. The ACCN does not mandate teacher certification or licensing; however, a license is listed for any newly established course. In some cases, because of safety reasons and other specialized requirements, the ACCN may include wording that specific courses be taught only by licensed or certified teachers.

## REQUIRED COURSES

The Superintendent of Education determines specific courses required for graduation (i.e., required courses). The BOE will be informed of any specific course requirements. The BOE sets state policies regarding graduation requirements.

Required and basic elective courses (see Types of Courses) are in effect for the ACCN, unless the Superintendent authorizes changes. When necessary, state content specialists may make recommendations to the Superintendent for changes to the specific courses required for graduation.

## TYPES OF COURSES

Courses are categorized into various types depending on the graduation requirement they address and how they address other student needs. The course types are: required, basic elective, specialized elective, supplementary elective, intensive (non-credit), and general non-credit.

- **REQUIRED.** Required courses are those courses that are specifically named and required (by the Superintendent) to fulfill the graduation requirements for a content area. Required courses are highly correlated to the standards and benchmarks for the content area. All students are expected to take and pass the required courses to graduate.
- **BASIC ELECTIVE.** Course "menus" or options from among which students can pick, and that fulfill a designated graduation requirement (such as four English credits and three science credits) are designated as "basic elective" courses.

- **SPECIALIZED ELECTIVE.** Specialized electives are specialty courses within the various content areas which are not specifically required and which students elect to take. These courses *may* fulfill the elective credit graduation requirement. They *may* also fulfill the two-credit Career and Technical Education (CTE), World Languages, or Fine Arts graduation requirement.
- **SUPPLEMENTARY ELECTIVE.** Supplementary elective courses are “workshop” or “laboratory” type courses usually offered in tandem with required, basic elective or specialized elective courses. Supplementary elective courses provide supplemental instruction and time for students who need this additional help to learn. These courses *may* fulfill the elective credit graduation requirement.
- **WEIGHTED COURSES.** Some high school courses are weighted to encourage students to enroll in courses with content and cognitive demand beyond K-12 academic standards. Weighted courses must meet the following criteria:
  - 100-level course or higher and must be a regular college course (i.e., no remedial coursework, no continuing education or non-degree program courses)
  - Equivalence to an Advanced Placement (AP) Course
  - Pre-requisite requirement of at least a 100 level course
  - Pre-requisite requirement beyond an AP course
  - Equivalence to another weighted course
- **INTENSIVE (NON-CREDIT) COURSES.** These courses address the needs of learners who are achieving well below their grade level benchmarks/standards and who need additional intensive help beyond what required, basic elective, specialized elective or supplementary elective courses can provide. Intensive courses help “below basic” students to acquire foundational, basic skills so that they can participate more independently in the other types of credit courses listed above. Intensive courses also provide students with the requisite skills and knowledge to address the standards and benchmarks at their appropriate grade or learning levels. Intensive courses are non-credit.
  - Like all other courses, intensive courses can be offered *during* the school day or year or *outside of* the school day or year.
  - Existing examples of intensive courses are the non-credit EL courses for students who need assistance in acquiring English (listening, speaking, reading, writing). Please note that other credit EL courses are available for students who have limited English proficiency.
  - Other examples of intensive courses might include basic reading courses (for non-readers or emerging readers who are reading significantly below their present grade level).
- **GENERAL NON-CREDIT COURSES.** Non-credit courses are those which do not substantively address specific state standards at the high and intermediate/middle school benchmark/standard level. They are offered, however, to accommodate student interests, desire for service, or other needs. School service is an example of a non-credit course.

## LENGTH OF COURSES

Courses are either a semester or year in length (intermediate/middle schools also have a quarter-length option) and should be scheduled as such.

DOE Regulation 4530.1, provides general guidance on course length. The regulation states that

“one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year.” This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course).

Most year (1 credit) courses also have been assigned two semester (1/2 credit) course numbers. However, the semester numbers should be used **ONLY** for purposes of awarding credit to students who may not be able to complete the entire year. These semester numbers for year courses are for record-keeping purposes only and not for scheduling of courses. **Year courses should be scheduled only as year courses.** The semester numbers assigned to year courses will appear in the Infinite Campus with an asterisk after the course title to designate the semester course numbers; however, these semester courses should **not** be used for scheduling.

## LEARNING DURING NON-SCHOOL HOURS

Time is a limited commodity in the school schedule. Schools may wish to make use of time outside of the school day and year to extend the range of course offerings or learning opportunities for students. Some students also may require extra time to learn beyond the time provided during the regular school day or the school year. Most of the courses in this document can be scheduled outside of the regular school schedule, if necessary. To the extent that schools have additional resources available (e.g., staff and funding), they can create a schedule that makes use of time outside of regular school hours or the school year. For example, many schools offer make-up courses during the summer months. Some schools also offer selected courses during the summer for advance credit. Since students may find some courses difficult to fit into their schedules, schools may also offer specialized courses—such as XAG1030, Test Preparation for College Entrance Examinations—during the summer or as after- or before-school classes.

## REPEATABILITY OF COURSES

Schools have the authority to allow students to repeat any course. Students should be counseled before repeating any course, especially to determine the need and reasons for repeating, and to counsel students about the ramifications of repeating courses, particularly how it reflects on their transcripts for college admissions. However, except for selected courses, students may apply a course credit only once toward a specific graduation requirement, whether it is a specific course requirement (e.g., English Language Arts) or the elective requirement.

Courses that may be repeated for credit applied toward graduation requirements include the following:

- Directed studies
- Work-study courses
- Community service (maximum one credit can be applied toward elective graduation credit)

For the above courses, each time a course is taken, the course should address different content, content standards, and benchmarks. Teachers, with input from students, are responsible for developing the course outline for directed studies courses. (Independent/directed study is defined as a situation in which the student works independently and/or with a small group on a research study with teachers serving as resources. This method may be used for a portion of a course or the complete course.) Students and teachers must collaborate and plan learning activities for work-study and community service courses, with teachers being responsible for monitoring all student activities.

## **COMBINING OR INTEGRATING COURSES ACROSS CONTENT AREAS**

Two or more courses can be combined and taught in an integrated or thematic manner, but credit can be awarded separately, by content area. For example, American History and English Language Arts 2 can be combined into a back-to-back integrated, year-long, two-credit course with a thematic focus. The courses **must** be scheduled separately and adhere to DOE Regulation 4530.1 with the required number of standards-based instructional minutes in each content area.

The combined, integrated courses should address the course outlines and maintain the integrity of content area standards for each course.

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program (AP) provides students with the opportunity to take college-level courses and earn college credit while still in high school. These courses challenge students to master college-level materials and prepare them for the AP examination. By taking these courses, students will develop skills and study habits that will help them succeed at the college level.

AP courses are to be taught by trained teachers following College Board Advanced Placement course descriptions and only by schools which receive authorization to use the AP designation. Students taking these courses are strongly encouraged to take the AP exams, which are nationally graded on a five-point scale. Generally, scores three and above are considered passing. However, colleges and universities may have different score requirements for the awarding of college credit.

All of the AP courses are grade-weighted on a five-point scale instead of a four-point scale. For example, in computing grade point averages, a “B” in an AP course is given four points. The HIDOE will also accept all weighted AP grades displayed on the student’s official transcript who enter the HIDOE from accredited secondary schools. (Reference DOE Regulation 4510.1)

## **INTERNATIONAL BACCALAUREATE PROGRAM**

The International Baccalaureate Program (IB) is available at schools which have gone through an authorization process and are granted membership in the IB Program which grants the school permission to issue an IB Diploma. The authorization process is designed to ensure that schools are well prepared to implement the program successfully. Schools are required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools. Courses are usually taken over a two-year period in the content area.

All Higher Level IB courses in which there is a corresponding nationally/internationally administered exam are grade-weighted on a five-point scale instead of a four-point scale. Standard Level IB courses will be reviewed by state content specialists to determine if course content is equivalent to the rigor of other weighted courses. If rigor is determined to be equivalent, a weighted grade will be given. (Reference DOE Regulation 4510.1)

## **RUNNING START COURSES**

Running Start is a program that enables high school students to earn dual credit (college and high school graduation credit) for taking and passing Running Start courses. All 100 level and above courses from the University of Hawaii College system are available for dual credit. Running Start courses are held on college campuses and on-line and students must enroll in the Running Start program before taking the course to receive dual credit. That is, they must not only fulfill all registration requirements for and register at the college level, but they must also register for the credit at their high school before taking the course.

Higher education courses may be used for meeting graduation requirements since these courses expect performance and student products similar to college-level courses. If the Running Start course is designated “required” or “basic elective,” it may be used to fulfill the required content area credit for graduation. If the Running Start course is designated a “supplementary” or “specialized elective,” it may be used to fulfill the elective credit requirement for graduation. The course content in the Running Start courses is dictated by post-secondary institutions and is not based on HDOE standards per se, each high school Running Start course reflects a unique ACCN course code, i.e., Running Start courses will not be given numbers of existing ACCN courses. Running Start courses are listed in the Infinite Campus and start with the letter Z.

High schools may submit the Running Start form, located in Section 2 of this Guide, to request new ACCNs for which no Running Start ACCN presently exists.

## **NEW COURSE PROPOSALS**

Schools wishing to offer courses not listed in the ACCN may submit proposals for new courses. New course proposals should focus on content that is not already contained in existing courses.

Procedures and forms for proposing new courses are located in Section 3 of this Guide. All forms must be fully completed and submitted according to the timeline. The approval process begins approximately 6 months prior to the initiation of the course.

## OTHER GUIDELINES

### WORK-BASED LEARNING COURSE GUIDELINES

Work-Based Learning courses provide students with work experience in an existing occupation or career that is related to the student’s program of study. The work experience can be paid or unpaid and may occur during school hours.

All work-based learning courses must comply with Act 24/SLH 2006. Act 24/SLH 2006 has determined that the HIDOE shall be the responsible employer for students placed at private or public sector worksites as part of their work-based learning experience. As the responsible employer, the HIDOE must cover the worker compensation costs should an injury occur to a student placed at a private or public sector worksite.

For students to be covered by workers’ compensation in work-based learning courses, student participants must have a **training agreement** that identifies the expectations for the school site-coordinator (teacher), employer (mentor), student, and parent. The agreement must be signed by all parties.

A **training plan** must also be developed that identifies the learning expectations, assessment practices, and method of communication to be used by all parties involved.

Other requirements for implementing work-based learning courses:

The teacher must assess the suitability of the work site by considering the following:

- Safe working environment
- Appropriateness of the student’s training plan
- Cooperation of site mentor “employer”
- Clearly defined training agreement

The teacher must regularly monitor the student’s work experience (at a minimum twice monthly).

Work-Based Learning courses must meet the following criteria:

CRITERIA	DESCRIPTION
1. Addresses rigorous, challenging standards	Rigorous, relevant, and challenging standards at the appropriate grade level are addressed in the course. The course provides unique or additional opportunities for students to acquire standards at a high level of performance. As with all courses, the General Learner Outcomes must be addressed.
2. Is standards-based	The work being performed must be directly related to the student’s program of study and/or career interest. HCPS and Career Pathway standards provide the bases for curriculum design and delivery; instruction is standards-based—students are provided with direct instructional experiences to learn the standards; assessment of student work is based on the level of proficiency or mastery of content.
3. Is career-focused	The work study course enables students to: (1) explore a specific education, career or life option; (2) develop self-knowledge and self-assessment; and (3) develop skills and attributes necessary to acquire employment.
CRITERIA	DESCRIPTION

4. Provides work experience in a work site setting	The course exposes students <i>directly</i> to the world of work by providing hands-on work experience in a work site setting or on-the-job training in an actual career. A minimum of sixty (60) satisfactory work experience hours must be performed to receive a half (1/2) elective credit.
5. Is provided in conjunction with career counseling and guidance	Students who enroll in the Work-Based Learning courses should be provided with career counseling and guidance. The work experience should be coherent with the student's career goals.

For more information regarding Act 24/SLH 2006, please contact the Career and Technical Education Specialist at the Office of Curriculum and Instructional Design.

Schools wishing to offer courses not listed in the ACCN may submit requests for new course ACCNs by following the procedures listed on the following pages. New courses should focus on content that is not already contained in existing ACCN courses. All courses must substantially address state standards at appropriate grade-level rigor. Schools submitting new course ACCN requests should also provide copies of syllabi and assist other schools wishing to implement the new course.

Any questions may be directed to the OCID staff member who is responsible for the ACCN process or for specific content questions, contact the respective content specialist.

**PROCEDURES FOR REQUESTING NEW COURSES FOR  
THE AUTHORIZED COURSES AND CODE NUMBERS  
(ACCN)**

Requests for new ACCN courses will be reviewed on an **annual** basis, as shown in this timeline and are submitted to be effective the following school year.

ACTIONS	RESPONSIBILITY	TIMELINE
1. School prepares and submits <b>Form ACCN-1</b> (Request for New ACCN Course) <i>with all necessary attachments</i> to Complex Area Superintendent.	School	No later than February 1
2. Complex Area Superintendent makes recommendations and/or comments, signs form, and forwards Form ACCN-1 and attachments to appropriate Office of Curriculum and Instructional Design (OCID) Educational Specialist in OCID.	Complex Area Superintendent	March 1
3. OCID Content Area Specialist/ Educational Specialist reviews Form ACCN-1 and attachments, completes <b>Form ACCN-2</b> (ACCN COURSE MAINTENANCE FORM), and routes Form ACCN-2 to the Instructional Support Branch Director for signature.	OCID Educational Specialist	April 1
4. Instructional Support Branch Director reviews, signs and returns Form ACCN-2 to OCID Educational Specialist.	OCID Instructional Support Branch Director	May 1
5. The requesting school is notified by OCID when the requested ACCN has been created in Infinite Campus.	OCID Educational Specialist	June 1
6. All schools are notified of the new ACCN course via DOE Memos and Notes.	OCID Educational Specialist	September 15

**NOTE:** All steps may be completed earlier than stated in the timeline; however, **late** submittals may not be processed.

**FORM ACCN – 1  
NEW COURSE REQUEST FOR THE AUTHORIZED COURSES AND CODE NUMBERS (ACCN)**

*Please fill out the information below and attach the course syllabus before submittal to Complex Area Superintendent.*

<b>School:</b>	<b>Phone:</b>	<b>Date:</b>	
<b>Complex Area:</b>	<b>Fax:</b>		
<b>Name and Title of Contact Person:</b>	<b>Phone:</b>	<b>Email:</b>	
	<b>Fax:</b>		
<b>Title of Proposed Course (Title must not exceed 30 characters):</b>	<b>Number of Credits:</b>	<b>Prerequisite(s):</b>	<b>Restrictions:</b>
<b>Term: (1 = Quarter, 2 = Semester, 4 = Year)</b>	<b>Request for 5-point Grade Scale: (Weighted)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Repeatable:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Grade Level(s)</b> Beginning Grade: Ending Grade:	<b>ACCN Content Area:</b>	<b>Course Type: (Required, Basic Elective, Specialized Elective, etc.)</b>	<b>Effective School Year:</b>
<b>Course Description (attach sheets if needed):</b>			
<b>The rationale for the proposed course (Explain how the course will improve student achievement and in what area(s). Give relevant student achievement data that shows the need for the course and other reasons). Attach sheets if needed.</b>			
<b>Name, Title, and Organization of Person Developing the Course:</b>			
<b>Principal's Name (Printed or Typed) and Signature of Approval:</b>			<b>Date:</b>
<b>Complex Area Superintendent's Recommendation, Comments, and Signature of Approval:</b>			<b>Date:</b>
<b>OCID Director's Signature:</b>			<b>Date:</b>

*Deadline: No later than 6 months prior to course implementation.*

November 2019

**COURSE SYLLABUS**  
(Attach and submit with FORM ACCN-1)

At a minimum, the syllabus should contain the following items:

1. Course Title
2. Course Description
3. Grade level(s) of students who may enroll in the course
4. Length of Course – year, semester, or quarter
5. Course Type – e.g., required, elective

**COURSE CONTENT:**

6. List of:
  - a. Hawaii content standards addressed
  - b. Grade level or content area standards, and
  - c. Goals and objectives that the course substantively addresses.

Sufficient time, instructional topics, and activities provide appropriate learning opportunities for students to attain proficiency in the standard. Also, the syllabus must indicate how student proficiency for the standards will be assessed.

7. Course topics – indicates the major topics covered.
8. Time frame – indicates the approximate time that will be allowed on each topic.
9. Major instructional activities – provide a brief description of the teaching and learning activities that will assist students in learning the content and skills at a proficient level.
10. Classroom assessment – provide a description of what students will be assessed on, a description of assessment methods, tasks, and criteria.

If possible, link items 6, 7, 8, and 9 by using a table such as the following:

<b>Standard, Grade Level or Course Benchmarks, and other course goals or objectives</b>	<b>Topics and amount of time to be allowed for each topic</b>	<b>Major instructional activities</b>	<b>Assessment: What students will be assessed on; include assessment tasks, methods, and criteria</b>

November 2019

**FORM ACCN-2  
ACCN COURSE MAINTENANCE FORM**

New Course Addition       Course Deletion       Other:

<b>Name of Person Completing Form (Educational Specialist for ACCN Content Area):</b>	<b>Date:</b>
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Term(s):	ACCN Course Code(s):	ACCN Course Title: (Title must not exceed 30 characters)	Number of Credits:
Semester A			
Semester B			
<b>ACCN Content Area:</b>		<b>Graduation Requirement:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Grading Task Credit Type (Graduation credit fulfilled, e.g. Elective, Content Area, Required Elective, etc.):</b>
<b>Course Level (AP, GT, IB, Post Secondary, SpEd, Honors, etc.):</b>	<b>Approved request for 5-point Grade Scale: (Weighted)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Schools (List school codes if ACCN limited to specific schools):</b>	<b>License Required:</b>  <b>Content:</b> <b>Grade Span:</b>
<b>Expiration SY:</b>	<b>School-Granted Exceptions:</b>		

**The following action is requested for the above course:**

- The course will be included in the ACCN as a permanent course.
- The course will be expired in the ACCN.
- Other:

**Additional comments (attach sheets if necessary):**

<b>State Educational Specialist's Name and Signature:</b>	<b>Date:</b>
<b>OCID Branch Director's Name and Signature:</b>	<b>Date:</b>

November 2019

**RUNNING START  
REQUEST FOR NEW AUTHORIZED COURSE CODE NUMBER (ACCN)**

*Please fill in all information below and **attach the course catalog description** before submittal to the Office of Curriculum and Instructional Design (OCID).*

School: Complex Area:	School's Registrar's Phone:	Student:
Grade:	University of Hawaii Campus:	Request for 5-point Grade Scale Approval: (Weighted) <input type="checkbox"/> Check if 5-point scale requested. <input type="checkbox"/> Yes <input type="checkbox"/> No

Counselor's Name: (print)  Signature:	Date Signed:
Principal's Name: (print)  Signature:	Date Signed:
Registrar's Name: (print)  Signature:	Date Signed:

University of Hawaii Campus Course Code and Title: (Attach course catalog description)	Effective School Year:
ACCN Course Type: (Required, Basic Elective, Specialized Elective, etc.)	Grading Task Credit Type (Graduation credit fulfilled, e.g. Elective, Content Area, Required Elective, etc.):
ACCN Content Area:	

Send form to: ACCN Specialist  
OCID  
475 22<sup>nd</sup> Avenue  
Honolulu, HI 96816

Content Area Specialist Name: (print)  Signature:	Date Received:
ACCN Course Code: _____ ACCN Course Title: _____	Date Assigned:

Director or Designee Name: (print)  Signature:	Date Signed:
Copy of form with new ACCN Course Code/Title sent to OITS to <i>input the new ACCN course into Infinite Campus</i>	Date Sent:
Copy of form with new ACCN Course Code/Title sent to School's Registrar <i>Original form kept on file with OCID ACCN Specialist</i>	Date Sent: