

Approved: 4/11-97
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Michael R. O'Neal at 3:30 p.m. on March 19, 1997 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Cindy Wulfkuhle, Committee Secretary

Conferees appearing before the committee:
Representative Mike O'Neal
Tate Flott - Student at Topeka High School

Others attending: See attached list

Hearings on HCR 5021 - Resolution directing the State Board of Education to define basic education and determine suitable funding base, were opened.

Representative Mike O'Neal appeared before the committee as the sponsor of the resolution. He explained that this resolution would hopefully address court opinions across the country and litigation with regard to school finance. He is concerned that the legislature has not addressed what the perimeters are for educational opportunities that should be provided to every student in the state, regardless of where they live. As a result, when a case gets to the courts they have to view the school finance plan on whatever education is being offered in all the districts.

The Representative explained that Hoxie High School Current Events Class complied a Curriculum Comparison Project (Attachment 1) and provided the committee with copies. The Curriculum Comparison Project looked at large, medium, and small districts to see what classes are offered in art, music, and PE/Health. He pointed out that Hutchinson offers Line & Social Dancing under the heading of PE/Health. He questioned if that class should be considered under the umbrella of what is required by the Kansas Constitution.

He provided the committee with a legal memorandum that dealt with case law across the country with regards to what courts are looking at. The conclusion sets out that the Kansas Legislature should define what constitutes a "sufficient" or "basic" education. The case authority makes it clear that educational policy is the province of the state legislature. If the legislature takes affirmative steps to make a determination as to the elements of a "basic" education, it will not only be a stepping stone toward sound educational policy, but it may also preempt intervention by the courts. In the alternative, should the legislatively approved educational policy come under scrutiny by the state courts, it will be entitled to a high degree of deference. (Attachment 2)

Representative O'Neal pointed out that the Wyoming court indicated that it was the duty of the legislature to first, identify "the proper educational package each student is entitled to have..." under the state constitution. Further, the court stated that after the legislature had determined the elements necessary to provide a "proper" education and funded it for all districts, the legislature was free to provide for additional local effort. "The state basket of quality education goods and services available to all school-age youth must be nearly identical from district to district. If a local district then wants to enhance the content of that basket, the legislature can provide a mechanism by which it can be done. But first, before all else, the constitutional basket must be filled." (Attachment 3)

It is up to the Kansas Legislature to protect ourselves from a year to year challenge on school finance. It can be done by defining what "basket of goods" each and every child in the state is going to receive and fund it at 100% with state dollars. However, in order to have a quality education there are additional types of offerings that are needed, and should be funded by traditional funding sources: i.e. state sales taxes, income taxes, and property taxes. The Legislature needs to decide what amount of funding the state would be responsible for with regard to the additional programs and what amount of funding the local effort would be responsible for.

Chairman O'Neal believes that the "basket of goods" should include the arts, music, & physical education. There have been many "suggested" definitions of what should be included in the "basket of goods": The Regents Qualified Admissions Standards, The Mueller Study which suggests using the Carnegie

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 19, 1997.

recommendations, and the State Board of Education is currently looking at high school requirements for graduating. The Legislature needs to decide what every student should be offered, and that becomes the Constitutional mandate as to what should be funded at the state level. As long as the funding is equal and there is a rational basis as to the weighting that is provided, the state should not lose a court case on the formula.

He told the committee that his concept of a definition was broader than any definition currently in use, but less than the total of all the course offerings in Kansas at this time. He had the committee turn its attention back to the Hoxie report. It shows a wide array of offerings in the art, music, & physical education and he challenged anyone to look through the list and say that each school district should be required to offer everything that is on the list and that the state should fund them.

He explained to the committee that in 1992 the Legislature gave school districts the ability to increase their general budget by 25%, with a Local Option Budget, for any reason. In 1995 & 1996, of the \$187 million spent on LOB statewide, over 50% was spent in three areas: special education, teachers salary, and transportation. In other words it was built back into the base. As a result, there is disparity statewide; as much as 30%. This is more than the disparity in 1992.

The Chairman provided the committee with copies of letters that he had received from 10th & 11th grade students at Wichita High School West regarding continued funding for arts, music, & physical health. (Attachment 4 - names have been deleted to protect students) While he complimented them for writing letters to the legislature, he was disappointed by the quality of the letters. "Somewhere along the way the school system failed these students. These are students that state the only reason they attend school is so they can participate in art, music, and physical health, which is probably true, and isn't it sad that the system has failed to teach basic mastery of skills needed in today's society."

The state has the absolute duty to offer an essential core curriculum, fund it, and make sure that students benefit from that "basket of goods" that the state is paying for.

Tate Flott, Student at Topeka High School, appeared before the committee as an opponent of the resolution. He stated that it is highly unlikely that school districts would pick-up the tab for anything that was not funded by the state. He felt the issue was simply being pushed by Christian fundamentalists. (Attachment 5)

The committee meeting adjourned at 5:45 p.m. The next meeting is scheduled for March 20, 1997.

HOUSE EDUCATION COMMITTEE GUEST LIST

DATE: March 19, 1997

| NAME | REPRESENTING |
|-------------------------|-----------------------|
| JUSTIN STOVER | RENO COUNTY (USD 313) |
| Mark Tallman | KASB |
| Robin Lehman | Olathe USD 233 |
| Jacque Duke | SGE |
| Gene Chase | KNFA |
| Scott Hill | SBOE |
| Don Reynolds | Kaw Valley 321 |
| Wendy Spindler | Perry USD 343 |
| Tom Weathers | Topeka, KS. |
| Ruth Finnesch | Cheney |
| Earlene Stover | Buhler, Kan. |
| Ann C. Burnett | USD 501# |
| Rebecca Wark | Steedman |
| Harold Bates | Newton, Kan. |
| Dorise C. Cap | USA |
| Maureen Weeks | KASB |
| Paula Allen | KSDE |
| Jim Edwards | KCCI |
| Barbara Cole | KNFA |

HOUSE EDUCATION COMMITTEE GUEST LIST

DATE: _____

| NAME | REPRESENTING |
|---------------------|-----------------------------|
| Janet Alton | Topeka, KS |
| Diane McClure | Teachers of Humanities Arts |
| Debra C. Balducci | Topeka, KS. USD #450 |
| Tracy Benson | |
| Donna Stephens | Augusta KS USD 402 |
| Marsha Mahan | CAAT |
| Dorothy Pakefeller | LOWV |
| Blair Boyman | Salina, |
| Tim Sullinger | KCSAT |
| Gerald Henderson | USD of KS |
| Bill Wagner | KS DOE |
| Tate Frott | Topeka High School |
| Dave DeLuc | VOCED |
| Marshall | Harris News Service |
| Jim Yonally | USD # 572 |
| M. Hawver | Hawver's Current Report |
| Marianna B. Nothorn | USD 450 |
| | |
| | |

1997 Hoxie High School Curriculum Comparison Project



**Compiled By:
The Hoxie High Current Events Class**

House Education
3-19-97
Attachment 1

1A Schools

**Brewster
Healy
Jennings
Natoma
Northern Valley
Ransom
Triplains
Wallace County**

Brewster

Art

Music

P.E.

None

7-12 Vocal

9th P.E.

Healy

Art

Music

PE/Health

Art

Choir
Band
Contest and Concert

Weightlifting
Health
Advanced PE.

Jennings

Art

None

Music

Band
Vocal

P.E.

P.E./Health
Sexuality and AIDS
Education

Natoma

Art

Art 1
Art 2
Art 3
Art 4

Music

High School Vocal 9
High School Vocal 10
High School Vocal 11
High School Vocal 12
High School Band 9
High School Band 10
High School Band 11
High School Band 12

PE

Physical Education 9

Northern Valley

Art

Art

Music

Vocal

PE/Health

PE I
PE II
Health

Ransom

Art

Drawing & Painting
Design Fundamental
3-Dimensional Art
Art Projects
Advanced Art

Music

Not Listed

P.E.

P.E.
P.E./Health

Triplains

Art

General Art

Music

Concert Band
Vocal Music
Music Theory

P.E.

Freshman P.E.
Advanced P.E.
Health

Wallace County

Art

Drafting
Art

Music

Vocal

P.E.

Freshman Health/ PE
Weights-Conditioning
Advanced PE
Sophomore Health/AM
Fitness

Hoxie - 3A

Art

Line/Value
Color
Shape/Volume
Texture
Research
Critiques
Discussion
Gallery/Studio
Video
Computer
Commercial Apl.

Music

Band
Jazz Ensemble
Concert Choir
Pops Choir
Private Vocal Lessons

PE/Health

Strength
PE and Health

SA Schools

Andover
Ark City
Bishop Carroll
Buhler
Coffeyville
Eldorado
Fort Scott
Goddard
Great Bend
Haysville Campus
Highland Park
Kapaun Mt. Carmel
Independance
McPherson
Newton
Pittsburg
St. Thomas Aquinas
Topeka-Seamen
Valley Center
Winfield

1-15

1-16

Andover

Music

Chamber/Mardirgals
Chorus
Concert Band
Choir
Jazz/Rock Ensemble
Marching Band
Symphonic Band

Art

Introduction to Art
Ceramics 1
Ceramics 2
Ceramics 3
Drawing 1
Drawing 2
Drawing 3
Jewelry 1
Jewelry 2
Jewelry 3
Painting 1
Painting 2
Painting 3
Printmaking 1
Printmaking 2
Printmaking 3
Sculpture 1
Sculpture 2
Sculpture 3
Studio Art

P.E.

Advanced PE
Freshman Health
Freshman PE
Lifetime Fitness
Weight Training

Ark City

Art

Fundamentals
Drawing & Painting 1
Drawing & Painting 2
3 Dimensional Design
Visual Communications
Technology

Music

Band
Symphonic Band
Concert Band
Jazz Band
Orchestra
Symphonic Choir
Boys' Choir
Girls' Choir
Chamber Choir
Arkettes
Ark High Singers

P.E.

Basic P.E.
Advanced P.E.
Advanced Weight Training
Intermediate Weight Training
Life Time Sports & Games
Team Sports-
 Intermediate Swimming
American Red Cross-
 Life Guard Training
Standard First Aid & CPR
Adaptive P.E
Standard First Aid & CPR-
 Review & Renew

Bishop Carroll

Art

Basic Art
Ceramics
Fibers
Drawing

Music

Band
Freshmen Men's Choir
Freshmen Ladies' Choir
Concert Choir
Chanterelle
Madrigal Singers

P.E.

Freshmen P.E. Boys
Freshmen P.E. Girls
Advanced P.E.--
 Individual Sports
Advanced P.E.--
 Team Sports
Beginning Weight Training
Advanced Weight Training

1-18
~~1-19~~

Buhler

Art

Exploration in Art
Drawing
Painting
Sculpture
Lettering
Commercial Art
Ceramics
Advanced Art (2-Deminsional)
Advanced Art (3-Deminsional)

Music

Girls Glee
Concert Choir
Varsity Chorale
Buhler Singers
Crusader Marching Band
Crusader Concert Band
Crusader Symphonic Band
Crusader Wind Ensemble
Crusader Jazz Ensemble
Music Theory
Computer Assisted Music
and Sequencing
Class Piano 1 & 2

P.E.

Freshman Boys PE
Freshman Girls PE
Boys Health
Girls Health
Aerobics
Dance
Recreational Games
Physical Fitness

Coffeyville

Art

Art 1
Art 2
Art 3
Independent Study

Music

Marching Band
Marching Band Camp
Wind Ensemble
Concert Band
Music Theory
Field Kindley Chorus
Tornado Singers
FK Soundwave

PE

PE
Beginning Swimming
Adv. Swimming
Physical Conditioning
Rhythm and Gymnastics
Aerobics

Eldorado

Art

Introduction 2-D
Introduction 3-D
Design/Drawing
Commercial Art Painting
Ceramics
Jewelry
Independent Art

Music

Orchestra
Band
Concert Choir
Chorale

PE/Health

Freshman Boys (A-L) and
(M-2)
Sophomore Boys (A-L) and
(M-2)
Freshman Girls (A-L) and
(M-2)
Sophomore Girls (A-L) and
(M-2)
Health
Aerobics
Physical Development

1-21

~~1-22~~

Fort Scott

Art

Intro. to Design
Drawing and Painting 1
Drawing and Painting 2
Ceramics and Sculpture
Photography
Photo Journalism

Music

Band
Concert Choir
Freshman Choir
Orchestra

PE/Health

Boys Health and PE
Girls Health and PE
Boys Physical Fitness
Girls Body Mechanics

Goddard

Art

Art Exploration
Ceramics and Sculpture 1
Ceramics and Sculpture 2
Computer Graphics
Drawing 1
Drawing 2
Painting 1
Painting 2
Adv. Art Studio
Adv. Art History
Art Aide
Independent Study

Music

Band
Jazz Band
Color Guard
Concert Choir
Ladies Ensemble
Madrigal Singers
Men's Ensemble
Freshmen Ensemble
Theory of Music
Independent Study
Music Aide

PE

Adv. Physical Fitness
Boys PE
Freshman Boys PE
Physical Fitness
Drill Team
Girls' Fitness Improvement
Freshman Girls' PE
PE Aide
Coed Physical Conditioning
and Life Skills

Great Bend

Art

Art 1
3-Dimensions
Graphic Design
Drawing 1
Drawing 2
Painting 1
Painting 2
Fiber 1
Fiber 2
Crafts 1
Crafts 2
Studio Art

Music

Freshman Choir
Sophomore Choir
A Cappella Choir
Madrigal Pop Singers
Concert Choir
Intro. to Music Theory
Freshman Band Marching
Jazz Ensemble
String Ensemble

P.E.

PE 1A
PE 2B
PE 2A
PE 2B
PE 2D
Health

Haysville Campus

Art

Craft Methods
Drawing 1
Drawing 2
Graphic Design
Sculpturing
Painting 1
Painting 2
Ceramics
Fabrics
Art Metals/Plastic
Art Glass/Woods
AP Drawing
AP Painting
AP Ceramics
AP Fabrics
AP Metals/Plastics
AP Glass/Woods

Music

Marching Band
Symphonic Band
Jazz Band
Orchestra
Concert Choir
Symphonic Choir
Treble Choir
Campus Singers

P.E.

Girls PE 1
Boys PE 1
Advanced PE
Badminton/Tabletennis/
Tennis/Golf/Archery/
Volleyball
Weight Training Girls
Weight Training Boys
Aerobics

HIGHLAND PARK

Art

Survey Fine Arts
Design
Ceramics
Advanced Ceramics
Commercial Design
Drawing
Advanced Drawing
Jewelry
Advanced Jewelry
Painting
Advanced Painting
Photography
Advanced Photography
Humanities

Music

Junior Varsity Band
Varsity Band
Stage Band
Strings
Mixed Chorus
Concert Chorus
Choraliers
Scot Singers
Music

Physical Education

Food and Fitness
Health Careers
Team Sports
Senior Leader
Aerobic Conditioning
Weight Training
P. E. and Health Fitness
Lifetime Sports

Kapaun Mount Carmel

Art

Art I
Art II
Art III
Art IV
Ceramics I
Ceramics II

Music

Band
Music Appreciation
Intro. to Instrumental Music
Concert Choir
Mixed Chorus
Girls' Chorus
Men's Ensemble
Women's Ensemble
Madrigal Singers

PE

Adv. PE
Fitness for Life
Contemporary Health Issues
PE I
Weightlifting

Independence

Arts

Design 1
Design 2
Drawing 1
Drawing 2
Painting 1
Painting 2
Ceramics 1
Ceramics 2
Jewelry 1
Independent Study

Music

Marching Band
Concert Band
Orchestra
Mixed Choir
Treble Choir
Concert Choir
Indy Ensemble
Theory 1
Theory 2
Independent Study

PE/Health

Boys PE
Girls PE
Boys Lifetime Sports
Girls Lifetime Sports
Boys Physical Conditioning
Girls Physical Conditioning
Girls Aerobics
Sexuality
Conflict Resolution
Advanced Swimming

McPherson

Art

Art I
Drawing
Painting
Adv. Art
Design
Mental Crafts
Ceramics
Photography

Music

Freshman Boys Chorus
Freshman Girls Chorus
Concert Choir
Sophomore Chorus
Mixed Ensemble (audition)
Jazz Ensemble
Symphonic Band
Band Orchestra
Orchestra

PE/Health

PE I
PE II
Physical Development
Life Sports
Physical Education Leader

Newton

Art

Art Basics
Painting & Drawing 1
Painting & Drawing 2
Design 1
Design 2
Sculpture
Ceramics 1
Ceramics 2
Ceramics 3
Portfolios Art Career

Music

Drama 1
Drama 2
Stage Craft
Light and Sound
Freshman Choir
Chamber Choir
Les Chants
Choraleers
Railaires
Band
Orchestra
Jazz Ensemble 1
Jazz Ensemble 2
Advanced Placement: Music Theory

P.E.

P.E. 1-Fitness
P.E. 1-Health
P.E. 2
Aerobics & Light Weights
Weight Training &
Conditioning
Advanced Swimming/
Lifeguard Training

Pittsburg

Art

Art 1
Art 2
Art 3
Art 4
Creative Studio

Music

Symphonic Band
Orchestra
Mixed Chorus
Concert Choir
Small Ensemble
Jazz Ensemble

P.E.

Health Education
PE Intro.
PE Weightlifting
PE Fall Sports
PE Spring Sports

Saint Thomas Aquina High School

Art

Foundations in Art

Drawing

Painting

Ceramics

Arts & Crafts

Independent Art I

Independent Art II

Independent Art III

Music

Stage Band

Girls Choir

Show Choir

A Cappella Choir

String Instruments

Beginning Band

Basic Jazz Dancing

Advanced Jazz Dancing

Ballroom Dancing

Introduction to Ballet

Tap Dancing

Physical Education

Physical Education &
Health I & II

Advanced Physical Ed.

Weight Training

Girls' Weight Training

Topeka-Seaman

Art

Design 1
Design 2
Drawing 1
Drawing 2
Crafts
Pottery
Painting
Art Appreciation
Computer Illustration
Water Color Painting
College Prep Art
Jewelry 1
Jewelry 2

Music

Viking Band 1
Viking Band 2
Jazz Ensemble
Wind Ensemble
Strings 1
Strings 2
Concert Choir
Show Choir
Broadway Musicals
Adv. Placement Music Theory
"Ladies Of Class"
Vocal And Piano Techniques

P.E.

Aerobics
Concepts of Wellness
General P.E.
Vikettes
Lifetime Sports 1
Lifetime Sports 2

Topeka West

Art

Art History
Survey Fine Arts
Design
Ceramics
Commercial Design
Drawing
Adv. Drawing
Jewelry
Adv. Jewelry
Painting
Adv. Painting
Printmaking
Sculpture
Studio Art
Photography

Music

Freshmen Band
Charger Band
Stage Band
Instrumental Ensemble
TW Chamber Orchestra
Concert Choir
Charger Chorus(Girls)
Charger Glee Club(Boys)
Choralaires
West Singers
A. P. Music Theory

PE

Lifetime Sports
Team Sports
Aerobic Conditioning
Strength Conditioning
Weight Training
Precision Dance
Concepts of PE
Off-Campus PE

1-34

~~1-35~~

~~1-34~~

Valley Center

Art

Art 1
Art 2
Art 3
Advanced Art

Music

Band
Freshmen Choir
Sophomore Choir
Senior Choir
Madrigals
Music Applications
Music Theory and
Technology

P.E.

Freshmen PE
Advanced PE
Beginning Strength
Weight Training
Advanced Weight Training
Physical Development/
Aerobics

Winfield

Art

Basic Art
Drawing I
Advanced Drawing
Painting
Design
Printmaking
Ceramics I & II
Jewelry- Enamel I & II
Commercial Art

Music

Freshman Band
Band
Orchestra
Arsa Nova Chorale
Meister Singers &
Viking Voices
Beginning Guitar
A Cappella Choir
Jazz Ensemble
Music Theory
Music Composition

PE/Health

Freshmen PE.
Health
Aerobics & PE.
Lifetime Sports
Team Sports
Weightlifting
Advanced PE.

6A

Schools

Auburn-Washburn
Blue Valley
Derby
Garden City
Hutchinson
Junction City
Kansas City Public Schools
Lawrence
Leavenworth
Maize
Manhattan
Olathe
Shawnee Heights
Shawnee Missions Schools
Topeka High
Wichita Public

Auburn- Washburn

Art

Art Experiences
Ceramics
Jewelry Making
Graphic Design
Drawing
Painting
Print Making

Music

Beginning Mixed Choir
2 Part Chorus
3 Part Chorus
Beginning Instrumental Music
9th Grade Band
Band
Contemporary Instruments 1
Contemporary Instruments 2
Concert Choir
Washburn Chorale
This Generation Contemporary Ensemble
Jazz 1@2
Percussion Ensemble
Music History
Music Theory
Strings Orchestra

P.E.

Intro To Strength
Basic P.E.
Aerobics Physical /Toning
Advanced P.E.
Strength And Conditioning
Lifetime Physical Activities

Blue Valley

Art

Design Fundamentals
Drawing 1
Drawing 2
Painting 1
Painting 2
Watercolor
Commercial Art 1
Commercial Art 2
Ceramics 1
Ceramics 2
Textile Design & Fibers
Sculpture 1
Sculpture 2
Photography 1
Photography 2
Portfolio Seminar

Music

Concert Choir
Chorale
Chamber Singers
Symphonic Band
Concert Band
Jazz Ensemble
Orchestra
Music Theory

P.E.

General P.E.
Health & Wellness
Individual & Racquet Sports
Weight Training and
Conditioning 1
Weight Training and
Conditioning 2
Lifetime Aerobic Fitness
Recreational Team Sports
Aquatics 1
Aquatics 2
Adaptive P.E.

Derby High School

Physical Education

Physical Education Concepts

Activity Courses, First Semester

Flag Football-Soccer-Bowling-Racketball
Flag Football-Soccer-Volleyball-Basketball
Soccer-Flag Football-Floor Tennis-Wrestling
Soccer-Tennis-Volleyball-Floor Games
Softball-Tennis-Badminton-Bowling
Tennis-Archery-Badminton-Fencing
Tennis-Softball-Racketball-Badminton
Weight Training-Female
Weight Training-Male
Strength and Conditioning

Activity Courses, Second Semester

Badminton-Bowling-Tennis-Golf
Basketball-Floor Games-Flag Football-Soccer
Basketball-Team Handball-Soccer-Softball
Bowling-Badminton-Archery-Tennis
Bowling-Badminton-Golf-Tennis
Table Tennis-Bowling-Golf-Badminton
Team Handball-Floor Games-Softball-Speedway
Weight Training-Female
Weight Training-Male
Strength and Conditioning

Art

Airbrush, Basic
Airbrush, Advanced
Airbrush, Independent
Clay, Fundamentals
Clay, Advanced
Computer Graphics
Drawing, Advanced
Drawing, Advanced Indep.
Drawing & Painting Fund.
Drawing & Painting Adv.
Production Art

Music

Band, Ninth Grade
Band, Varsity
Jazz Ensemble
Orchestra
Chansonettes
Madrigals
Chorales
Philharmonic Choir

Derby High

MUSICAL, VOCAL

| Course Number | Course Title | Grade Level | Credit |
|---------------|--------------------|--------------|--------|
| 378 | Chansonettes | 9- 10-11- 12 | 1 |
| 384 | Madrigals | 9- 10-11- 12 | 1 |
| 386 | Chorales | 9- 10 | 1 |
| 388 | Philharmonic Choir | 10-11- 12 | 1 |

PHYSICAL EDUCATION

| | | | |
|-----|------------------------------|---|-----|
| 400 | Physical Education, Concepts | 9 | 1/2 |
|-----|------------------------------|---|-----|

Activity Courses, First Semester

| | | | |
|-----|--|--------------|-----|
| 401 | Flag Football-Soccer-Bowling-Racketball | 9- 10-11- 12 | 1/2 |
| 402 | Flag Football-Soccer-Volleyball-Basketball | 9- 10-11- 12 | 1/2 |
| 416 | Soccer-Flag Football-Floor Games-Wrestling | 9- 10-11- 12 | 1/2 |
| 403 | Soccer-Tennis-Volleyball-Floor Games | 9- 10-11- 12 | 1/2 |
| 406 | Softball-Tennis-Badminton-Bowling | 9- 10-11- 12 | 1/2 |
| 407 | Tennis-Archery-Badminton-Fencing | 9- 10-11- 12 | 1/2 |
| 408 | Tennis-Softball-Racketball-Badminton | 9- 10-11- 12 | 1/2 |
| 430 | Weight Training - Female | 9- 10-11- 12 | 1/2 |
| 412 | Weight Training - Male | 9- 10-11- 12 | 1/2 |
| 428 | Strength and Conditioning | 9- 10-11- 12 | 1/2 |

Activity Courses, Second Semester

| | | | |
|-----|--|--------------|-----|
| 417 | Badminton-Bowling-Tennis-Golf | 9- 10-11- 12 | 1/2 |
| 418 | Basketball-Floor Games-Flag Football-Soccer | 9- 10-11- 12 | 1/2 |
| 419 | Basketball-Team Handball-Soccer-Softball | 9- 10-11- 12 | 1/2 |
| 420 | Bowling-Badminton-Archery-Tennis | 9- 10-11- 12 | 1/2 |
| 415 | Bowling-Badminton-Golf-Tennis | 9- 10-11- 12 | 1/2 |
| 424 | Table Tennis-Bowling-Golf-Badminton | 9- 10-11- 12 | 1/2 |
| 422 | Team Handball-Floor Games-Softball-Speedway | 9- 10-11- 12 | 1/2 |
| 425 | Team Handball-Wrestling-Basketball-Flag Football | 9- 10-11- 12 | 1/2 |
| 431 | Weight Training - Female | 9- 10-11- 12 | 1/2 |
| 426 | Weight Training - Male | 9- 10-11- 12 | 1/2 |
| 434 | Strength and Conditioning | 9- 10-11- 12 | 1/2 |

SCIENCE

Biological Sciences

| | | | |
|-----|------------------------------|-----------|-----|
| 442 | Biology | 10-11- 12 | 1 |
| 450 | Biology, Senior Honors | 12 | 1 |
| 453 | Human Anatomy and Physiology | 11- 12 | 1/2 |
| 452 | Zoology-Invertebrate | 11- 12 | 1/2 |
| 457 | Zoology-Vertebrate | 11- 12 | 1/2 |

Physical Sciences

| | | | |
|-----|-----------------------------|--------------|-----|
| 443 | Applied Chemistry | 9- 10-11- 12 | 1/2 |
| 444 | Chemistry | 10-11- 12 | 1 |
| 445 | Chemistry, Advanced Honors | 11- 12 | 1 |
| 441 | Earth Science | 9- 10-11- 12 | 1/2 |
| 448 | Physical Science Concepts 1 | 9 | 1/2 |

Garden City

Art

Intro. to Art
Art I
Art II, Drawing &
Composition
Painting I
Painting II
Commercial Art
Sculpture I
Sculpture II
Independent Studies Studio Art
Lep Art

Music

Brown & White Band
Buffalo Band
Jazz Band I
Jazz Band II
Symphony Orchestra
Freshman String Orchestra
Tenor & Bass Choir
Freshman Treble Choir
Sophomore Treble Choir
A Cappella Choir
Les Chantes
Modern Choir
Music Theory
History of Western Music

PE/Health

Health
Dual Sports
Individual Sports
Jogging, Fitness and
Conditioning
Personal Fitness & Aerobics
Adv. Aerobics & Personal
Fitness
Weight Training
Adv. Weight Training
First Aid/Athletic Training
Team Life Sports

Hutchinson

Art

Basic Design
Drawing and Painting 1
Drawing and Painting 2
Advanced
3-Dimensional
Adv. 3-Dimensional
Art and Metals
Ceramics
Adv. Ceramics
Intro to Humanities
Adv. Intro to Humanities

Music

Symphonic orchestra
Band
Jazz Band
Music Theory
Band Technique
Junior Misses
Concert Choir
X-Pressives
Freshman Chorus
Color Squad
Inde. Study Music

PE/Health

Health
PE Concepts
Life and Sports Skills
Adapted PE
Junior Leaders PE
Drill Team
Team Sports
Senior Leaders
Net Sports
Aerobics
Strength
Life Squad Training
Water Safety Inst. Training
Personal fitness
Beginners Racquetball and
Handball
Recreational Act.
Line and Social Dance

Junction City

Art

Art I
Art II
Art III
Art IV

Music

Mixed Choir
Concert Choir
Vocal Jazz Ensemble
Music Theory
Chorale
Survey of Music
Lady Blues Women's Choir
Marching Concert Band
Concert Band I
Wind Ensemble
Concert Band II
Jazz Band

Physical Education

Concepts of PE
Concepts of Health and PE
Lifetime Activities I
Lifetime Activities II
Weight Training
Physical Development & WT
Aerobic Dance and Condit.
Boy's Team Sports
Girl's Team Sports
Individual Sports I
Individual Sports II
Health

Kansas City Public Schools

Art

Design Fundamentals
 Art & Design A
 Art & Design B
 Advertising & Design A
 Advertising & Design B
 Drawing & Design 1A
 Drawing & Design 1B
 Drawing & Design 2A
 Drawing & Design 2B
 Drawing & Painting A
 Drawing & Painting B
 Figure & Portrait A
 Figure & Portrait B
 Printmaking A
 Printmaking B
 Ceramics 1A
 Ceramics 1B
 Ceramics 2A
 Ceramics 2B
 Jewelry 1A
 Jewelry 1B
 Jewelry 2A
 Jewelry 2B
 Sculpture/3-D Design A
 Sculpture/3-D Design B
 Sculpture/3-D Design C
 Computer Arts A
 Computer Arts B
 Computer Arts C
 Art & Photography A
 Art & Photography B
 Stained Glass A
 Stained Glass B
 Drawing/Design A
 Drawing/Design B
 Studio Drawing A
 Studio Drawing B
 Painting A
 Painting B
 Drawing & Printmaking A

Music

Treble Chorus 1A
 Treble Chorus 1B
 Treble Chorus 2A
 Treble Chorus 2B
 Treble Chorus 3A
 Treble Chorus 3B
 Treble Chorus 4A
 Treble Chorus 4B
 Bass Chorus 1A
 Bass Chorus 1B
 Bass Chorus 2A
 Bass Chorus 2B
 Bass Chorus 3A
 Bass Chorus 3B
 Bass Chorus 4A
 Bass Chorus 4B
 Mixed Chorus 1
 Mixed Chorus 2
 Mixed Chorus 3
 Mixed Chorus 4
 Vocal Ensemble 1
 Vocal Ensemble 2
 Vocal Ensemble 3
 Womens' Ensemble 1
 Womens' Ensemble 2
 Womens' Ensemble 3
 A Cappella Choir 1
 A Cappella Choir 2
 A Cappella Choir 3
 Chamber Singers 1
 Chamber Singers 2
 Chamber Singers 3
 Concert Strings 1
 Concert Strings 2
 Concert Strings 3
 Concert Strings 4
 Symphonic Orchestra 1
 Symphonic Orchestra 2
 Symphonic Orchestra 3
 Symphonic Orchestra 4

P.E.

Principles of P.E. A
 Principles of P.E. B
 Health Issues
 Team Sports
 Coaching and Officiating
 Lifetime Sports
 Weight Training 1A
 Weight Training 1B
 Weight Training 2A
 Weight Training 2B
 Weight Training 3A
 Weight Training 3B
 Fitness/Conditioning 1A
 Fitness/Conditioning 1B
 Fitness/Conditioning 2A
 Fitness/Conditioning 2B
 Fitness/Conditioning 3A
 Fitness/Conditioning 3B
 Beginning Swimming
 Advanced Swimming
 and Lifeguarding
 Gymnastics
 Modern Dance A
 Modern Dance B

Art (cont.)

Drawing & Printmaking B
Sculpture 1A
Sculpture 1B
Sculpture 2A
Sculpture 2B
Portfolio A
Portfolio B
Multicultural Art
Art & Design 1
Art & Design 2
Art & Design IBS
Art & Design IBH

Music (cont.)

Freshmen Band 1A
Freshmen Band 2A
Freshmen Band 3A
Freshmen Band 4A
Flags 1A
Flags 2A
Flags 3A
Flags 4A
Concert Band 1B
Concert Band 2B
Concert Band 3B
Concert Band 4B
Symphonic Band 1B
Symphonic Band 2B
Symphonic Band 3B
Symphonic Band 4B
Jazz Band 1
Jazz Band 2
Jazz Band 3
Jazz Band 4
Percussion 1
Percussion 2
Percussion 3
Percussion 4
Music Theory A
Music Theory B
Piano Lab 1A
Piano Lab 1B
Piano Lab 2A
Piano Lab 2B
Piano Lab 3A
Piano Lab 3B
Instrumental Solo/Ensemble 1
Instrumental Solo/Ensemble 2
Instrumental Solo/Ensemble 3
Music IBS
Music IBH

Lawrence

Art

Ceramics/Sculpture
Drawing
Jewelry/Art Metals
Photography
Advanced Photography
Advanced 3-D Studio
Advanced Placement in Art
Humanities
Portfolio

Music

Concert Band
String Orchastra
Symphonic Band
Sophomore Concert Choir A
Sophomore Concert Choir B
Music Theory
Concert Choir
A Capella Choir
Humanities

PE/Health

Health
Physical Fitness
Dance
Gymnastics
Swimming
Team and Individual Sports

Leavenworth

Art

Introduction to Art
2- Dimentional Art
3- Dimentional Art
Advanced Art

Music

A Cappella Choir
Concert Choir
Senior High Band
Chorale
Girls Chorale
Boys Music
Applied Piano Lessons
Music Appreciation
Music Theory

P.E.

Freshmen P.E. & Health
Sophomore P.E.
Advanced Games
Weight Training

Maize

Art

Art 1
Art 2
Art 3
Art 4

Music

Acting 1
Advanced Acting
Drama
Stage Craft
Band 2
Jazz Band
Madrigals
Music College Bound
Select Choir Men
Select Choir Women

P.E.

Health
P.E. 1
P.E. 2
Weightlifting

Manhattan

Art

Art 1
Art 1 assistant
2 Dimensional Art 1
2 Dimensional Art 2
2 Dimensional Art 3
2 Dimensional Art 4
Art Survey
Commercial and Assistant
Ceramics 1
Ceramics 2
Ceramics 3
Ceramics 4
Ceramics Assistant
Jewelry and Sculpture 1
Jewelry and Sculpture 2
Jewelry and Sculpture Assistant
Photography 1
Photography 2
Photography 3
Photography 4
Photography Assistant
Commercial Art Assistant

Music

Marching Band
Symphonic Band
Orchestra and String
Blue Notes
Ensemble
Mens Ensemble
Freshman Ensemble
Pops Choir
Music Theory
Music Assistant

PE

Health and PE
Adaptive PE
Basic Weight Training
Power Lifting
Strength and Development
Aerobics and Trim Time
Advanced Aerobics
Hunting Safety
Intro. to Dance
Net Sports
Life Time Fitness
Tone and Firm with Weights
Running and Jogging
Stretching
Recreational Team
Sports
Current Issues in Health
Volleyball and Basketball
Conditioning
Gym Assistant

Olathe

Art

Drawing 1
Drawing 2
Drawing 3
Drawing 4
Basic Photography
Advanced Photography
Photojournalism
Design
Ceramics
Advanced Ceramics
Commercial Art
Painting
Printmaking
Sculpture
Jewelry
Art Exploration
Gallery/Portfolio

Music

Concert Choir
A Capella Choir
Chorale
Music Theory--Appreciation
Voice
Marching Band
Symphonic Band
Wind Ensemble
Jazz Ensemble
Band Auxiliary
Orchestra

P.E.

NONE GIVEN
(section missing)

1-51

+52

Shawnee Heights

Art

Design
Drawing 1
Drawing 2
Painting 1
Painting 2
Painting 3
Ceramics 1
Ceramics 2
Ceramics 3
Ceramics 4
Jewelry 1
Jewelry 2
Jewelry 3
Sculpture 1
Lettering and Posters
Commercial Art
Photography 1
Photography 2
Story Aspects of Art
Advanced Projects in Art

Music

Mixed Choir
Trebleaires
Choraliers
Freshman Choir
Concert Choir
Marching/Concert Band
Symphonic Band
Fundamentals of Instrumental
Music
Introduction to Jazz
Chamber Orchestra
Concert Orchestra
Symphonic Orchestra

P.E.

Teen Topics
P.E. 1
P.E. 2
P.E. 3
P.E. 4
Recreation 1
Recreation 2
Physical Fitness 1
Foundation of Physical
Conditioning
Advanced Physical
Conditioning

Shawnee Mission Schools

Art

Art Foundations
Acrylic Painting
Design
Drawing
Water Color Painting
Ceramics
Jewelry
Photography 1
Photography 2
Printmaking
Sculpture
Fibers
Commercial Arts
Arts Seminar
Art Independent Study

Music

Choir Ensemble
Girls Choir
Glee Club Girls
Glee Club Boys
Mixed Choir
Orchestra
Beginning Instruments
Band
Folk Guitar
Jazz Ensemble 1
Jazz Ensemble 2
Music Theory
Music Repertory Theatre
Voice Technique
Instrumental Ensemble
Music Independent Study

PE/Health

Foundations of PE
Aquatics
Aerobics
First Aid/ Athletics Training
Gymnastics
Lifetime Sports
Dance
Team Games
Weight Training
Independent Study

Topeka High

Art

Design
Ceramics
Adv. Ceramics
Commercial Design
Drawing
Adv. Drawing
Jewelry
Adv. Jewelry
Painting
Adv. Painting
Independent Study

Music

Gold Band
Trojan Band
Jazz Band
Adv. Jazz Band
Strings
Trojan Men Singers
Women Chorliers
Girls Glee
Mixed Concert Choir
Women Chansonettes
Mixed Madrigals
Music Theory

PE/Health

Team Sports
Strength Conditioning 1
Strength Conditioning 2
Weight Training
Precision Dance/Drill Team
Physical ED. Activities
Lifetime Sports

Wichita Public Schools

Art

AP Studio Art
Art Credit-Special Projects
Art History
Art-Summer
Commercial Design 1
Creative Photography 1
Drawing 1
Painting 1
Experimental Video
Humanities
Intro. To Art
Poetry & Sculpture 1
Special Art Production
3-D Design 1
Transitional Art
Video Production
Visual Communication
Commercial Design 2
Creative Photography 2
Drawing 2
Painting 2
Poetry & Sculpture 2
3-D Design 2

Music

AP Music Theory
Band 2
Concert Choir
Exploration of Musical Inst.
Humanities
Vocal Music
Madrigal Singers
Men's Chorus
Mixed Chorus
Music Appreciation
Music Credit-Special Products
Music Theory-Composition
Orchestra 2
Piano Keyboard
Stage Band
Women's Chorus
Women's Ensemble
Band 3
Orchestra 3

P.E./Health

Aerobics and Fitness
Aquatics
Leadership Ed. and
Training 1
Lifetime Sports
Modified P.E.
Personal Ed. Foundations
Personal & Public Health
Special Performing Groups
Team Sports
Weight Training &
Conditioning
Leadership Ed. and
Training 2
Leadership Ed. and
Training 3
Leadership Ed. and
Training 4

High School Courses
Kansas City, Kansas, Public Schools
1996-97

FINE ARTS

| KCK # | State # | Abbreviation | Code | Title | Credit |
|------------|---------|--------------|------|------------------------|--------|
| ART | | | | | |
| 071101 | 0200 | DESIGNFUND | REG | Design Fundamentals | 1/2 |
| 071103 | 0201 | ARTDESIGNA | REG | Art and Design A | 1/2 |
| 071105 | 0201 | ARTDESIGNB | REG | Art and Design B | 1/2 |
| 071107 | 0201 | ADVERTISEA | REG | Advertising Design A | 1/2 |
| 072107 | 0201 | ADVERTISEB | REG | Advertising Design B | 1/2 |
| 071201 | 0201 | DRAWING 1A | REG | Drawing and Design IA | 1/2 |
| 072201 | 0201 | DRAWING 1B | REG | Drawing and Design IB | 1/2 |
| 072203 | 0201 | DRAWING 2A | REG | Drawing and Design IIA | 1/2 |
| 073203 | 0201 | DRAWING 2B | REG | Drawing and Design IIB | 1/2 |
| 071205 | 0201 | PAINTING A | REG | Drawing and Painting A | 1/2 |
| 072205 | 0201 | PAINTING B | REG | Drawing and Painting B | 1/2 |
| 072207 | 0201 | PORTRAIT A | REG | Figure and Portrait A | 1/2 |
| 072209 | 0201 | PORTRAIT B | REG | Figure and Portrait B | 1/2 |
| 071211 | 0201 | PRNTMKG A | REG | Printmaking A | 1/2 |
| 072211 | 0201 | PRNTMKG B | REG | Printmaking B | 1/2 |
| 072213 | 0201 | PRNTMKG C | REG | Printmaking C | 1/2 |
| 071215 | 0200 | CERAMICS1A | REG | Ceramics IA | 1/2 |
| 072215 | 0201 | CERAMICS1B | REG | Ceramics IB | 1/2 |
| 072217 | 0201 | CERAMICS2A | REG | Ceramics IIA | 1/2 |
| 073217 | 0201 | CERAMICS2B | REG | Ceramics IIB | 1/2 |
| 071301 | 0200 | JEWELRY 1A | REG | Jewelry IA | 1/2 |
| 072301 | 0201 | JEWELRY 1B | REG | Jewelry IB | 1/2 |
| 072303 | 0201 | JEWELRY 2A | REG | Jewelry IIA | 1/2 |
| 073303 | 0201 | JEWELRY 2B | REG | Jewelry IIB | 1/2 |
| 071305 | 0201 | SCULPT3D A | REG | Sculpture/3-D Design A | 1/2 |
| 072305 | 0201 | SCULPT3D B | REG | Sculpture/3-D Design B | 1/2 |
| 072307 | 0201 | SCULPT3D C | REG | Sculpture/3-D Design C | 1/2 |
| 071309 | 0201 | COMP ART A | REG | Computer Arts A | 1/2 |
| 072309 | 0201 | COMP ART B | REG | Computer Arts B | 1/2 |
| 072311 | 0201 | COMP ART C | REG | Computer Arts C | 1/2 |
| 071401 | 0201 | ARTPHOTO A | REG | Art and Photography A | 1/2 |
| 072401 | 0201 | ARTPHOTO B | REG | Art and Photography B | 1/2 |
| 072403 | 0201 | STNGLOSS A | REG | Stained Glass A | 1/2 |
| 072405 | 0201 | STNGLOSS B | REG | Stained Glass B | 1/2 |
| 071501 | 0201 | DRAWING A | ACAD | Drawing/Design A | 1/2 |
| 071503 | 0201 | DRAWING B | ACAD | Drawing/Design B | 1/2 |
| 072501 | 0201 | STUDIORDR A | ACAD | Studio Drawing A | 1/2 |
| 072503 | 0201 | STUDIORDR B | ACAD | Studio Drawing B | 1/2 |
| 072505 | 0201 | PAINTING A | ACAD | Painting A | 1/2 |
| 072507 | 0201 | PAINTING B | ACAD | Painting B | 1/2 |
| 072509 | 0201 | PRNTMKG A | ACAD | Drawing/Printmaking A | 1/2 |
| 072511 | 0201 | PRNTMKG B | ACAD | Drawing/Printmaking B | 1/2 |
| 072513 | 0201 | SCULPT 1A | ACAD | Sculpture IA | 1/2 |
| 072515 | 0201 | SCULPT 1B | ACAD | Sculpture IB | 1/2 |
| 073513 | 0201 | SCULPT 2A | ACAD | Sculpture IIA | 1/2 |
| 073515 | 0201 | SCULPT 2B | ACAD | Sculpture IIB | 1/2 |
| 074513 | 0201 | PRTFOLIO A | ACAD | Portfolio A | 1/2 |

1-56
1-57

| | | | | | |
|--------------|------|------------|------|-------------------------|-----|
| 074515 | 0201 | PRTFOLIO B | ACAD | Portfolio B | 1/2 |
| 073517 | 0201 | MULCULART | ACAD | Multicultural Art | 1/2 |
| 073602 | 0201 | ART/DSGN 1 | IBS | Art and Design I IBS | 1 |
| 074602 | 0201 | ART/DSGN 2 | IBS | Art and Design II IBS | 1 |
| 073604 | 0201 | ART/DSGN 1 | IBH | Art and Design I IBH | 1 |
| 074604 | 0201 | ART/DSGN 2 | IBH | Art and Design II IBH | 1 |
| DANCE | | | | | |
| 061309 | 0801 | MOD DANCEA | REG | Modern Dance A | 1/2 |
| 061311 | 0801 | MOD DANCEB | REG | Modern Dance B | 1/2 |
| MUSIC | | | | | |
| 081001 | 1221 | TREB CH 1A | REG | Treble Chorus IA | 1/2 |
| 081003 | 1221 | TREB CH 1B | REG | Treble Chorus IB | 1/2 |
| 082001 | 1221 | TREB CH 2A | REG | Treble Chorus IIA | 1/2 |
| 082003 | 1221 | TREB CH 2B | REG | Treble Chorus IIB | 1/2 |
| 083001 | 1221 | TREB CH 3A | REG | Treble Chorus IIIA | 1/2 |
| 083003 | 1221 | TREB CH 3B | REG | Treble Chorus IIIB | 1/2 |
| 084001 | 1221 | TREB CH 4A | REG | Treble Chorus IV A | 1/2 |
| 084003 | 1221 | TREB CH 4B | REG | Treble Chorus IV B | 1/2 |
| 081005 | 1200 | BASS CH 1A | REG | Bass Chorus IA | 1/2 |
| 081007 | 1200 | BASS CH 1B | REG | Bass Chorus IB | 1/2 |
| 082005 | 1221 | BASS CH 2A | REG | Bass Chorus IIA | 1/2 |
| 082007 | 1221 | BASS CH 2B | REG | Bass Chorus IIB | 1/2 |
| 083005 | 1221 | BASS CH 3A | REG | Bass Chorus IIIA | 1/2 |
| 083007 | 1221 | BASS CH 3B | REG | Bass Chorus IIIB | 1/2 |
| 084005 | 1221 | BASS CH 4A | REG | Bass Chorus IV A | 1/2 |
| 084007 | 1221 | BASS CH 4B | REG | Bass Chorus IV B | 1/2 |
| 081002 | 1200 | MIXED CH 1 | REG | Mixed Chorus I | 1 |
| 082002 | 1221 | MIXED CH 2 | REG | Mixed Chorus II | 1 |
| 083002 | 1221 | MIXED CH 3 | REG | Mixed Chorus III | 1 |
| 084002 | 1221 | MIXED CH 4 | REG | Mixed Chorus IV | 1 |
| 082004 | 1221 | VOCAL ENS1 | REG | Vocal Ensemble I | 1 |
| 083004 | 1221 | VOCAL ENS2 | REG | Vocal Ensemble II | 1 |
| 084004 | 1221 | VOCAL ENS3 | REG | Vocal Ensemble III | 1 |
| 082006 | 1221 | WOMEN ENS1 | REG | Women's Ensemble I | 1 |
| 083006 | 1221 | WOMEN ENS2 | REG | Women's Ensemble II | 1 |
| 084006 | 1221 | WOMEN ENS3 | REG | Women's Ensemble III | 1 |
| 082008 | 1221 | ACAPPELLA1 | REG | A Cappella Choir I | 1 |
| 083008 | 1221 | ACAPPELLA2 | REG | A Cappella Choir II | 1 |
| 084008 | 1221 | ACAPPELLA3 | REG | A Cappella Choir III | 1 |
| 082010 | 1221 | CHAMBER 1 | REG | Chamber Singers I | 1 |
| 083010 | 1221 | CHAMBER 2 | REG | Chamber Singers II | 1 |
| 084010 | 1221 | CHAMBER 3 | REG | Chamber Singers III | 1 |
| 081102 | 1200 | CONSTRNGS1 | REG | Concert Strings I | 1 |
| 082102 | 1211 | CONSTRNGS2 | REG | Concert Strings II | 1 |
| 083102 | 1211 | CONSTRNGS3 | REG | Concert Strings III | 1 |
| 084102 | 1211 | CONSTRNGS4 | REG | Concert Strings IV | 1 |
| 081104 | 1211 | SYMPHORCH1 | REG | Symphonic Orchestra I | 1 |
| 082104 | 1211 | SYMPHORCH2 | REG | Symphonic Orchestra II | 1 |
| 083104 | 1211 | SYMPHORCH3 | REG | Symphonic Orchestra III | 1 |
| 084104 | 1211 | SYMPHORCH4 | REG | Symphonic Orchestra IV | 1 |
| 081200 | 1200 | FRESH BAND | REG | Freshman Band | 1 |
| 081201 | 1200 | MRCHBAND1A | REG | Marching Band IA | 1/2 |
| 082201 | 1211 | MRCHBAND2A | REG | Marching Band IIA | 1/2 |
| 083201 | 1211 | MRCHBAND3A | REG | Marching Band IIIA | 1/2 |
| 084201 | 1211 | MRCHBAND4A | REG | Marching Band IVA | 1/2 |
| 081203 | 1211 | FLAGS 1A | REG | Flags IA | 1/2 |
| 082203 | 1211 | FLAGS 2A | REG | Flags IIA | 1/2 |

| | | | | | |
|--------|------|------------|-----|------------------------------------|-----|
| 083203 | 1211 | FLAGS 3A | REG | Flags IIIA | 1/2 |
| 084203 | 1211 | FLAGS 4A | REG | Flags IVA | 1/2 |
| 081205 | 1200 | CONBAND 1B | REG | Concert Band IB | 1/2 |
| 082205 | 1211 | CONBAND 2B | REG | Concert Band IIB | 1/2 |
| 083205 | 1211 | CONBAND 3B | REG | Concert Band IIIB | 1/2 |
| 084205 | 1211 | CONBAND 4B | REG | Concert Band IVB | 1/2 |
| 081207 | 1211 | SYMPBAND1B | REG | Symphonic Band IB | 1/2 |
| 082207 | 1211 | SYMPBAND2B | REG | Symphonic Band IIB | 1/2 |
| 083207 | 1211 | SYMPBAND3B | REG | Symphonic Band IIIB | 1/2 |
| 084207 | 1211 | SYMPBAND4B | REG | Symphonic Band IVB | 1/2 |
| 081302 | 1211 | JAZZ BAND1 | REG | Jazz Band I | 1 |
| 082302 | 1211 | JAZZ BAND2 | REG | Jazz Band II | 1 |
| 083302 | 1211 | JAZZ BAND3 | REG | Jazz Band III | 1 |
| 084302 | 1211 | JAZZ BAND4 | REG | Jazz Band IV | 1 |
| 081304 | 1211 | PERCUSS 1 | REG | Percussion I | 1 |
| 082304 | 1211 | PERCUSS 2 | REG | Percussion II | 1 |
| 083304 | 1211 | PERCUSS 3 | REG | Percussion III | 1 |
| 084304 | 1211 | PERCUSS 4 | REG | Percussion IV | 1 |
| 083301 | 1211 | MUSIC TH A | REG | Music Theory A | 1/2 |
| 083303 | 1211 | MUSIC TH B | REG | Music Theory B | 1/2 |
| 082305 | 1211 | PIANOLAB1A | REG | Piano Lab IA | 1/2 |
| 082307 | 1211 | PIANOLAB1B | REG | Piano Lab IB | 1/2 |
| 083305 | 1211 | PIANOLAB2A | REG | Piano Lab IIA | 1/2 |
| 083307 | 1211 | PIANOLAB2B | REG | Piano Lab IIB | 1/2 |
| 084305 | 1211 | PIANOLAB3A | REG | Piano Lab IIIA | 1/2 |
| 084307 | 1211 | PIANOLAB3B | REG | Piano Lab IIIB | 1/2 |
| 082306 | 1211 | INST ENS 1 | REG | Instrumental Solo/ Ensemble I | 1 |
| 083306 | 1211 | INST ENS 2 | REG | Instrumental Solo/ Ensemble II | 1 |
| 084306 | 1211 | INST ENS 3 | REG | Instrumental Solo/ Ensemble III | 1 |
| 085402 | 1287 | MUSIC IBS | IBS | Music IBS | 1 |
| 085404 | 1287 | MUSIC IBH | IBH | Music IBH | 1 |

| THEATRE | | | | | |
|---------|------|------------|-----|--|-----|
| 091102 | 0581 | THEATRE 1 | REG | Theatre I: Introduction | 1 |
| 092102 | 0581 | THEATACT 2 | REG | Theatre II: Acting | 1 |
| 092104 | 0581 | THEATPRD 2 | REG | Theatre II: Technical Production | 1 |
| 093102 | 0581 | THEATACT 3 | REG | Theatre III: Acting | 1 |
| 093104 | 0581 | THEATPRD 3 | REG | Theatre III: Advanced Design and Production | 1 |
| 094102 | 0581 | THEATPRAC4 | REG | Theatre IV: Practicum | 1 |
| 092101 | 0501 | PLAYWRTG | REG | Playwriting | 1/2 |
| 092106 | 0581 | MUS COMEDY | REG | Musical Comedy | 1 |

HUMANITIES

| KCK # | State # | Abbreviation | Code | Title | Credit |
|----------------|---------|--------------|------|---------------------------------------|--------|
| ENGLISH | | | | | |
| 011102 | 0500 | ENGLISH 1 | REG | English I | 1 |
| 011902 | 0500 | ENGLISH 1 | REG | English I--Team 1 | 1 |
| 011904 | 0500 | ENGLISH 1 | REG | English I--Team 2 | 1 |
| 011906 | 0500 | ENGLISH 1 | REG | English I--Team 3 | 1 |
| 011908 | 0500 | ENGLISH 1 | REG | English I--Team 4 | 1 |
| 011901 | 0500 | ENGLISH 1A | REG | English IA (failures) | 1/2 |
| 011903 | 0500 | ENGLISH 1B | REG | English IB (failures) | 1/2 |
| 011104 | 0500 | ENGLISH 1 | HON | English I APP | 1 |
| 012102 | 0501 | ENGLISH 2 | REG | English II | 1 |
| 012901 | 0501 | ENGLISH 2A | REG | English IIA (failures) | 1/2 |
| 012903 | 0501 | ENGLISH 2B | REG | English IIB (failures) | 1/2 |
| 012104 | 0501 | ENGLISH 2 | HON | English II APP | 1 |
| 013102 | 0501 | ENGLISH 3 | REG | English III | 1 |
| 013901 | 0501 | ENGLISH 3A | REG | English IIIA (failures) | 1/2 |
| 013903 | 0501 | ENGLISH 3B | REG | English IIIB (failures) | 1/2 |
| 015104 | 0501 | ENGLISH 3 | AP | English III AP | 1 |
| 014102 | 0501 | ENGLISH 4 | REG | English IV | 1 |
| 014901 | 0501 | ENGLISH 4A | REG | English IVA (fail/early) | 1/2 |
| 014903 | 0501 | ENGLISH 4B | REG | English IVB (fail/early) | 1/2 |
| 015106 | 0501 | ENGLISH 4 | AP | English IV AP | 1 |
| 014202 | 0501 | HUMANITIES | HON | Humanities (Humanities) | 1 |
| 013301 | 0501 | COMPOSE | REG | Composition | 1/2 |
| 014301 | 0501 | ADVCOMPOSE | REG | Advanced Composition | 1/2 |
| 013303 | 0501 | COM/RESRCH | REG | Composition and Research | 1/2 |
| 013401 | 0501 | BIBLE LIT | REG | The Bible as/in Literature | 1/2 |
| 013403 | 0501 | MYTHOLOGY | REG | Mythology | 1/2 |
| 012401 | 0501 | SHORTSTRY | REG | Short Story | 1/2 |
| 012403 | 0501 | CONTEM LIT | REG | Contemporary Literature | 1/2 |
| 015202 | 0501 | TH KNOWL | IB | Theory of Knowledge | 1 |
| 015203 | 0501 | INSTDYENGA | ACAD | Independent Study-- English A | 1/2 |
| 015205 | 0501 | INSTDYENGB | ACAD | Independent Study-- English B | 1/2 |
| 015206 | 0501 | RESRCH ENG | IB | Research Project IB | 1 |
| 015204 | 0501 | ENGLISH 3 | IBH | English III IBH | 1 |
| 015208 | 0501 | ENGLISH 4 | IBH | English IV IBH | 1 |

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|----------------|------|------------|------|--|-----|
| JOURN | | | | | |
| 013501 | 0501 | EVAL MEDIA | REG | Critical Evaluation of Mass Media | 1/2 |
| 013502 | 0521 | COMM MEDIA | ACAD | Communications Media | 1 |
| 011502 | 0521 | JOURNALISM | REG | Journalism | 1 |
| 011501 | 0521 | JOURN A | REG | Journalism A | 1/2 |
| 012502 | 0501 | NEWS PROD1 | REG | Newspaper Production I | 1 |
| 013502 | 0521 | NEWS PROD2 | REG | Newspaper Production II | 1 |
| 014502 | 0521 | NEWS PROD3 | REG | Newspaper Production III | 1 |
| 012504 | 0521 | YRBK PROD1 | REG | Yearbook Production I | 1 |
| 013504 | 0521 | YRBK PROD2 | REG | Yearbook Production II | 1 |
| 014504 | 0521 | YRBK PROD3 | REG | Yearbook Production III | 1 |
| 013506 | 0501 | LITMAGPRD1 | REG | Literary Magazine Production I | 1 |
| 014506 | 0501 | LITMAGPRD2 | REG | Literary Magazine Production II | 1 |
| 011503 | 0521 | PHOTOJOURN | REG | Photojournalism | 1/2 |
| 011505 | 0521 | RADIO/TV | REG | Radio/Television | 1/2 |
| 011507 | 0521 | RAD/TV PRD | REG | Radio/Television Production | 1/2 |
| 012508 | 0521 | RADIOBRDC1 | REG | Radio Broadcasting I | 1 |
| 013508 | 0521 | RADIOBRDC2 | REG | Radio Broadcasting II | 1 |
| 014508 | 0521 | RADIOBRDC3 | REG | Radio Broadcasting III | 1 |
| 012510 | 0521 | TV PROD1 | REG | TV Production I | 1 |
| 013510 | 0521 | TV PROD2 | REG | TV Production II | 1 |
| 014510 | 0521 | TV PROD3 | REG | TV Production III | 1 |
| READING | | | | | |
| 011601 | 0501 | READWRTG1A | NC | Developmental Reading and Writing IA | 1/2 |
| 011603 | 0501 | READWRTG1B | NC | Developmental Reading and Writing IB | 1/2 |
| 012601 | 0501 | READWRTG2A | NC | Developmental Reading and Writing IIA | 1/2 |
| 012603 | 0501 | READWRTG2B | NC | Developmental Reading and Writing IIB | 1/2 |
| 013601 | 0501 | READWRTG3A | NC | Developmental Reading and Writing IIIA | 1/2 |
| 013603 | 0501 | READWRTG3B | NC | Developmental Reading and Writing IIIB | 1/2 |
| 012605 | 0501 | ADV READ | REG | Advanced Reading | 1/2 |
| SPEECH | | | | | |
| 011701 | 0571 | SPEECH A | REG | Speech A | 1/2 |
| 011703 | 0571 | SPEECH B | REG | Speech B | 1/2 |
| 011705 | 0571 | PERSONCOMM | REG | Person-to-Person Communication | 1/2 |
| 011702 | 0501 | FORENSICS1 | REG | Forensics I | 1 |
| 012702 | 0571 | FORENSICS2 | REG | Forensics II | 1 |
| 013702 | 0571 | FORENSICS3 | REG | Forensics III | 1 |
| 014702 | 0571 | FORENSICS4 | REG | Forensics IV | 1 |
| 011707 | 0500 | INT DEBATE | REG | Introduction to Debate | 1/2 |
| 011704 | 0500 | DEBATE 1 | REG | Debate I | 1 |
| 012704 | 0571 | DEBATE 2 | REG | Debate II | 1 |
| 013704 | 0571 | DEBATE 3 | REG | Debate III | 1 |
| 014704 | 0571 | DEBATE 4 | REG | Debate IV | 1 |

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|-----------------|------|------------|------|--|-----|
| 012706 | 0571 | ACAD DEC 1 | REG | Academic Decathlon I | 1 |
| 013706 | 0571 | ACAD DEC 2 | REG | Academic Decathlon II | 1 |
| 014706 | 0571 | ACAD DEC 3 | REG. | Academic Decathlon III | 1 |
| ESL | | | | | |
| 151802 | 0591 | BEG ESL | ESL | Beginning English as a Second Language | 1 |
| 151602 | 0591 | ESL READ 1 | NC | Beginning ESL Reading | 1 |
| 151709 | 0591 | ESL SPCH | NC | Beginning ESL Speech | 1 |
| 151804 | 0591 | INTERM ESL | ESL | Intermediate English as a Second Language | 1 |
| 151604 | 0591 | ESL READ 2 | NC | Intermediate ESL Reading | 1 |
| 151806 | 0591 | ADV ESL | ESL | Advanced English as a Second Language | 1 |
| 151606 | 0591 | ESL READ 3 | NC | Advanced ESL Reading | 1 |
| 151104 | 1500 | WRLD GEOG | ESL | World Geography for Beginning ESL Students | 1 |
| 152102 | 1561 | WRLD HIST | ESL | World History for Beginning ESL Students | 1 |
| 153102 | 1511 | AMER HIST | ESL | American History for Intermediate/Advanced ESL Students | 1 |
| 154101 | 1521 | AMER GOVT | ESL | American Government for Intermediate/Advanced ESL Students | 1/2 |
| 151102 | 1121 | MATHCOMP | ESL | Mathematics Competency for Beginning ESL Students | 1 |
| 151202 | 1300 | PHYS SCI | ESL | Physical Science for Beginning/Intermediate ESL Students | 1 |
| 152202 | 1311 | BIOLOGY 1 | ESL | Biology I for Intermediate/Advanced ESL Students | 1 |
| 151608 | 0591 | READWRTG | ESL | Reading and Writing (PALS) | 1 |
| FOR.LANG | | | | | |
| 051902 | 0600 | SPANISH 1 | REG | Spanish I | 1 |
| 052902 | 0641 | SPANISH 2 | REG | Spanish II | 1 |
| 053902 | 0641 | SPANISH 3 | REG | Spanish III | 1 |
| 054902 | 0641 | SPANISH 4 | HON | Spanish IV Honors | 1 |
| 055902 | 0641 | SPANISH 5 | AP | Spanish V AP | 1 |
| 054912 | 0641 | SPANISH 4 | IBS | Spanish IV IBS | 1 |
| 055912 | 0641 | SPANISH 5 | IBS | Spanish V IBS | 1 |
| 051904 | 0600 | FRENCH 1 | REG | French I | 1 |
| 052904 | 0601 | FRENCH 2 | REG | French II | 1 |
| 053904 | 0601 | FRENCH 3 | REG | French III | 1 |
| 054904 | 0601 | FRENCH 4 | HON | French IV Honors | 1 |
| 055904 | 0601 | FRENCH 5 | AP | French V AP | 1 |
| 054914 | 0601 | FRENCH 4 | IBS | French IV IBS | 1 |
| 055914 | 0601 | FRENCH 5 | IBS | French V IBS | 1 |
| 051906 | 0600 | GERMAN 1 | REG | German I | 1 |
| 052906 | 0611 | GERMAN 2 | REG | German II | 1 |
| 053906 | 0611 | GERMAN 3 | REG | German III | 1 |
| 054906 | 0611 | GERMAN 4 | HON | German IV Honors | 1 |
| 055906 | 0611 | GERMAN 5 | AP | German V AP | 1 |
| 054916 | 0611 | GERMAN 4 | IBS | German IV IBS | 1 |
| 055916 | 0611 | GERMAN 5 | IBS | German V IBS | 1 |

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|----------------|------|------------|------|--|-----|
| 051908 | 0600 | LATIN 1 | REG | Latin I | 1 |
| 052908 | 0621 | LATIN 2 | REG | Latin II | 1 |
| 053908 | 0621 | LATIN 3 | REG | Latin III | 1 |
| 054908 | 0621 | LATIN 4 | HON | Latin IV Honors | 1 |
| 055909 | 0621 | LATIN 5 | AP | Latin V AP | 1 |
| 054919 | 0621 | LATIN 4 | IBS | Latin IV IBS | 1 |
| 055919 | 0621 | LATIN 5 | IBS | Latin V IBS | 1 |
| SOC.ST. | | | | | |
| 041102 | 1500 | WRLD GEOG | REG | World Geography | 1 |
| 041902 | 1500 | WRLD GEOG | REG | World History--Team 1 | 1 |
| 041904 | 1500 | WRLD GEOG | REG | World History--Team 2 | 1 |
| 041906 | 1500 | WRLD GEOG | REG | World History--Team 3 | 1 |
| 041908 | 1500 | WRLD GEOG | REG | World History--Team 4 | 1 |
| 041901 | 1500 | WRLD GEOGA | REG | World Geography A (fail) | 1/2 |
| 041903 | 1500 | WRLD GEOGB | REG | World Geography B (fail) | 1/2 |
| 042102 | 1561 | WRLD HIST | REG | World History | 1 |
| 042901 | 1561 | WRLD HISTA | REG | World History A (fail) | 1/2 |
| 042903 | 1561 | WRLD HISTB | REG | World History B (fail) | 1/2 |
| 043102 | 1511 | AMER HIST | REG | American History | 1 |
| 043901 | 1511 | AMER HISTA | REG | American History A (fail) | 1/2 |
| 043903 | 1511 | AMER HISTB | REG | American History B (fail) | 1/2 |
| 045102 | 1511 | AMER HIST | AP | American History AP | 1 |
| 044101 | 1521 | AMER GOVT | REG | American Government | 1/2 |
| 044901 | 1521 | AMERGOVT A | REG | Amer. Govern. A (fail) | 1/2 |
| 044903 | 1521 | AMERGOVT B | REG | Amer. Govern. B (fail) | 1/2 |
| 045104 | 1521 | AMER GOVT | AP | American Government AP | 1 |
| 045106 | 1561 | EURO HIST | AP | European History AP | 1 |
| 042101 | 1511 | KANSASHIST | REG | Kansas History | 1/2 |
| 043101 | 1511 | RECENTHIST | REG | Recent History | 1/2 |
| 043103 | 1521 | COMP GOVTS | REG | Comparative Governments | 1/2 |
| 043105 | 1521 | INTL REL | REG | International Relations | 1/2 |
| 042103 | 1541 | SOCIOLOGY | REG | Sociology | 1/2 |
| 042105 | 1581 | PSYCHOLOGY | REG | Psychology | 1/2 |
| 042107 | 1511 | ETHNIC STD | REG | Ethnic Studies | 1/2 |
| 044105 | 1531 | ECONOMICS | REG | Economics | 1/2 |
| 042202 | 1521 | PRACT LAW1 | REG | Practical Law I | 1 |
| 043202 | 1521 | PRACT LAW2 | REG | Practical Law II | 1 |
| 044202 | 1521 | STU COURT | REG | Student Court | 1 |
| 041302 | 0831 | JAFROTC 1 | REG | Aerospace Science I | 1 |
| 042302 | 0831 | JAFROTC 2 | REG | Aerospace Science II | 1 |
| 043302 | 0831 | JAFROTC 3 | REG | Aerospace Science III | 1 |
| 044302 | 0831 | JAFROTC 4 | REG | Aerospace Science IV | 1 |
| 043304 | 1531 | ECONOMICS | ACAD | Economics | 1 |
| 045402 | 1511 | AMER HIST | IBS | American History IBS | 1 |
| 045404 | 1511 | AMER HIST1 | IBH | American History I IBH | 1 |
| 045406 | 1511 | AMER HIST2 | IBH | American History II IBH | 1 |
| 045408 | 1531 | ECONOMICS | IBS | Economics IBS | 1 |
| 045410 | 1581 | PSYCHOLOGY | IBS | Psychology IBS | 1 |

SCIENCES

| KCK # | State # | Abbreviation | Code | Title | Credit |
|---------------|---------|--------------|------|----------------------------------|--------|
| COMSCI | | | | | |
| 102101 | 1601 | INTCOMPSCI | VOC | Introduction to Computer Science | 1/2 |
| 103101 | 1601 | COMP APPL | REG | Computer Applications | 1/2 |
| 101101 | 1601 | PASCAL | REG | PASCAL Programming | 1/2 |
| 101103 | 1601 | ADV PROG A | REG | Advanced Programming A | 1/2 |
| 102103 | 1601 | ADV PROG B | REG | Advanced Programming B | 1/2 |
| 105102 | 1601 | ADVCOMPSCI | AP | Advanced Computer Science | 1 |
| 105104 | 1601 | PASCAL | IBS | PASCAL IBS | 1 |
| 105106 | 1601 | PASCAL | IBH | PASCAL IBH | 1 |
| MATH | | | | | |
| 021101 | 1121 | COMPMATH A | NC | Competency Mathematics A | 1/2 |
| 021103 | 1121 | COMPMATH B | NC | Competency Mathematics B | 1/2 |
| 021102 | 1121 | CONS MATH | NC | Consumer Mathematics | 1 |
| 021104 | 1121 | ALGEBRA 1A | NC | Algebra 1A (full year) | 1 |
| 021904 | 1121 | ALGEBRA 1A | NC | Algebra 1A--Team 1 | 1 |
| 021906 | 1121 | ALGEBRA 1A | NC | Algebra 1A--Team 2 | 1 |
| 021908 | 1121 | ALGEBRA 1A | NC | Algebra 1A--Team 3 | 1 |
| 021910 | 1121 | ALGEBRA 1A | NC | Algebra 1A--Team 4 | 1 |
| 022104 | 1121 | ALGEBRA 1B | REG | Algebra 1B (full year) | 1 |
| 021108 | 1121 | ALGEBRA 1 | REG | Algebra 1 | 1 |
| 021912 | 1121 | ALGEBRA 1 | REG | Algebra 1--Team 1 | 1 |
| 021914 | 1121 | ALGEBRA 1 | REG | Algebra 1--Team 2 | 1 |
| 021916 | 1121 | ALGEBRA 1 | REG | Algebra 1--Team 3 | 1 |
| 021918 | 1121 | ALGEBRA 1 | REG | Algebra 1--Team 4 | 1 |
| 021901 | 1121 | ALG 1A | REG | Algebra 1A (failures) | 1/2 |
| 021903 | 1121 | ALG 1B | REG | Algebra 1B (failures) | 1/2 |
| 022106 | 1121 | GEOMETRY | REG | Geometry | 1 |
| 022902 | 1121 | GEOMETRY | REG | Geometry--Team 1 | |
| 022904 | 1121 | GEOMETRY | REG | Geometry--Team 2 | |
| 022906 | 1121 | GEOMETRY | REG | Geometry--Team 3 | |
| 022908 | 1121 | GEOMETRY | REG | Geometry--Team 4 | |
| 022901 | 1121 | GEOM A | REG | Geometry A (failures) | 1/2 |
| 022903 | 1121 | GEOM B | REG | Geometry B (failures) | 1/2 |
| 022108 | 1121 | GEOMETRY | HON | Geometry (Honors) | 1 |
| 023102 | 1121 | ALGEBRA 2 | REG | Algebra II | 1 |
| 023901 | 1121 | ALG 2A | REG | Algebra IIA (failures) | 1/2 |
| 023903 | 1121 | ALG 2B | REG | Algebra IIB (failures) | 1/2 |
| 023104 | 1121 | ALGEBRA 2 | HON | Algebra II (Honors) | 1 |
| 021202 | 1121 | TECH MATH1 | NC | Technical Mathematics I | 1 |
| 021802 | 1121 | TECH MATH1 | NC | Tech Math I--Team 1 | 1 |
| 021804 | 1121 | TECH MATH1 | NC | Tech Math I--Team 2 | 1 |
| 021806 | 1121 | TECH MATH1 | NC | Tech Math I--Team 3 | 1 |
| 021808 | 1121 | TECH MATH1 | NC | Tech Math I--Team 4 | 1 |
| 021801 | 1121 | TECHMATH1A | NC | Tech Math IA (failures) | 1/2 |
| 021803 | 1121 | TECHMATH1B | NC | Tech Math IB (failures) | 1/2 |
| 022202 | 1121 | TECH MATH2 | REG | Technical Mathematics II | 1 |
| 022802 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 1 | 1 |
| 022804 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 2 | 1 |
| 022806 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 3 | 1 |
| 022808 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 4 | 1 |

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| 022801 | 1121 | TECHMATH2A | REG | Tech Math IIA (failures) | 1/2 |
| 022803 | 1121 | TECHMATH2B | REG | Tech Math IIB (failures) | 1/2 |
| 023202 | 1121 | TECH MATH3 | REG | Technical Mathematics III | 1 |
| 023801 | 1121 | TECHMATH3A | REG | Tech Math IIIA (failures) | 1/2 |
| 023803 | 1121 | TECHMATH3B | REG | Tech Math IIIB (failures) | 1/2 |
| 024202 | 1121 | TECH MATH4 | REG | Technical Mathematics IV | 1 |
| 024801 | 1121 | TECHMATH4A | REG | Tech Math IVA (failures) | 1/2 |
| 024803 | 1121 | TECHMATH4B | REG | Tech Math IVB (failures) | 1/2 |
| 024302 | 1121 | FUNST TRIG | REG | Functions, Statistics, and Trigonometry | 1 |
| 023304 | 1121 | FUNST TRIG | HON | Functions, Statistics, and Trigonometry (Honors) | 1 |
| 023306 | 1121 | PRECALC DM | HON | Pre-Calculus and Discrete Mathematics (Honors) | 1 |
| 025304 | 1121 | CALCULUS | AP | Calculus AP | 1 |
| 021402 | 1121 | GEOMETRY | PIB | Geometry Pre-IB | 1 |
| 022402 | 1121 | ALG2TRIG | PIB | Algebra II and Trigonometry Pre-IB | 1 |
| 023402 | 1121 | FUNCTIONS | ACAD | Functions | 1 |
| 024412 | 1121 | DISCT MATH | ACAD | Discrete Mathematics | 1 |
| 024414 | 1121 | INDSTDYMTH | ACAD | Independent Study-- Mathematics | 1 |
| 025404 | 1121 | FUNST TRIG | IBS | Functions, Statistics, and Trigonometry IBS | 1 |
| 025406 | 1121 | PRECALC DM | IBS | Pre-Calculus and Discrete Mathematics IBS | 1 |
| 025408 | 1121 | PRECALC | IBS | Pre-Calculus IBS | 1 |
| 025410 | 1121 | CALCULUS | IBS | Calculus IBS | 1 |
| 025412 | 1121 | PRECALCTRIG | IBH | Pre-Calculus and Trigonometry IBH | 1 |
| 025414 | 1121 | ADV CALC | IBH | Advanced Calculus IBH | 1 |
| P.E. | | | | | |
| 061102 | 0801 | PRIN PE | REG | Principles of Physical Education | 1 |
| 061105 | 0801 | PRIN PE A | REG | Principles of Physical Education A | 1/2 |
| 061107 | 0801 | PRIN PE B | REG | Principles of Physical Education B | 1/2 |
| 062101 | 0802 | HEALTH | REG | Health Issues | 1/2 |
| 062103 | 0801 | TEAMSPTS | REG | Team Sports | 1/2 |
| 062105 | 0801 | COACH OFF | REG | Coaching and Officiating | 1/2 |
| 062107 | 0801 | LIFESPTS | REG | Lifetime Sports | 1/2 |
| 062201 | 0801 | WEIGHTTR1A | REG | Weight Training IA | 1/2 |
| 062203 | 0801 | WEIGHTTR1B | REG | Weight Training IB | 1/2 |
| 063201 | 0801 | WEIGHTTR2A | REG | Weight Training IIA | 1/2 |
| 063203 | 0801 | WEIGHTTR2B | REG | Weight Training IIB | 1/2 |
| 064201 | 0801 | WEIGHTTR3A | REG | Weight Training IIIA | 1/2 |
| 064203 | 0801 | WEIGHTTR3B | REG | Weight Training IIIB | 1/2 |
| 062301 | 0801 | FITNESS 1A | REG | Fitness/Conditioning IA | 1/2 |
| 062303 | 0801 | FITNESS 1B | REG | Fitness/Conditioning IB | 1/2 |
| 063301 | 0801 | FITNESS 2A | REG | Fitness/Conditioning IIA | 1/2 |
| 063303 | 0801 | FITNESS 2B | REG | Fitness/Conditioning IIB | 1/2 |
| 064301 | 0801 | FITNESS 3A | REG | Fitness/Conditioning IIIA | 1/2 |
| 064303 | 0801 | FITNESS 3B | REG | Fitness/Conditioning IIIB | 1/2 |
| 062305 | 0801 | BEG SWIM | REG | Beginning Swimming | 1/2 |
| 062307 | 0801 | ADV SWIM | REG | Advanced Swimming and Lifeguarding | 1/2 |

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| 062309 | 0801 | GYMNASTICS | REG | Gymnastics | 1/2 |
| 061309 | 0801 | MOD DANCEA | REG | Modern Dance A | 1/2 |
| 061311 | 0801 | MOD DANCEB | REG | Modern Dance B | 1/2 |
| SCI | | | | | |
| 031102 | 1300 | PHYS SCI | REG | Physical Science | 1 |
| 031902 | 1300 | PHYS SCI | REG | Team 1 | 1 |
| 031904 | 1300 | PHYS SCI | REG | Team 2 | 1 |
| 031906 | 1300 | PHYS SCI | REG | Team 3 | 1 |
| 031908 | 1300 | PHYS SCI | REG | Team 4 | 1 |
| 031901 | 1300 | PHYS SCI A | REG | Phys. Sci. A (failures) | 1/2 |
| 031903 | 1300 | PHYS SCI B | REG | Phys. Sci. B (failures) | 1/2 |
| 031104 | 1391 | LIFEPHYSICI | ACAD | Life and Physical Science | 1 |
| 032102 | 1311 | BIOLOGY 1 | REG | Biology I | 1 |
| 032901 | 1311 | BIOLOGY 1A | REG | Biology 1A (failures) | 1/2 |
| 032903 | 1311 | BIOLOGY 1B | REG | Biology 1B (failures) | 1/2 |
| 031106 | 1311 | ENV AWARE | REG | Environmental Science | 1 |
| 032107 | 1311 | ADV ENVSCI | REG | Advanced Environmental Science | 1/2 |
| 033102 | 1311 | BIOLOGY 2 | REG | Biology II | 1 |
| 035102 | 1311 | BIOLOGY 2 | AP | Biology II AP | 1 |
| 032101 | 1311 | ANAT PHYS | REG | Anatomy and Physiology | 1/2 |
| 033104 | 1321 | CHEMISTRY 1 | REG | Chemistry I | 1 |
| 033901 | 1321 | CHEM 1A | REG | Chemistry 1A (failures) | 1/2 |
| 033903 | 1321 | CHEM 1B | REG | Chemistry 1B (failures) | 1/2 |
| 034104 | 1321 | CHEMISTRY 2 | REG | Chemistry II | 1 |
| 035104 | 1321 | CHEMISTRY 2 | AP | Chemistry II AP | 1 |
| 033106 | 1331 | PRIN TECH 1 | REG | Principles of Technology I | 1 |
| 034106 | 1331 | PRIN TECH 2 | VOC | Principles of Technology II | 1 |
| 033108 | 1331 | PHYSICS 1 | REG | Physics I | 1 |
| 034108 | 1331 | PHYSICS 2 | REG | Physics II | 1 |
| 035108 | 1331 | PHYSICS 2 | AP | Physics II AP | 1 |
| 032106 | 1311 | GENETICS | REG | Genetics | 1 |
| 033101 | 1311 | BOTANY | REG | Botany | 1/2 |
| 033103 | 1381 | ECOLOGY | REG | Ecology | 1/2 |
| 033105 | 1311 | ZOOLOGY | REG | Zoology | 1/2 |
| 032103 | 1381 | GEOLOGY | REG | Geology | 1/2 |
| 035202 | 1311 | BIOLOGY 1 | IBS | Biology I IBS | 1 |
| 035204 | 1311 | BIOLOGY 1 | IBH | Biology I IBH | 1 |
| 035206 | 1311 | BIOLOGY 2 | IBH | Biology II IBH | 1 |
| 035208 | 1321 | CHEM PHYS | PIB | Chemistry/Physics Pre IB | 1 |
| 035210 | 1321 | CHEMISTRY 1 | IBS | Chemistry I IBS | 1 |
| 035212 | 1321 | CHEMISTRY 2 | IBH | Chemistry II IBH | 1 |
| 035214 | 1331 | PHYSICS 1 | IBS | Physics I IBS | 1 |
| 035216 | 1331 | PHYSICS 1 | IBH | Physics I IBH | 1 |
| 035218 | 1331 | PHYSICS 2 | IBH | Physics II IBH | 1 |
| 035220 | 1311 | SCI RSRCH | ACAD | Science Research | 1 |
| BUS ED | | | | | |
| 111101 | 0300 | KEYBOARD | REG | Keyboarding | 1/2 |
| 112105 | 0399 | INTCOMSCI | VOC | Introduction to Computer Science | 1/2 |
| 113101 | 0399 | BUS LIFESK | VOC | Business Life Skills | 1/2 |
| 112103 | 0399 | GEN BUS | REG | General Business | 1/2 |
| 112102 | 0301 | RCRDKEEP | REG | Recordkeeping | 1 |
| 112104 | 0301 | ACCTNG 1 | VOC | Accounting I | 1 |
| 113104 | 0301 | ACCTNG 2 | VOC | Accounting II | 1 |
| 114104 | 0301 | ACCTNG 3 | VOC | Accounting III (Peachtree) | 1 |
| 114106 | 0331 | VOC JOB TR | VOC | Vocational Job Training | 1 |

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|-----------------|--------|------------|-----|---|-----|
| 114108 | 0331 | VOC JOB TR | VOC | Vocational Job Training | 2 |
| 114202 | 0361 | OFF TECH | VOC | Office Technology | 1 |
| 112202 | 0311 | BUS LAW | REG | Business Law | 1 |
| 113201 | 0351 | DSKTP PUB | VOC | Desktop Publishing | 1/2 |
| 112201 | 0301 | SPRDSHTAPP | VOC | Spreadsheet Applications | 1/2 |
| 112204 | 0351 | WORD PRDOS | VOC | Word Processing DOS | 1 |
| 113204 | 0351 | WORD PRWIN | VOC | Word Processing Windows | 1 |
| 114203 | 0371 | ECONOMICS | REG | Economics | 1/2 |
| 112206 | 040000 | MARKETING | REG | Marketing | 1 |
| 114206 | 040000 | MRKTG ED | REG | Marketing Education | 2 |
| 114208 | 040000 | MRKTGEDOJT | REG | Marketing Education On-the-Job Training | 2 |
| 114302 | 501600 | EXEC INTRN | REG | Executive Internship | 1 |
| 114304 | 501600 | EXEC INTRN | REG | Executive Internship | 2 |
| 111402 | 0399 | ENTREPRE 1 | REG | Entrepreneurship I | 1 |
| 112402 | 0399 | ENTREPRE 2 | VOC | Entrepreneurship II | 1 |
| 113402 | 0399 | ENTREPRE 3 | VOC | Entrepreneurship III | 1 |
| 113401 | 0399 | BUSPROJMGT | REG | Business Project Management | 1/2 |
| 114402 | 0399 | ENTREPRE 4 | VOC | Entrepreneurship IV | 1 |
| 114403 | 0311 | INTL LAW | REG | International Law | 1/2 |
| 114405 | 0399 | INTL BUS | REG | International Business | 1/2 |
| DR.ED. | | | | | |
| 061401 | 0821 | DRIVER ED | REG | Driver Education | 1/4 |
| F&CS | | | | | |
| 122101 | 090101 | CON RESMGT | VOC | Consumer Resource Management | 1/2 |
| 121101 | 0900 | COMP FCS | REG | Comprehensive Family and Consumer Science | 1/2 |
| 122103 | 090101 | FOOD SCI | VOC | Food Science | 1/2 |
| 121103 | 0900 | FOODS A | REG | Foods A | 1/2 |
| 121105 | 0910 | FOODS B | REG | Foods B | 1/2 |
| 122105 | 090101 | NUTRI/WELL | VOC | Nutrition and Wellness | 1/2 |
| 121201 | 0900 | CLOTHING A | REG | Clothing A | 1/2 |
| 121203 | 0910 | CLOTHING B | REG | Clothing B | 1/2 |
| 122201 | 090101 | CHILD DEVA | VOC | Child Development A | 1/2 |
| 122203 | 090101 | CHILD DEVB | VOC | Child Development B | 1/2 |
| 122205 | 090101 | PARENTING | VOC | Parenting | 1/2 |
| 122207 | 090101 | PER/FAMDEV | VOC | Personal and Family Development | 1/2 |
| 122209 | 090101 | BAL WK FAM | VOC | Balancing Work and Family | 1/2 |
| 122211 | 090101 | H&INT DSGN | VOC | Housing and Interior Design | 1/2 |
| TECHED | | | | | |
| 131102 | 1000 | AGILE MFTG | REG | Agile Manufacturing | 1 |
| 132102 | 1051 | METALTECH1 | VOC | Metal Technology I | 1 |
| 133102 | 1051 | METALTECH2 | VOC | Metal Technology II | 1 |
| 134102 | 1051 | METALTECH3 | VOC | Metal Technology III | 1 |
| 132104 | 1061 | PLASTICS 1 | VOC | Plastic Technology I | 1 |
| 133104 | 1061 | PLASTICS 2 | VOC | Plastic Technology II | 1 |
| 134104 | 1061 | PLASTICS 3 | VOC | Plastic Technology III | 1 |
| 132106 | 1081 | WOOD TECH1 | VOC | Wood Technology I | 1 |
| 133106 | 1081 | WOOD TECH2 | VOC | Wood Technology II | 1 |
| 134106 | 1081 | WOOD TECH3 | VOC | Wood Technology III | 1 |
| 131202 | 1000 | COMM TECH | REG | Communications Technology | 1 |

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|-------------|--------|------------|------|-----------------------------|---|
| 131200 | 1021 | DRAFTING 1 | VOC | Drafting I | 1 |
| 132202 | 1021 | DRAFTING 2 | VOC | Drafting II | 1 |
| 133202 | 1021 | DRAFTING 3 | VOC | Drafting III | 1 |
| 134202 | 1021 | DRAFTING 4 | VOC | Drafting IV | 1 |
| 132204 | 1041 | PRINTING 1 | VOC | Printing I | 1 |
| 133204 | 1041 | PRINTING 2 | VOC | Printing II | 1 |
| 134204 | 1041 | PRINTING 3 | VOC | Printing III | 1 |
| 132206 | 1099 | PHOTO 1 | VOC | Photography I | 1 |
| 133206 | 1099 | PHOTO 2 | VOC | Photography II | 1 |
| 134206 | 1099 | PHOTO 3 | VOC | Photography III | 1 |
| 131302 | 1000 | ENGNSYSTMS | REG | Engineering Systems | 1 |
| 132302 | 1071 | AUTO MECH1 | VOC | Automotive Mechanics I | 1 |
| 133302 | 1071 | AUTO MECH2 | VOC | Automotive Mechanics II | 1 |
| 134302 | 1071 | AUTO MECH3 | VOC | Automotive Mechanics III | 1 |
| 132304 | 1099 | ENGN APPLS | VOC | Engineering Applications | 1 |
| 133304 | 1099 | ENGN TRANS | VOC | Engineering Transfer | 1 |
| AVTS | | | | | |
| 144002 | 140000 | ACCTNG | AVTS | Accounting | 4 |
| 144004 | 140000 | ACCTNG | AVTS | Accounting | 5 |
| 144006 | 170301 | AUTOCOLREP | AVTS | Automotive Collision Repair | 4 |
| 144008 | 170302 | AUTO TECH | AVTS | Automotive Technology | 4 |
| 144010 | 171100 | BLDG MAINT | AVTS | Building Maintenance | 4 |
| 144012 | 171001 | BLDGTRADES | AVTS | Building Trades | 4 |
| 144014 | 090101 | CHILD CARE | AVTS | Child Care | 4 |
| 144016 | 140000 | CLERICAL | AVTS | Clerical | 4 |
| 144018 | 140000 | CLERICAL | AVTS | Clerical | 5 |
| 144020 | 170700 | COMM ART | AVTS | Commercial Art | 4 |
| 144022 | 172602 | CSMTLOGY | AVTS | Cosmetology | 6 |
| 144024 | 171300 | DRFTG TECH | AVTS | Drafting Technology | 4 |
| 144026 | 171300 | ELEC TECH | AVTS | Electronic Technology | 4 |
| 144028 | 170605 | HEALTH CRS | AVTS | Health Careers | 4 |
| 144030 | 170199 | HEAT REFRG | AVTS | Heating and Refrigeration | 4 |
| 144032 | 172302 | MACH SHOP | AVTS | Machine Shop | 4 |
| 144034 | 140200 | MICRO APPL | AVTS | Microcomputer Applications | 4 |
| 144036 | 140200 | MICRO APPL | AVTS | Microcomputer Applications | 5 |
| 144040 | 171900 | PRNTG TECH | AVTS | Printing Technology | 4 |
| 144042 | 090101 | PROF COOK | AVTS | Professional Cooking | 4 |
| 144044 | 090101 | PROF COOK | AVTS | Professional Cooking | 5 |
| 144046 | 140000 | SECRETARY | AVTS | Secretarial | 4 |
| 144048 | 140000 | SECRETARY | AVTS | Secretarial | 5 |
| 144050 | 172306 | WELDING | AVTS | Welding | 4 |

Note Complexity!

SPECIAL EDUCATION

| KCK # | State # | Abbreviation | Code | Title | Credit |
|--------|---------|--------------|------|---|--------|
| 161002 | 1906 | I ENGLISH1 | SPED | Interrelated English I SLC--LD | 1 |
| 161012 | 1903 | I ENGLISH1 | SPED | Interrelated English I SLC--EMH | 1 |
| 171002 | 1907 | I ENGLISH1 | SPED | Interrelated English I-- SED | 1 |
| 181002 | 1911 | I ENGLISH1 | SPED | Interrelated English I-- HI | 1 |
| 191002 | 1907 | I ENGLISH1 | SPED | Interrelated English I-- KAW | 1 |
| 162002 | 1906 | I ENGLISH2 | SPED | Interrelated English II SLC--LD | 1 |
| 162012 | 1903 | I ENGLISH2 | SPED | Interrelated English II SLC--EMH | 1 |
| 172002 | 1907 | I ENGLISH2 | SPED | Interrelated English II--SED | 1 |
| 182002 | 1911 | I ENGLISH2 | SPED | Interrelated English II--HI | 1 |
| 192002 | 1907 | I ENGLISH2 | SPED | Interrelated English II-- KAW | 1 |
| 163002 | 1906 | I ENGLISH3 | SPED | Interrelated English III-- SLC--LD | 1 |
| 163012 | 1903 | I ENGLISH3 | SPED | Interrelated English III-- SLC--EMH | 1 |
| 173002 | 1907 | I ENGLISH3 | SPED | Interrelated English III--SED | 1 |
| 183002 | 1911 | I ENGLISH3 | SPED | Interrelated English III--HI | 1 |
| 193002 | 1907 | I ENGLISH3 | SPED | Interrelated English III-- KAW | 1 |
| 164001 | 1906 | IENGLISH4A | SPED | Interrelated English IVA-- SLC--LD | 1/2 |
| 164011 | 1903 | IENGLISH4A | SPED | Interrelated English IVA-- SLC--EMH | 1/2 |
| 174001 | 1907 | IENGLISH4A | SPED | Interrelated English IVA-- SED | 1/2 |
| 184001 | 1911 | IENGLISH4A | SPED | Interrelated English IVA--HI | 1/2 |
| 194001 | 1907 | IENGLISH4A | SPED | Interrelated English IVA-- KAW | 1/2 |
| 164003 | 1906 | IENGLISH4B | SPED | Interrelated English IVB-- SLC--LD | 1/2 |
| 164013 | 1903 | IENGLISH4B | SPED | Interrelated English IVB-- SLC--EMH | 1/2 |
| 174003 | 1907 | IENGLISH4B | SPED | Interrelated English IVB-- SED | 1/2 |
| 184003 | 1911 | IENGLISH4B | SPED | Interrelated English IVB--HI | 1/2 |
| 194003 | 1907 | IENGLISH4B | SPED | Interrelated English IVB-- KAW | 1/2 |
| 161004 | 1906 | I MATH | SPED | Interrelated Mathematics-- SLC--LD | 1 |
| 161014 | 1903 | I MATH | SPED | Interrelated Mathematics-- SLC--EMH | 1 |
| 171004 | 1907 | I MATH | SPED | Interrelated Mathematics-- SED | 1 |
| 181004 | 1911 | I MATH | SPED | Interrelated Mathematics--HI | 1 |
| 191004 | 1907 | I MATH | SPED | Interrelated Mathematics-- KAW | 1 |

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|--------|------|------------|------|--|-----|
| 161006 | 1906 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SLC--LD | 1 |
| 161016 | 1903 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SLC--EMH | 1 |
| 171006 | 1907 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SED | 1 |
| 181006 | 1911 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--HI | 1 |
| 191006 | 1907 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--KAW | 1 |
| 161008 | 1906 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SLC--LD | 1 |
| 161018 | 1903 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SLC--EMH | 1 |
| 171008 | 1907 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SED | 1 |
| 181008 | 1911 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--HI | 1 |
| 191008 | 1907 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--KAW | 1 |
| 161010 | 1906 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SLC--LD | 1 |
| 161020 | 1903 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SLC--EMH | 1 |
| 171010 | 1907 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SED | 1 |
| 181010 | 1911 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--HI | 1 |
| 191010 | 1907 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--KAW | 1 |
| 162010 | 1906 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SLC--LD | 1 |
| 162020 | 1903 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SLC--EMH | 1 |
| 172010 | 1907 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SED | 1 |
| 182010 | 1911 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--HI | 1 |
| 192010 | 1907 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--KAW | 1 |
| 161101 | 1906 | I SCI 1A | SPED | Inter. Science IA--SLC--LD | 1/2 |
| 161111 | 1903 | I SCI 1A | SPED | Inter. Science IA--SLC--EMH | 1/2 |
| 171101 | 1907 | I SCI 1A | SPED | Inter. Science IA--SED | 1/2 |
| 181101 | 1911 | I SCI 1A | SPED | Inter. Science IA--HI | 1/2 |
| 191101 | 1907 | I SCI 1A | SPED | Inter. Science IA--KAW | 1/2 |
| 161103 | 1906 | I SCI 1B | SPED | Inter. Science IB--SLC--LD | 1/2 |
| 161113 | 1903 | I SCI 1B | SPED | Inter. Science IB--SLC--EMH | 1/2 |
| 171103 | 1907 | I SCI 1B | SPED | Inter. Science IB--SED | 1/2 |
| 181103 | 1911 | I SCI 1B | SPED | Inter. Science IB--HI | 1/2 |
| 191103 | 1907 | I SCI 1B | SPED | Inter. Science IB--KAW | 1/2 |
| 162101 | 1906 | I SCI 2A | SPED | Inter. Science IIA--SLC--LD | 1/2 |
| 162111 | 1903 | I SCI 2A | SPED | Inter. Science IIA--SLC--EMH | 1/2 |

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|--------|------|------------|------|---|-----|
| 162103 | 1906 | I SCI 2B | SPED | Inter. Science IIB--SLC--LD | 1/2 |
| 162113 | 1903 | I SCI 2B | SPED | Inter. Science IIB--SLC--EMH | 1/2 |
| 161105 | 1906 | I SOC ST A | SPED | Inter. Social Studies A--SLC--LD | 1/2 |
| 161115 | 1903 | I SOC ST A | SPED | Inter. Social Studies A--SLC--EMH | 1/2 |
| 171105 | 1907 | I SOC ST A | SPED | Inter. Social Studies A--SED | 1/2 |
| 181105 | 1911 | I SOC ST A | SPED | Inter. Social Studies A--HI | 1/2 |
| 191105 | 1907 | I SOC ST A | SPED | Inter. Social Studies A--KAW | 1/2 |
| 161107 | 1906 | I SOC ST B | SPED | Inter. Social Studies B--SLC--LD | 1/2 |
| 161117 | 1903 | I SOC ST B | SPED | Inter. Social Studies B--SLC--EMH | 1/2 |
| 171107 | 1907 | I SOC ST B | SPED | Inter. Social Studies B--SED | 1/2 |
| 181107 | 1911 | I SOC ST B | SPED | Inter. Social Studies B--HI | 1/2 |
| 191107 | 1907 | I SOC ST B | SPED | Inter. Social Studies B--KAW | 1/2 |
| 162105 | 1906 | I WRLDST A | SPED | Inter. World Studies A--SLC--LD | 1/2 |
| 162115 | 1903 | I WRLDST A | SPED | Inter. World Studies A--SLC--EMH | 1/2 |
| 172105 | 1907 | I WRLDST A | SPED | Inter. World Studies A--SED | 1/2 |
| 182105 | 1911 | I WRLDST A | SPED | Inter. World Studies A--HI | 1/2 |
| 192105 | 1907 | I WRLDST A | SPED | Inter. World Studies A--KAW | 1/2 |
| 162107 | 1906 | I WRLDST B | SPED | Inter. World Studies B--SLC--LD | 1/2 |
| 162117 | 1903 | I WRLDST B | SPED | Inter. World Studies B--SLC--EMH | 1/2 |
| 172107 | 1907 | I WRLDST B | SPED | Inter. World Studies B--SED | 1/2 |
| 182107 | 1911 | I WRLDST B | SPED | Inter. World Studies B--HI | 1/2 |
| 192107 | 1907 | I WRLDST B | SPED | Inter. World Studies B--KAW | 1/2 |
| 163105 | 1906 | I AMHIST A | SPED | Interrelated American History A--SLC--LD | 1/2 |
| 163115 | 1903 | I AMHIST A | SPED | Interrelated American History A--SLC--EMH | 1/2 |
| 173105 | 1907 | I AMHIST A | SPED | Interrelated American History A--SED | 1/2 |
| 183105 | 1911 | I AMHIST A | SPED | Interrelated American History A--HI | 1/2 |
| 193105 | 1907 | I AMHIST A | SPED | Interrelated American History A--KAW | 1/2 |
| 163107 | 1906 | I AMHIST B | SPED | Interrelated American History B--SLC--LD | 1/2 |
| 163117 | 1903 | I AMHIST B | SPED | Interrelated American History B--SLC--EMH | 1/2 |
| 173107 | 1907 | I AMHIST B | SPED | Interrelated American History B--SED | 1/2 |
| 183107 | 1911 | I AMHIST B | SPED | Interrelated American History B--HI | 1/2 |
| 193107 | 1907 | I AMHIST B | SPED | Interrelated American History B--KAW | 1/2 |

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|--------|------|-------------|------|--|-----|
| 164105 | 1906 | I AM GOVT | SPED | Interrelated American Government--SLC--LD | |
| 164115 | 1903 | I AM GOVT | SPED | Interrelated American Government--SLC--EMH | 1/2 |
| 174105 | 1907 | I AM GOVT | SPED | Inter. Amer. Gov.--SED | 1/2 |
| 184105 | 1911 | I AM GOVT | SPED | Inter. Amer. Gov.--HI | 1/2 |
| 194105 | 1907 | I AM GOVT | SPED | Inter. Amer. Gov.--KAW | 1/2 |
| 161109 | 1906 | I KEYBRDGA | SPED | Inter. Keyboarding A -- SLC--LD | 1/2 |
| 161119 | 1903 | I KEYBRDGA | SPED | Inter. Keyboarding A-- SLC--EMH | 1/2 |
| 171109 | 1907 | I KEYBRDGA | SPED | Inter. Keyboard A--SED | 1/2 |
| 181109 | 1911 | I KEYBRDGA | SPED | Inter. Keyboard A--HI | 1/2 |
| 191109 | 1907 | I KEYBRDGA | SPED | Inter. Keyboard A--KAW | 1/2 |
| 161111 | 1906 | I KEYBRDGB | SPED | Interrelated Keyboarding B-- SLC--LD | 1/2 |
| 161121 | 1903 | I KEYBRDGB | SPED | Interrelated Keyboarding B-- SLC--EMH | 1/2 |
| 171111 | 1907 | I KEYBRDGB | SPED | Inter. Keyboard B--SED | 1/2 |
| 181111 | 1911 | I KEYBRDGB | SPED | Inter. Keyboard B--HI | 1/2 |
| 191111 | 1907 | I KEYBRDGB | SPED | Inter. Keyboard B--KAW | 1/2 |
| 161113 | 1906 | INTCOMPSCI | SPED | Introduction to Computer Science--SLC--LD | 1/2 |
| 161123 | 1903 | INTCOMPSCI | SPED | Introduction to Computer Science--SLC--EMH | 1/2 |
| 171113 | 1907 | INTCOMPSCI | SPED | Intro.Comp.Sci.--SED | 1/2 |
| 181113 | 1911 | INTCOMPSCI | SPED | Intro.Comp.Sci.--HI | 1/2 |
| 191113 | 1907 | INTCOMPSCI | SPED | Intro.Comp.Sci.--KAW | 1/2 |
| 162201 | 1906 | THNKSHOP1A | SPED | Think Shop 1A--SLC--LD | 1/2 |
| 162211 | 1903 | THNKSHOP1A | SPED | Think Shop 1A--SLC--EMH | 1/2 |
| 162203 | 1906 | THNKSHOP1B | SPED | Think Shop 1B--SLC--LD | 1/2 |
| 162213 | 1903 | THNKSHOP1B | SPED | Think Shop 1B--SLC--EMH | 1/2 |
| 162205 | 1906 | THNKSHOP2A | SPED | Think Shop 2A--SLC--LD | 1/2 |
| 162215 | 1903 | THNKSHOP2A | SPED | Think Shop 2A--SLC--EMH | 1/2 |
| 162207 | 1906 | THNKSHOP2B | SPED | Think Shop 2B--SLC--LD | 1/2 |
| 162217 | 1903 | THNKSHOP2B | SPED | Think Shop 2B--SLC--EMH | 1/2 |
| 161204 | 1906 | VOC EXPLOR | SPED | Vocational Exploration-- SLC--LD | 1 |
| 161214 | 1903 | VOC EXPLOR | SPED | Vocational Exploration-- SLC--EMH | 1 |
| 171204 | 1907 | VOC EXPLOR | SPED | Vocational Exploration--SED | 1 |
| 181204 | 1911 | VOC EXPLOR | SPED | Vocational Exploration--HI | 1 |
| 161205 | 1906 | PER DEVL A | SPED | Personal Development A-- SLC--LD | 1/2 |
| 161215 | 1903 | PER DEVL A | SPED | Personal Development A-- SLC--EMH | 1/2 |
| 161207 | 1906 | PER DEVL B | SPED | Personal Development B-- SLC--LD | 1/2 |
| 161217 | 1903 | PER DEVL B | SPED | Personal Development B-- SLC--EMH | 1/2 |
| 164201 | 1906 | LIVE LEARNA | SPED | Live & Learn A--SLC--LD | 1/2 |
| 164211 | 1903 | LIVE LEARNA | SPED | Live & Learn A--SLC--EMH | 1/2 |
| 174201 | 1907 | LIVE LEARNA | SPED | Live & Learn A--SED | 1/2 |
| 184201 | 1911 | LIVE LEARNA | SPED | Live & Learn A--HI | 1/2 |
| 194201 | 1907 | LIVE LEARNA | SPED | Live & Learn A--KAW | 1/2 |
| 164203 | 1906 | LIVE LEARNB | SPED | Live & Learn B--SLC--LD | 1/2 |
| 164213 | 1903 | LIVE LEARNB | SPED | Live & Learn B--SLC--EMH | 1/2 |

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|--------|------|-------------|------|--------------------------------|-----|
| 174203 | 1907 | LIVE LEARNB | SPED | Live & Learn B--SED | 1/2 |
| 184203 | 1911 | LIVE LEARNB | SPED | Live & Learn B--HI | 1/2 |
| 194203 | 1907 | LIVE LEARNB | SPED | Live & Learn B--KAW | 1/2 |
| 161211 | 1906 | STUDY SK1A | SPED | Study Skills IA--SLC--LD | 1/2 |
| 161221 | 1903 | STUDY SK1A | SPED | Study Skills IA--SLC--EMH | 1/2 |
| 161213 | 1906 | STUDY SK1B | SPED | Study Skills IB--SLC--LD | 1/2 |
| 161223 | 1903 | STUDY SK1B | SPED | Study Skills IB--SLC--EMH | 1/2 |
| 162211 | 1906 | STUDY SK2A | SPED | Study Skills IIA--SLC--LD | 1/2 |
| 162221 | 1903 | STUDY SK2A | SPED | Study Skills IIA--SLC--EMH | 1/2 |
| 162213 | 1906 | STUDY SK2B | SPED | Study Skills IIB--SLC--LD | 1/2 |
| 162223 | 1903 | STUDY SK2B | SPED | Study Skills IIB--SLC--EMH | 1/2 |
| 163211 | 1906 | STUDY SK3A | SPED | Study Skills IIIA--SLC--LD | 1/2 |
| 163221 | 1903 | STUDY SK3A | SPED | Study Skills IIIA--SLC--EMH | 1/2 |
| 163213 | 1906 | STUDY SK3B | SPED | Study Skills IIIB--SLC--LD | 1/2 |
| 163223 | 1903 | STUDY SK3B | SPED | Study Skills IIIB--SLC--EMH | 1/2 |
| 164211 | 1906 | STUDY SK4A | SPED | Study Skills IVA--SLC--LD | 1/2 |
| 164221 | 1903 | STUDY SK4A | SPED | Study Skills IVA--SLC--EMH | 1/2 |
| 164213 | 1906 | STUDY SK4B | SPED | Study Skills IVB--SLC--LD | 1/2 |
| 164223 | 1903 | STUDY SK4B | SPED | Study Skills IVB--SLC--EMH | 1/2 |
| 161206 | 1906 | I READING | SPED | Inter. Reading--SLC--LD | 1 |
| 161216 | 1903 | I READING | SPED | Inter. Reading--SLC--EMH | 1 |
| 171206 | 1907 | I READING | SPED | Inter. Reading--SED | 1 |
| 181206 | 1911 | I READING | SPED | Inter. Reading--HI | 1 |
| 191206 | 1907 | I READING | SPED | Inter. Reading--KAW | 1 |
| 161208 | 1906 | I CRITREAD | SPED | Inter. Critical Read.--SLC--LD | 1 |
| 161218 | 1903 | I CRITREAD | SPED | Inter.Critical Read.--SLC--EMH | 1 |
| 171208 | 1907 | I CRITREAD | SPED | Inter.Critical Read.--SED | 1 |
| 181208 | 1911 | I CRITREAD | SPED | Inter.Critical Read.--HI | 1 |
| 191208 | 1907 | I CRITREAD | SPED | Inter.Critical Read.--KAW | 1 |
| 161301 | 1906 | SOC DEVL1A | SPED | Social Devel. IA--SLC--LD | 1/2 |
| 161311 | 1903 | SOC DEVL1A | SPED | Social Devel. IA--SLC--EMH | 1/2 |
| 161303 | 1906 | SOC DEVL1B | SPED | Social Devel. IB--SLC--LD | 1/2 |
| 161313 | 1903 | SOC DEVL1B | SPED | Social Devel. IB--SLC--EMH | 1/2 |
| 162301 | 1906 | SOC DEVL2A | SPED | Social Devel. IIA--SLC--LD | 1/2 |
| 162311 | 1903 | SOC DEVL2A | SPED | Social Devel. IIA--SLC--EMH | 1/2 |
| 162303 | 1906 | SOC DEVL2B | SPED | Social Devel. IIB--SLC--LD | 1/2 |
| 162313 | 1903 | SOC DEVL2B | SPED | Social Devel. IIB--SLC--EMH | 1/2 |
| 163301 | 1906 | SOC DEVL3A | SPED | Social Devel. IIIA--SLC--LD | 1/2 |
| 163311 | 1903 | SOC DEVL3A | SPED | Social Devel. IIIA--SLC--EMH | 1/2 |
| 163303 | 1906 | SOC DEVL3B | SPED | Social Devel. IIIB--SLC--LD | 1/2 |
| 163313 | 1903 | SOC DEVL3B | SPED | Social Devel. IIIB--SLC--EMH | 1/2 |
| 164201 | 1906 | SOC DEVL4A | SPED | Social Devel. IVA--SLC--LD | 1/2 |
| 164211 | 1903 | SOC DEVL4A | SPED | Social Devel. IVA--SLC--EMH | 1/2 |
| 164303 | 1906 | SOC DEVL4B | SPED | Social Devel. IVB--SLC--LD | 1/2 |
| 164313 | 1903 | SOC DEVL4B | SPED | Social Devel. IVB--SLC--EMH | 1/2 |
| 161305 | 1906 | IND STUD1A | SPED | Ind. Studies IA--SLC--LD | 1/2 |
| 161315 | 1903 | IND STUD1A | SPED | Ind. Studies IA--SLC--EMH | 1/2 |
| 171305 | 1907 | IND STUD1A | SPED | Ind. Studies IA--SED | 1/2 |
| 181305 | 1907 | IND STUD1A | SPED | Ind. Studies IA--KAW | 1/2 |
| 161307 | 1906 | IND STUD1B | SPED | Ind. Studies IB--SLC--LD | 1/2 |
| 161317 | 1903 | IND STUD1B | SPED | Ind. Studies IB--SLC--EMH | 1/2 |
| 171307 | 1907 | IND STUD1B | SPED | Ind. Studies IB--SED | 1/2 |
| 181307 | 1907 | IND STUD1B | SPED | Ind. Studies IB--KAW | 1/2 |
| 162305 | 1906 | IND STUD2A | SPED | Ind. Studies IIA--SLC--LD | 1/2 |
| 162315 | 1903 | IND STUD2A | SPED | Ind. Studies IIA--SLC--EMH | 1/2 |

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|--------|------|------------|------|-----------------------------|-------|
| 172305 | 1907 | IND STUD2A | SPED | Ind. Studies IIA--SED | 1/2 |
| 182305 | 1907 | IND STUD2A | SPED | Ind. Studies IIA--KAW | 1/2 |
| 162307 | 1906 | IND STUD2B | SPED | Ind. Studies IIB--SLC--LD | 1/2 |
| 162317 | 1903 | IND STUD2B | SPED | Ind. Studies IIB--SLC--EMH | 1/2 |
| 172307 | 1907 | IND STUD2B | SPED | Ind. Studies IIB--SED | 1/2 |
| 182307 | 1907 | IND STUD2B | SPED | Ind. Studies IIB--KAW | 1/2 |
| 163305 | 1906 | IND STUD3A | SPED | Ind. Studies IIIA--SLC--LD | 1/2 |
| 163315 | 1903 | IND STUD3A | SPED | Ind. Studies IIIA--SLC--EMH | 1/2 |
| 173305 | 1907 | IND STUD3A | SPED | Ind. Studies IIIA--SED | 1/2 |
| 183305 | 1907 | IND STUD3A | SPED | Ind. Studies IIIA--KAW | 1/2 |
| 163307 | 1906 | IND STUD3B | SPED | Ind. Studies IIIB--SLC--LD | 1/2 |
| 163317 | 1903 | IND STUD3B | SPED | Ind. Studies IIIB--SLC--EMH | 1/2 |
| 173307 | 1907 | IND STUD3B | SPED | Ind. Studies IIIB--SED | 1/2 |
| 183307 | 1907 | IND STUD3B | SPED | Ind. Studies IIIB--KAW | 1/2 |
| 164305 | 1906 | IND STUD4A | SPED | Ind. Studies IVA--SLC--LD | 1/2 |
| 164315 | 1903 | IND STUD4A | SPED | Ind. Studies IVA--SLC--EMH | 1/2 |
| 174305 | 1907 | IND STUD4A | SPED | Ind. Studies IVA--SED | 1/2 |
| 184305 | 1907 | IND STUD4A | SPED | Ind. Studies IVA--KAW | 1/2 |
| 164307 | 1906 | IND STUD4B | SPED | Ind. Studies IVB--SLC--LD | 1/2 |
| 164317 | 1903 | IND STUD4B | SPED | Ind. Studies IVB--SLC--EMH | 1/2 |
| 174307 | 1907 | IND STUD4B | SPED | Ind. Studies IVB--SED | 1/2 |
| 184307 | 1907 | IND STUD4B | SPED | Ind. Studies IVB--KAW | 1/2 |
| 161313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1/2 |
| 161323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1/2 |
| 171313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1 |
| 171323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1 |
| 181313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1 1/2 |
| 181223 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1 1/2 |
| 191313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 2 |
| 191323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 2 |
| 162311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1/2 |
| 162321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1/2 |
| 172311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1 |
| 172321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1 |
| 182311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1 1/2 |
| 182321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1 1/2 |
| 192311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 2 |
| 192321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 2 |
| 162313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1/2 |
| 162323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1/2 |
| 172313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1 |
| 172323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1 |
| 182313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1 1/2 |
| 182323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1 1/2 |
| 192313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 2 |
| 192323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 2 |
| 163311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1/2 |
| 163321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1/2 |
| 173311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1 |
| 173321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1 |
| 183311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1 1/2 |
| 183321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1 1/2 |
| 193311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 2 |
| 193321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 2 |
| 163313 | 1906 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--LD | 1/2 |
| 163323 | 1903 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--EMH | 1/2 |
| 173313 | 1906 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--LD | 1 |

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|------------|------|------------|------|--|-------|
| 173323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 1 |
| 183313 | 1906 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--LD | 1 1/2 |
| 183323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 1 1/2 |
| 193313 | 1906 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--LD | 2 |
| 193323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 2 |
| 164311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 1/2 |
| 164321 | 1903 | WORK EXP4A | SPED | Word Exp.IVA--SLC--EMH | 1/2 |
| 174311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 1 |
| 174321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 1 |
| 184311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 1 1/2 |
| 183321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 1 1/2 |
| 194311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 2 |
| 194321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 2 |
| 164313 | 1906 | WORK EXP4B | SPED | Work Exp.IVB--SLC--LD | 3 1/2 |
| 163323 | 1903 | WORK EXP4B | SPED | Work Exp.IVB--SLC--EMH | 3 1/2 |
| 174313 | 1906 | WORK EXP4B | SPED | Work Exp.IVB--SLC--LD | 4 |
| 174323 | 1903 | WORK EXP4B | SPED | Work Exp.IVB--SLC--EMH | 4 |
| 161310 | 1907 | MATH 2 | SPED | Mathematics II--SED | 1 |
| 171310 | 1911 | MATH 2 | SPED | Mathematics II--HI | 1 |
| 181310 | 1907 | MATH 2 | SPED | Mathematics II--KAW | 1 |
| 162310 | 1907 | MATH 3 | SPED | Mathematics III--SED | 1 |
| 172310 | 1911 | MATH 3 | SPED | Mathematics III--HI | 1 |
| 182310 | 1907 | MATH 3 | SPED | Mathematics III--KAW | 1 |
| 163310 | 1907 | MATH 4 | SPED | Mathematics IV--SED | 1 |
| 173310 | 1911 | MATH 4 | SPED | Mathematics IV--HI | 1 |
| 183310 | 1907 | MATH 4 | SPED | Mathematics IV--KAW | 1 |
| 161312 | 1907 | LIFE SK 1 | SPED | Life Skills I--SED | 1 |
| 171312 | 1907 | LIFE SK 1 | SPED | Life Skills I--KAW | 1 |
| 162312 | 1907 | LIFE SK 2 | SPED | Life Skills II--SED | 1 |
| 172312 | 1907 | LIFE SK 2 | SPED | Life Skills II--KAW | 1 |
| 163312 | 1907 | LIFE SK 3 | SPED | Life Skills III--SED | 1 |
| 173312 | 1907 | LIFE SK 3 | SPED | Life Skills III--KAW | 1 |
| 164312 | 1907 | LIFE SK 4 | SPED | Life Skills IV--SED | 1 |
| 173212 | 1907 | LIFE SK 4 | SPED | Life Skills IV--KAW | 1 |
| ADP | | | | | |
| 161402 | 1906 | ADP ALG | SPED | Adapted Algebra--SLC--LD | 1 |
| 161412 | 1903 | ADP ALG | SPED | Adp. Algebra--SLC--EMH | 1 |
| 171402 | 1907 | ADP ALG | SPED | Adp. Algebra--SED | 1 |
| 181402 | 1911 | ADP ALG | SPED | Adp. Algebra--HI | 1 |
| 191402 | 1907 | ADP ALG | SPED | Adp. Algebra--KAW | 1 |
| 162402 | 1906 | ADP GEOM | SPED | Adp. Geometry--SLC--LD | 1 |
| 162412 | 1903 | ADP GEOM | SPED | Adp. Geometry--SLC--EMH | 1 |
| 172402 | 1907 | ADP GEOM | SPED | Adp. Geometry--SED | 1 |
| 182402 | 1911 | ADP GEOM | SPED | Adp. Geometry--HI | 1 |
| 192402 | 1907 | ADP GEOM | SPED | Adp. Geometry--KAW | 1 |
| 161404 | 1906 | ADP BIOL | SPED | Adp. Biology--SLC--LD | 1 |
| 161414 | 1903 | ADP BIOL | SPED | Adp. Biology--SLC--EMH | 1 |
| 171404 | 1907 | ADP BIOL | SPED | Adp. Biology--SED | 1 |
| 181404 | 1911 | ADP BIOL | SPED | Adp. Biology--HI | 1 |
| 191404 | 1907 | ADP BIOL | SPED | Adp. Biology--KAW | 1 |
| 161406 | 1906 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SLC--LD | 1 |
| 161416 | 1903 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SLC--EMH | 1 |
| 171406 | 1907 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SED | 1 |

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|--------------|------|------------|------|---|---|
| 181406 | 1911 | ADPSCITECH | SPED | Adp. Science Tech. and Society--HI | 1 |
| 191406 | 1907 | ADPSCITECH | SPED | Adp. Science Tech. and Society--KAW | 1 |
| 161408 | 1907 | ADP HEALTH | SPED | Adapted Health--KAW | 1 |
| 161410 | 1907 | ADP PHYSED | SPED | Adp. Physical Ed.--KAW | 1 |
| FUNCT | | | | | |
| 161502 | 1914 | DOM LIVE 1 | SPED | Domestic Living I--SMH | 2 |
| 162502 | 1914 | DOM LIVE 2 | SPED | Domestic Living II--SMH | 2 |
| 163502 | 1914 | DOM LIVE 3 | SPED | Domestic Living III--SMH | 2 |
| 164502 | 1914 | DOM LIVE 4 | SPED | Domestic Living IV--SMH | 2 |
| 161504 | 1914 | VOC 1 | SPED | Vocational I--SMH | 3 |
| 162504 | 1914 | VOC 2 | SPED | Vocational II--SMH | 3 |
| 163504 | 1914 | VOC 3 | SPED | Vocational III--SMH | 3 |
| 164504 | 1914 | VOC 4 | SPED | Vocational IV--SMH | 3 |
| 161506 | 1914 | COMM INST1 | SPED | Community-Based Instruction I--SMH | 2 |
| 162506 | 1914 | COMM INST2 | SPED | Community-Based Instruction II--SMH | 2 |
| 163506 | 1914 | COMM INST3 | SPED | Community-Based Instruction III--SMH | 2 |
| 164506 | 1914 | COMM INST4 | SPED | Community-Based Instruction IV--SMH | 2 |
| 161508 | 1914 | PELEISURE1 | SPED | PE/Leisure Activity I--SMH | 1 |
| 162508 | 1914 | PELEISURE2 | SPED | PE/Leisure Activity II--SMH | 1 |
| 163508 | 1914 | PELEISURE3 | SPED | PE/Leisure Activity III--SMH | 1 |
| 164508 | 1914 | PELEISURE4 | SPED | PE/Leisure Activity IV--SMH | 1 |
| 161602 | 1904 | FN ACAD 1 | SPED | Functional Acad. I--FUN | 2 |
| 162602 | 1904 | FN ACAD 2 | SPED | Functional Acad. II--FUN | 2 |
| 163602 | 1904 | FN ACAD 3 | SPED | Functional Acad. III--FUN | 2 |
| 161604 | 1904 | VOC EXP 1 | SPED | Vocational Exp. I--FUN | 3 |
| 162604 | 1904 | VOC EXP 2 | SPED | Vocational Exp. II--FUN | 3 |
| 163604 | 1904 | VOC EXP 3 | SPED | Vocational Exp. III--FUN | 3 |
| 164604 | 1904 | VOC EXP 4 | SPED | Vocational Exp. IV--FUN | 3 |
| 161606 | 1904 | LEIS & PE1 | SPED | Leisure Activity/PE I--FUN | 1 |
| 162606 | 1904 | LEIS & PE2 | SPED | Leisure Activity/PE II--FUN | 1 |
| 163606 | 1904 | LEIS & PE3 | SPED | Leisure Activity/PE III--FUN | 1 |
| 164606 | 1904 | LEIS & PE4 | SPED | Leisure Activity/PE IV--FUN | 1 |
| 161608 | 1904 | INT LIFE 1 | SPED | Integ. Life Studies I--FUN | 2 |
| 162608 | 1904 | INT LIFE 2 | SPED | Integ. Life Studies II--FUN | 2 |
| 163608 | 1904 | INT LIFE 3 | SPED | Integ. Life Studies III--FUN | 2 |
| 164608 | 1904 | INT LIFE 4 | SPED | Integ. Life Studies IV--FUN | 2 |
| 166610 | 1904 | SOC EM DEV | SPED | Social/Emotional Development--FUN | 2 |
| 161612 | 1904 | COMMUN 1 | SPED | Communication I--FUN | 1 |
| 162612 | 1904 | COMMUN 2 | SPED | Communication II--FUN | 1 |
| 163612 | 1904 | COMMUN 3 | SPED | Communication III--FUN | 1 |
| 164612 | 1904 | COMMUN 4 | SPED | Communication IV--FUN | 1 |
| 164702 | 1904 | TRANSITN 1 | SPED | Transition I--FUN | 8 |
| 164704 | 1904 | TRANSITN 2 | SPED | Transition II--FUN | 8 |

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Olathe

Art

Drawing 1
Drawing 2
Drawing 3
Drawing 4
Basic Photography
Advanced Photography
Photojournalism
Design
Ceramics
Advanced Ceramics
Commercial Art
Painting
Printmaking
Sculpture
Jewelry
Art Exploration
Gallery/Portfolio

Music

Concert Choir
A Capella Choir
Chorale
Music Theory--Appreciation
Voice
Marching Band
Symphonic Band
Wind Ensemble
Jazz Ensemble
Band Auxiliary
Orchestra

P.E.

NONE GIVEN
(section missing)

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Shawnee Heights

Art

Design
Drawing 1
Drawing 2
Painting 1
Painting 2
Painting 3
Ceramics 1
Ceramics 2
Ceramics 3
Ceramics 4
Jewelry 1
Jewelry 2
Jewelry 3
Sculpture 1
Lettering and Posters
Commercial Art
Photography 1
Photography 2
Story Aspects of Art
Advanced Projects in Art

Music

Mixed Choir
Trebleaires
Choraliers
Freshman Choir
Concert Choir
Marching/Concert Band
Symphonic Band
Fundamentals of Instrumental
Music
Introduction to Jazz
Chamber Orchestra
Concert Orchestra
Symphonic Orchestra

P.E.

Teen Topics
P.E. 1
P.E. 2
P.E. 3
P.E. 4
Recreation 1
Recreation 2
Physical Fitness 1
Foundation of Physical
Conditioning
Advanced Physical
Conditioning

Shawnee Mission Schools

Art

Art Foundations
Acrylic Painting
Design
Drawing
Water Color Painting
Ceramics
Jewelry
Photography 1
Photography 2
Printmaking
Sculpture
Fibers
Commercial Arts
Arts Seminar
Art Independent Study

Music

Choir Ensemble
Girls Choir
Glee Club Girls
Glee Club Boys
Mixed Choir
Orchestra
Beginning Instruments
Band
Folk Guitar
Jazz Ensemble 1
Jazz Ensemble 2
Music Theory
Music Repertory Theatre
Voice Technique
Instrumental Ensemble
Music Independent Study

PE/Health

Foundations of PE
Aquatics
Aerobics
First Aid/ Athletics Training
Gymnastics
Lifetime Sports
Dance
Team Games
Weight Training
Independent Study

Topeka High

Art

Design
Ceramics
Adv. Ceramics
Commercial Design
Drawing
Adv. Drawing
Jewelry
Adv. Jewelry
Painting
Adv. Painting
Independent Study

Music

Gold Band
Trojan Band
Jazz Band
Adv. Jazz Band
Strings
Trojan Men Singers
Women Chorliers
Girls Glee
Mixed Concert Choir
Women Chansonettes
Mixed Madrigals
Music Theory

PE/Health

Team Sports
Strength Conditioning 1
Strength Conditioning 2
Weight Training
Precision Dance/Drill Team
Physical ED. Activities
Lifetime Sports

Wichita Public Schools

Art

AP Studio Art
Art Credit-Special Projects
Art History
Art-Summer
Commercial Design 1
Creative Photography 1
Drawing 1
Painting 1
Experimental Video
Humanities
Intro. To Art
Poetry & Sculpture 1
Special Art Production
3-D Design 1
Transitional Art
Video Production
Visual Communication
Commercial Design 2
Creative Photography 2
Drawing 2
Painting 2
Poetry & Sculpture 2
3-D Design 2

Music

AP Music Theory
Band 2
Concert Choir
Exploration of Musical Inst.
Humanities
Vocal Music
Madrigal Singers
Men's Chorus
Mixed Chorus
Music Appreciation
Music Credit-Special Products
Music Theory-Composition
Orchestra 2
Piano Keyboard
Stage Band
Women's Chorus
Women's Ensemble
Band 3
Orchestra 3

P.E./Health

Aerobics and Fitness
Aquatics
Leadership Ed. and
Training 1
Lifetime Sports
Modified P.E.
Personal Ed. Foundations
Personal & Public Health
Special Performing Groups
Team Sports
Weight Training &
Conditioning
Leadership Ed. and
Training 2
Leadership Ed. and
Training 3
Leadership Ed. and
Training 4

High School Courses
Kansas City, Kansas, Public Schools
1996-97

FINE ARTS

| KCK # | State # | Abbreviation | Code | Title | Credit |
|------------|---------|--------------|------|------------------------|--------|
| ART | | | | | |
| 071101 | 0200 | DESIGNFUND | REG | Design Fundamentals | 1/2 |
| 071103 | 0201 | ARTDESIGNA | REG | Art and Design A | 1/2 |
| 071105 | 0201 | ARTDESIGNB | REG | Art and Design B | 1/2 |
| 071107 | 0201 | ADVERTISEA | REG | Advertising Design A | 1/2 |
| 072107 | 0201 | ADVERTISEB | REG | Advertising Design B | 1/2 |
| 071201 | 0201 | DRAWING 1A | REG | Drawing and Design IA | 1/2 |
| 072201 | 0201 | DRAWING 1B | REG | Drawing and Design IB | 1/2 |
| 072203 | 0201 | DRAWING 2A | REG | Drawing and Design IIA | 1/2 |
| 073203 | 0201 | DRAWING 2B | REG | Drawing and Design IIB | 1/2 |
| 071205 | 0201 | PAINTING A | REG | Drawing and Painting A | 1/2 |
| 072205 | 0201 | PAINTING B | REG | Drawing and Painting B | 1/2 |
| 072207 | 0201 | PORTRAIT A | REG | Figure and Portrait A | 1/2 |
| 072209 | 0201 | PORTRAIT B | REG | Figure and Portrait B | 1/2 |
| 071211 | 0201 | PRNTMKG A | REG | Printmaking A | 1/2 |
| 072211 | 0201 | PRNTMKG B | REG | Printmaking B | 1/2 |
| 072213 | 0201 | PRNTMKG C | REG | Printmaking C | 1/2 |
| 071215 | 0200 | CERAMICS1A | REG | Ceramics IA | 1/2 |
| 072215 | 0201 | CERAMICS1B | REG | Ceramics IB | 1/2 |
| 072217 | 0201 | CERAMICS2A | REG | Ceramics IIA | 1/2 |
| 073217 | 0201 | CERAMICS2B | REG | Ceramics IIB | 1/2 |
| 071301 | 0200 | JEWELRY 1A | REG | Jewelry IA | 1/2 |
| 072301 | 0201 | JEWELRY 1B | REG | Jewelry IB | 1/2 |
| 072303 | 0201 | JEWELRY 2A | REG | Jewelry IIA | 1/2 |
| 073303 | 0201 | JEWELRY 2B | REG | Jewelry IIB | 1/2 |
| 071305 | 0201 | SCULPT3D A | REG | Sculpture/3-D Design A | 1/2 |
| 072305 | 0201 | SCULPT3D B | REG | Sculpture/3-D Design B | 1/2 |
| 072307 | 0201 | SCULPT3D C | REG | Sculpture/3-D Design C | 1/2 |
| 071309 | 0201 | COMP ART A | REG | Computer Arts A | 1/2 |
| 072309 | 0201 | COMP ART B | REG | Computer Arts B | 1/2 |
| 072311 | 0201 | COMP ART C | REG | Computer Arts C | 1/2 |
| 071401 | 0201 | ARTPHOTO A | REG | Art and Photography A | 1/2 |
| 072401 | 0201 | ARTPHOTO B | REG | Art and Photography B | 1/2 |
| 072403 | 0201 | STNGLASS A | REG | Stained Glass A | 1/2 |
| 072405 | 0201 | STNGLASS B | REG | Stained Glass B | 1/2 |
| 071501 | 0201 | DRAWING A | ACAD | Drawing/Design A | 1/2 |
| 071503 | 0201 | DRAWING B | ACAD | Drawing/Design B | 1/2 |
| 072501 | 0201 | STUDIODR A | ACAD | Studio Drawing A | 1/2 |
| 072503 | 0201 | STUDIODR B | ACAD | Studio Drawing B | 1/2 |
| 072505 | 0201 | PAINTING A | ACAD | Painting A | 1/2 |
| 072507 | 0201 | PAINTING B | ACAD | Painting B | 1/2 |
| 072509 | 0201 | PRNTMKG A | ACAD | Drawing/Printmaking A | 1/2 |
| 072511 | 0201 | PRNTMKG B | ACAD | Drawing/Printmaking B | 1/2 |
| 072513 | 0201 | SCULPT 1A | ACAD | Sculpture IA | 1/2 |
| 072515 | 0201 | SCULPT 1B | ACAD | Sculpture IB | 1/2 |
| 073513 | 0201 | SCULPT 2A | ACAD | Sculpture IIA | 1/2 |
| 073515 | 0201 | SCULPT 2B | ACAD | Sculpture IIB | 1/2 |
| 074513 | 0201 | PRTFOLIO A | ACAD | Portfolio A | 1/2 |

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|--------------|------|------------|------|-------------------------|-----|
| 074515 | 0201 | PRTFOLIO B | ACAD | Portfolio B | 1/2 |
| 073517 | 0201 | MULCULART | ACAD | Multicultural Art | 1/2 |
| 073602 | 0201 | ART/DSGN 1 | IBS | Art and Design I IBS | 1 |
| 074602 | 0201 | ART/DSGN 2 | IBS | Art and Design II IBS | 1 |
| 073604 | 0201 | ART/DSGN 1 | IBH | Art and Design I IBH | 1 |
| 074604 | 0201 | ART/DSGN 2 | IBH | Art and Design II IBH | 1 |
| DANCE | | | | | |
| 061309 | 0801 | MOD DANCEA | REG | Modern Dance A | 1/2 |
| 061311 | 0801 | MOD DANCEB | REG | Modern Dance B | 1/2 |
| MUSIC | | | | | |
| 081001 | 1221 | TREB CH 1A | REG | Treble Chorus IA | 1/2 |
| 081003 | 1221 | TREB CH 1B | REG | Treble Chorus IB | 1/2 |
| 082001 | 1221 | TREB CH 2A | REG | Treble Chorus IIA | 1/2 |
| 082003 | 1221 | TREB CH 2B | REG | Treble Chorus IIB | 1/2 |
| 083001 | 1221 | TREB CH 3A | REG | Treble Chorus IIIA | 1/2 |
| 083003 | 1221 | TREB CH 3B | REG | Treble Chorus IIIB | 1/2 |
| 084001 | 1221 | TREB CH 4A | REG | Treble Chorus IVA | 1/2 |
| 084003 | 1221 | TREB CH 4B | REG | Treble Chorus IVB | 1/2 |
| 081005 | 1200 | BASS CH 1A | REG | Bass Chorus IA | 1/2 |
| 081007 | 1200 | BASS CH 1B | REG | Bass Chorus IB | 1/2 |
| 082005 | 1221 | BASS CH 2A | REG | Bass Chorus IIA | 1/2 |
| 082007 | 1221 | BASS CH 2B | REG | Bass Chorus IIB | 1/2 |
| 083005 | 1221 | BASS CH 3A | REG | Bass Chorus IIIA | 1/2 |
| 083007 | 1221 | BASS CH 3B | REG | Bass Chorus IIIB | 1/2 |
| 084005 | 1221 | BASS CH 4A | REG | Bass Chorus IVA | 1/2 |
| 084007 | 1221 | BASS CH 4B | REG | Bass Chorus IVB | 1/2 |
| 081002 | 1200 | MIXED CH 1 | REG | Mixed Chorus I | 1 |
| 082002 | 1221 | MIXED CH 2 | REG | Mixed Chorus II | 1 |
| 083002 | 1221 | MIXED CH 3 | REG | Mixed Chorus III | 1 |
| 084002 | 1221 | MIXED CH 4 | REG | Mixed Chorus IV | 1 |
| 082004 | 1221 | VOCAL ENS1 | REG | Vocal Ensemble I | 1 |
| 083004 | 1221 | VOCAL ENS2 | REG | Vocal Ensemble II | 1 |
| 084004 | 1221 | VOCAL ENS3 | REG | Vocal Ensemble III | 1 |
| 082006 | 1221 | WOMEN ENS1 | REG | Women's Ensemble I | 1 |
| 083006 | 1221 | WOMEN ENS2 | REG | Women's Ensemble II | 1 |
| 084006 | 1221 | WOMEN ENS3 | REG | Women's Ensemble III | 1 |
| 082008 | 1221 | ACAPPELLA1 | REG | A Cappella Choir I | 1 |
| 083008 | 1221 | ACAPPELLA2 | REG | A Cappella Choir II | 1 |
| 084008 | 1221 | ACAPPELLA3 | REG | A Cappella Choir III | 1 |
| 082010 | 1221 | CHAMBER 1 | REG | Chamber Singers I | 1 |
| 083010 | 1221 | CHAMBER 2 | REG | Chamber Singers II | 1 |
| 084010 | 1221 | CHAMBER 3 | REG | Chamber Singers III | 1 |
| 081102 | 1200 | CONSTRNGS1 | REG | Concert Strings I | 1 |
| 082102 | 1211 | CONSTRNGS2 | REG | Concert Strings II | 1 |
| 083102 | 1211 | CONSTRNGS3 | REG | Concert Strings III | 1 |
| 084102 | 1211 | CONSTRNGS4 | REG | Concert Strings IV | 1 |
| 081104 | 1211 | SYMPHORCH1 | REG | Symphonic Orchestra I | 1 |
| 082104 | 1211 | SYMPHORCH2 | REG | Symphonic Orchestra II | 1 |
| 083104 | 1211 | SYMPHORCH3 | REG | Symphonic Orchestra III | 1 |
| 084104 | 1211 | SYMPHORCH4 | REG | Symphonic Orchestra IV | 1 |
| 081200 | 1200 | FRESH BAND | REG | Freshman Band | 1 |
| 081201 | 1200 | MRCHBAND1A | REG | Marching Band IA | 1/2 |
| 082201 | 1211 | MRCHBAND2A | REG | Marching Band IIA | 1/2 |
| 083201 | 1211 | MRCHBAND3A | REG | Marching Band IIIA | 1/2 |
| 084201 | 1211 | MRCHBAND4A | REG | Marching Band IVA | 1/2 |
| 081203 | 1211 | FLAGS 1A | REG | Flags IA | 1/2 |
| 082203 | 1211 | FLAGS 2A | REG | Flags IIA | 1/2 |

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|--------|------|------------|-------|------------------------------------|-----|
| 083203 | 1211 | FLAGS 3A | REG | Flags IIIA | 1/2 |
| 084203 | 1211 | FLAGS 4A | REG | Flags IVA | 1/2 |
| 081205 | 1200 | CONBAND 1B | REG.. | Concert Band IB | 1/2 |
| 082205 | 1211 | CONBAND 2B | REG | Concert Band IIB | 1/2 |
| 083205 | 1211 | CONBAND 3B | REG | Concert Band IIIB | 1/2 |
| 084205 | 1211 | CONBAND 4B | REG | Concert Band IVB | 1/2 |
| 081207 | 1211 | SYMPBAND1B | REG | Symphonic Band IB | 1/2 |
| 082207 | 1211 | SYMPBAND2B | REG | Symphonic Band IIB | 1/2 |
| 083207 | 1211 | SYMPBAND3B | REG | Symphonic Band IIIB | 1/2 |
| 084207 | 1211 | SYMPBAND4B | REG | Symphonic Band IVB | 1/2 |
| 081302 | 1211 | JAZZ BAND1 | REG | Jazz Band I | 1 |
| 082302 | 1211 | JAZZ BAND2 | REG | Jazz Band II | 1 |
| 083302 | 1211 | JAZZ BAND3 | REG | Jazz Band III | 1 |
| 084302 | 1211 | JAZZ BAND4 | REG | Jazz Band IV | 1 |
| 081304 | 1211 | PERCUSS 1 | REG | Percussion I | 1 |
| 082304 | 1211 | PERCUSS 2 | REG | Percussion II | 1 |
| 083304 | 1211 | PERCUSS 3 | REG | Percussion III | 1 |
| 084304 | 1211 | PERCUSS 4 | REG | Percussion IV | 1 |
| 083301 | 1211 | MUSIC TH A | REG | Music Theory A | 1/2 |
| 083303 | 1211 | MUSIC TH B | REG | Music Theory B | 1/2 |
| 082305 | 1211 | PIANOLAB1A | REG | Piano Lab IA | 1/2 |
| 082307 | 1211 | PIANOLAB1B | REG | Piano Lab IB | 1/2 |
| 083305 | 1211 | PIANOLAB2A | REG | Piano Lab IIA | 1/2 |
| 083307 | 1211 | PIANOLAB2B | REG | Piano Lab IIB | 1/2 |
| 084305 | 1211 | PIANOLAB3A | REG | Piano Lab IIIA | 1/2 |
| 084307 | 1211 | PIANOLAB3B | REG | Piano Lab IIIB | 1/2 |
| 082306 | 1211 | INST ENS 1 | REG | Instrumental Solo/ Ensemble I | 1 |
| 083306 | 1211 | INST ENS 2 | REG | Instrumental Solo/ Ensemble II | 1 |
| 084306 | 1211 | INST ENS 3 | REG | Instrumental Solo/ Ensemble III | 1 |
| 085402 | 1287 | MUSIC IBS | IBS | Music IBS | 1 |
| 085404 | 1287 | MUSIC IBH | IBH | Music IBH | 1 |

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| THEATRE | | | | | |
|---------|------|------------|-----|---|-----|
| 091102 | 0581 | THEATRE 1 | REG | Theatre I: Introduction | 1 |
| 092102 | 0581 | THEATACT 2 | REG | Theatre II: Acting | 1 |
| 092104 | 0581 | THEATPRD 2 | REG | Theatre II: Technical Production | 1 |
| 093102 | 0581 | THEATACT 3 | REG | Theatre III: Acting | 1 |
| 093104 | 0581 | THEATPRD 3 | REG | Theatre III: Advanced Design and Production | 1 |
| 094102 | 0581 | THEATPRAC4 | REG | Theatre IV: Practicum | 1 |
| 092101 | 0501 | PLAYWRTG | REG | Playwriting | 1/2 |
| 092106 | 0581 | MUS COMEDY | REG | Musical Comedy | 1 |

HUMANITIES

| KCK # | State # | Abbreviation | Code | Title | Credit |
|----------------|---------|--------------|------|---------------------------------------|--------|
| ENGLISH | | | | | |
| 011102 | 0500 | ENGLISH 1 | REG | English I | 1 |
| 011902 | 0500 | ENGLISH 1 | REG | English I--Team 1 | 1 |
| 011904 | 0500 | ENGLISH 1 | REG | English I--Team 2 | 1 |
| 011906 | 0500 | ENGLISH 1 | REG | English I--Team 3 | 1 |
| 011908 | 0500 | ENGLISH 1 | REG | English I--Team 4 | 1 |
| 011901 | 0500 | ENGLISH 1A | REG | English IA (failures) | 1/2 |
| 011903 | 0500 | ENGLISH 1B | REG | English IB (failures) | 1/2 |
| 011104 | 0500 | ENGLISH 1 | HON | English I APP | 1 |
| 012102 | 0501 | ENGLISH 2 | REG | English II | 1 |
| 012901 | 0501 | ENGLISH 2A | REG | English IIA (failures) | 1/2 |
| 012903 | 0501 | ENGLISH 2B | REG | English IIB (failures) | 1/2 |
| 012104 | 0501 | ENGLISH 2 | HON | English II APP | 1 |
| 013102 | 0501 | ENGLISH 3 | REG | English III | 1 |
| 013901 | 0501 | ENGLISH 3A | REG | English IIIA (failures) | 1/2 |
| 013903 | 0501 | ENGLISH 3B | REG | English IIIB (failures) | 1/2 |
| 015104 | 0501 | ENGLISH 3 | AP | English III AP | 1 |
| 014102 | 0501 | ENGLISH 4 | REG | English IV | 1 |
| 014901 | 0501 | ENGLISH 4A | REG | English IVA (fail/early) | 1/2 |
| 014903 | 0501 | ENGLISH 4B | REG | English IVB (fail/early) | 1/2 |
| 015106 | 0501 | ENGLISH 4 | AP | English IV AP | 1 |
| 014202 | 0501 | HUMANITIES | HON | Humanities (Humanities) | 1 |
| 013301 | 0501 | COMPOSE | REG | Composition | 1/2 |
| 014301 | 0501 | ADVCOMPOSE | REG | Advanced Composition | 1/2 |
| 013303 | 0501 | COM/RESRCH | REG | Composition and Research | 1/2 |
| 013401 | 0501 | BIBLE LIT | REG | The Bible as/in Literature | 1/2 |
| 013403 | 0501 | MYTHOLOGY | REG | Mythology | 1/2 |
| 012401 | 0501 | SHORTSTRY | REG | Short Story | 1/2 |
| 012403 | 0501 | CONTEM LIT | REG | Contemporary Literature | 1/2 |
| 015202 | 0501 | TH KNOWL | IB | Theory of Knowledge | 1 |
| 015203 | 0501 | INSTDYENGA | ACAD | Independent Study-- English A | 1/2 |
| 015205 | 0501 | INSTDYENGB | ACAD | Independent Study-- English B | 1/2 |
| 015206 | 0501 | RESRCH ENG | IB | Research Project IB | 1 |
| 015204 | 0501 | ENGLISH 3 | IBH | English III IBH | 1 |
| 015208 | 0501 | ENGLISH 4 | IBH | English IV IBH | 1 |

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|----------------|------|------------|------|--|-----|
| JOURN | | | | | |
| 013501 | 0501 | EVAL MEDIA | REG | Critical Evaluation of Mass Media | 1/2 |
| 013502 | 0521 | COMM MEDIA | ACAD | Communications Media | 1 |
| 011502 | 0521 | JOURNALISM | REG | Journalism | 1 |
| 011501 | 0521 | JOURN A | REG | Journalism A | 1/2 |
| 012502 | 0501 | NEWS PROD1 | REG | Newspaper Production I | 1 |
| 013502 | 0521 | NEWS PROD2 | REG | Newspaper Production II | 1 |
| 014502 | 0521 | NEWS PROD3 | REG | Newspaper Production III | 1 |
| 012504 | 0521 | YRBK PROD1 | REG | Yearbook Production I | 1 |
| 013504 | 0521 | YRBK PROD2 | REG | Yearbook Production II | 1 |
| 014504 | 0521 | YRBK PROD3 | REG | Yearbook Production III | 1 |
| 013506 | 0501 | LITMAGPRD1 | REG | Literary Magazine Production I | 1 |
| 014506 | 0501 | LITMAGPRD2 | REG | Literary Magazine Production II | 1 |
| 011503 | 0521 | PHOTOJOURN | REG | Photojournalism | 1/2 |
| 011505 | 0521 | RADIO/TV | REG | Radio/Television | 1/2 |
| 011507 | 0521 | RAD/TV PRD | REG | Radio/Television Production | 1/2 |
| 012508 | 0521 | RADIOBRDC1 | REG | Radio Broadcasting I | 1 |
| 013508 | 0521 | RADIOBRDC2 | REG | Radio Broadcasting II | 1 |
| 014508 | 0521 | RADIOBRDC3 | REG | Radio Broadcasting III | 1 |
| 012510 | 0521 | TV PROD1 | REG | TV Production I | 1 |
| 013510 | 0521 | TV PROD2 | REG | TV Production II | 1 |
| 014510 | 0521 | TV PROD3 | REG | TV Production III | 1 |
| READING | | | | | |
| 011601 | 0501 | READWRTG1A | NC | Developmental Reading and Writing IA | 1/2 |
| 011603 | 0501 | READWRTG1B | NC | Developmental Reading and Writing IB | 1/2 |
| 012601 | 0501 | READWRTG2A | NC | Developmental Reading and Writing IIA | 1/2 |
| 012603 | 0501 | READWRTG2B | NC | Developmental Reading and Writing IIB | 1/2 |
| 013601 | 0501 | READWRTG3A | NC | Developmental Reading and Writing IIIA | 1/2 |
| 013603 | 0501 | READWRTG3B | NC | Developmental Reading and Writing IIIB | 1/2 |
| 012605 | 0501 | ADV READ | REG | Advanced Reading | 1/2 |
| SPEECH | | | | | |
| 011701 | 0571 | SPEECH A | REG | Speech A | 1/2 |
| 011703 | 0571 | SPEECH B | REG | Speech B | 1/2 |
| 011705 | 0571 | PERSONCOMM | REG | Person to Person Communication | 1/2 |
| 011702 | 0501 | FORENSICS1 | REG | Forensics I | 1 |
| 012702 | 0571 | FORENSICS2 | REG | Forensics II | 1 |
| 013702 | 0571 | FORENSICS3 | REG | Forensics III | 1 |
| 014702 | 0571 | FORENSICS4 | REG | Forensics IV | 1 |
| 011707 | 0500 | INT DEBATE | REG | Introduction to Debate | 1/2 |
| 011704 | 0500 | DEBATE 1 | REG | Debate I | 1 |
| 012704 | 0571 | DEBATE 2 | REG | Debate II | 1 |
| 013704 | 0571 | DEBATE 3 | REG | Debate III | 1 |
| 014704 | 0571 | DEBATE 4 | REG | Debate IV | 1 |

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|-----------------|------|------------|------|--|-----|
| 012706 | 0571 | ACAD DEC 1 | REG | Academic Decathlon I | 1 |
| 013706 | 0571 | ACAD DEC 2 | REG | Academic Decathlon II | 1 |
| 014706 | 0571 | ACAD DEC 3 | REG. | Academic Decathlon III | 1 |
| ESL | | | | | |
| 151802 | 0591 | BEG ESL | ESL | Beginning English as a Second Language | 1 |
| 151602 | 0591 | ESL READ 1 | NC | Beginning ESL Reading | 1 |
| 151709 | 0591 | ESL SPCH | NC | Beginning ESL Speech | 1 |
| 151804 | 0591 | INTERM ESL | ESL | Intermediate English as a Second Language | 1 |
| 151604 | 0591 | ESL READ 2 | NC | Intermediate ESL Reading | 1 |
| 151806 | 0591 | ADV ESL | ESL | Advanced English as a Second Language | 1 |
| 151606 | 0591 | ESL READ 3 | NC | Advanced ESL Reading | 1 |
| 151104 | 1500 | WRLD GEOG | ESL | World Geography for Beginning ESL Students | 1 |
| 152102 | 1561 | WRLD HIST | ESL | World History for Beginning ESL Students | 1 |
| 153102 | 1511 | AMER HIST | ESL | American History for Intermediate/Advanced ESL Students | 1 |
| 154101 | 1521 | AMER GOVT | ESL | American Government for Intermediate/Advanced ESL Students | 1/2 |
| 151102 | 1121 | MATHCOMP | ESL | Mathematics Competency for Beginning ESL Students | 1 |
| 151202 | 1300 | PHYS SCI | ESL | Physical Science for Beginning/Intermediate ESL Students | 1 |
| 152202 | 1311 | BIOLOGY 1 | ESL | Biology I for Intermediate/Advanced ESL Students | 1 |
| 151608 | 0591 | READWRTG | ESL | Reading and Writing (PALS) | 1 |
| FOR.LANG | | | | | |
| 051902 | 0600 | SPANISH 1 | REG | Spanish I | 1 |
| 052902 | 0641 | SPANISH 2 | REG | Spanish II | 1 |
| 053902 | 0641 | SPANISH 3 | REG | Spanish III | 1 |
| 054902 | 0641 | SPANISH 4 | HON | Spanish IV Honors | 1 |
| 055902 | 0641 | SPANISH 5 | AP | Spanish V AP | 1 |
| 054912 | 0641 | SPANISH 4 | IBS | Spanish IV IBS | 1 |
| 055912 | 0641 | SPANISH 5 | IBS | Spanish V IBS | 1 |
| 051904 | 0600 | FRENCH 1 | REG | French I | 1 |
| 052904 | 0601 | FRENCH 2 | REG | French II | 1 |
| 053904 | 0601 | FRENCH 3 | REG | French III | 1 |
| 054904 | 0601 | FRENCH 4 | HON | French IV Honors | 1 |
| 055904 | 0601 | FRENCH 5 | AP | French V AP | 1 |
| 054914 | 0601 | FRENCH 4 | IBS | French IV IBS | 1 |
| 055914 | 0601 | FRENCH 5 | IBS | French V IBS | 1 |
| 051906 | 0600 | GERMAN 1 | REG | German I | 1 |
| 052906 | 0611 | GERMAN 2 | REG | German II | 1 |
| 053906 | 0611 | GERMAN 3 | REG | German III | 1 |
| 054906 | 0611 | GERMAN 4 | HON | German IV Honors | 1 |
| 055906 | 0611 | GERMAN 5 | AP | German V AP | 1 |
| 054916 | 0611 | GERMAN 4 | IBS | German IV IBS | 1 |
| 055916 | 0611 | GERMAN 5 | IBS | German V IBS | 1 |

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|----------------|------|------------|------|--|-----|
| 051908 | 0600 | LATIN 1 | REG | Latin I | 1 |
| 052908 | 0621 | LATIN 2 | REG | Latin II | 1 |
| 053908 | 0621 | LATIN 3 | REG | Latin III | 1 |
| 054908 | 0621 | LATIN 4 | HON | Latin IV Honors | 1 |
| 055909 | 0621 | LATIN 5 | AP | Latin V AP | 1 |
| 054919 | 0621 | LATIN 4 | IBS | Latin IV IBS | 1 |
| 055919 | 0621 | LATIN 5 | IBS | Latin V IBS | 1 |
| SOC.ST. | | | | | |
| 041102 | 1500 | WRLD GEOG | REG | World Geography | 1 |
| 041902 | 1500 | WRLD GEOG | REG | World History--Team 1 | 1 |
| 041904 | 1500 | WRLD GEOG | REG | World History--Team 2 | 1 |
| 041906 | 1500 | WRLD GEOG | REG | World History--Team 3 | 1 |
| 041908 | 1500 | WRLD GEOG | REG | World History--Team 4 | 1 |
| 041901 | 1500 | WRLD GEOGA | REG | World Geography A (fail) | 1/2 |
| 041903 | 1500 | WRLD GEOGB | REG | World Geography B (fail) | 1/2 |
| 042102 | 1561 | WRLD HIST | REG | World History | 1 |
| 042901 | 1561 | WRLD HISTA | REG | World History A (fail) | 1/2 |
| 042903 | 1561 | WRLD HISTB | REG | World History B (fail) | 1/2 |
| 043102 | 1511 | AMER HIST | REG | American History | 1 |
| 043901 | 1511 | AMER HISTA | REG | American History A (fail) | 1/2 |
| 043903 | 1511 | AMER HISTB | REG | American History B (fail) | 1/2 |
| 045102 | 1511 | AMER HIST | AP | American History AP | 1 |
| 044101 | 1521 | AMER GOVT | REG | American Government | 1/2 |
| 044901 | 1521 | AMERGOVT A | REG | Amer. Govern. A (fail) | 1/2 |
| 044903 | 1521 | AMERGOVT B | REG | Amer. Govern. B (fail) | 1/2 |
| 045104 | 1521 | AMER GOVT | AP | American Government AP | 1 |
| 045106 | 1561 | EURO HIST | AP | European History AP | 1 |
| 042101 | 1511 | KANSASHIST | REG | Kansas History | 1/2 |
| 043101 | 1511 | RECENTHIST | REG | Recent History | 1/2 |
| 043103 | 1521 | COMP GOVTS | REG | Comparative Governments | 1/2 |
| 043105 | 1521 | INTL REL | REG | International Relations | 1/2 |
| 042103 | 1541 | SOCIOLOGY | REG | Sociology | 1/2 |
| 042105 | 1581 | PSYCHOLOGY | REG | Psychology | 1/2 |
| 042107 | 1511 | ETHNIC STD | REG | Ethnic Studies | 1/2 |
| 044105 | 1531 | ECONOMICS | REG | Economics | 1/2 |
| 042202 | 1521 | PRACT LAW1 | REG | Practical Law I | 1 |
| 043202 | 1521 | PRACT LAW2 | REG | Practical Law II | 1 |
| 044202 | 1521 | STU COURT | REG | Student Court | 1 |
| 041302 | 0831 | JAFROTC 1 | REG | Aerospace Science I | 1 |
| 042302 | 0831 | JAFROTC 2 | REG | Aerospace Science II | 1 |
| 043302 | 0831 | JAFROTC 3 | REG | Aerospace Science III | 1 |
| 044302 | 0831 | JAFROTC 4 | REG | Aerospace Science IV | 1 |
| 043304 | 1531 | ECONOMICS | ACAD | Economics | 1 |
| 045402 | 1511 | AMER HIST | IBS | American History IBS | 1 |
| 045404 | 1511 | AMER HIST1 | IBH | American History I IBH | 1 |
| 045406 | 1511 | AMER HIST2 | IBH | American History II IBH | 1 |
| 045408 | 1531 | ECONOMICS | IBS | Economics IBS | 1 |
| 045410 | 1581 | PSYCHOLOGY | IBS | Psychology IBS | 1 |

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SCIENCES

| KCK # | State # | Abbreviation | Code | Title | Credit |
|---------------|---------|--------------|------|----------------------------------|--------|
| COMSCI | | | | | |
| 102101 | 1601 | INTCOMPSCI | VOC | Introduction to Computer Science | 1/2 |
| 103101 | 1601 | COMP APPL | REG | Computer Applications | 1/2 |
| 101101 | 1601 | PASCAL | REG | PASCAL Programming | 1/2 |
| 101103 | 1601 | ADV PROG A | REG | Advanced Programming A | 1/2 |
| 102103 | 1601 | ADV PROG B | REG | Advanced Programming B | 1/2 |
| 105102 | 1601 | ADVCOMPSCI | AP | Advanced Computer Science | 1 |
| 105104 | 1601 | PASCAL | IBS | PASCAL IBS | 1 |
| 105106 | 1601 | PASCAL | IBH | PASCAL IBH | 1 |
| MATH | | | | | |
| 021101 | 1121 | COMPMATH A | NC | Competency Mathematics A | 1/2 |
| 021103 | 1121 | COMPMATH B | NC | Competency Mathematics B | 1/2 |
| 021102 | 1121 | CONS MATH | NC | Consumer Mathematics | 1 |
| 021104 | 1121 | ALGEBRA 1A | NC | Algebra I A (full year) | 1 |
| 021904 | 1121 | ALGEBRA 1A | NC | Algebra I A--Team 1 | 1 |
| 021906 | 1121 | ALGEBRA 1A | NC | Algebra I A--Team 2 | 1 |
| 021908 | 1121 | ALGEBRA 1A | NC | Algebra I A--Team 3 | 1 |
| 021910 | 1121 | ALGEBRA 1A | NC | Algebra I A--Team 4 | 1 |
| 022104 | 1121 | ALGEBRA 1B | REG | Algebra I B (full year) | 1 |
| 021108 | 1121 | ALGEBRA 1 | REG | Algebra I | 1 |
| 021912 | 1121 | ALGEBRA 1 | REG | Algebra I--Team 1 | 1 |
| 021914 | 1121 | ALGEBRA 1 | REG | Algebra I--Team 2 | 1 |
| 021916 | 1121 | ALGEBRA 1 | REG | Algebra I--Team 3 | 1 |
| 021918 | 1121 | ALGEBRA 1 | REG | Algebra I--Team 4 | 1 |
| 021901 | 1121 | ALG IA | REG | Algebra I A (failures) | 1/2 |
| 021903 | 1121 | ALG IB | REG | Algebra I B (failures) | 1/2 |
| 022106 | 1121 | GEOMETRY | REG | Geometry | 1 |
| 022902 | 1121 | GEOMETRY | REG | Geometry--Team 1 | |
| 022904 | 1121 | GEOMETRY | REG | Geometry--Team 2 | |
| 022906 | 1121 | GEOMETRY | REG | Geometry--Team 3 | |
| 022908 | 1121 | GEOMETRY | REG | Geometry--Team 4 | |
| 022901 | 1121 | GEOM A | REG | Geometry A (failures) | 1/2 |
| 022903 | 1121 | GEOM B | REG | Geometry B (failures) | 1/2 |
| 022108 | 1121 | GEOMETRY | HON | Geometry (Honors) | 1 |
| 023102 | 1121 | ALGEBRA 2 | REG | Algebra II | 1 |
| 023901 | 1121 | ALG 2A | REG | Algebra II A (failures) | 1/2 |
| 023903 | 1121 | ALG 2B | REG | Algebra II B (failures) | 1/2 |
| 023104 | 1121 | ALGEBRA 2 | HON | Algebra II (Honors) | 1 |
| 021202 | 1121 | TECH MATH1 | NC | Technical Mathematics I | 1 |
| 021802 | 1121 | TECH MATH1 | NC | Tech Math I--Team 1 | 1 |
| 021804 | 1121 | TECH MATH1 | NC | Tech Math I--Team 2 | 1 |
| 021806 | 1121 | TECH MATH1 | NC | Tech Math I--Team 3 | 1 |
| 021808 | 1121 | TECH MATH1 | NC | Tech Math I--Team 4 | 1 |
| 021801 | 1121 | TECHMATH1A | NC | Tech Math IA (failures) | 1/2 |
| 021803 | 1121 | TECHMATH1B | NC | Tech Math IB (failures) | 1/2 |
| 022202 | 1121 | TECH MATH2 | REG | Technical Mathematics II | 1 |
| 022802 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 1 | 1 |
| 022804 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 2 | 1 |
| 022806 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 3 | 1 |
| 022808 | 1121 | TECH MATH2 | REG | Tech. Math II--Team 4 | 1 |

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|-------------|------|-------------|------|--|-----|
| 022801 | 1121 | TECHMATH2A | REG | Tech Math IIA (failures) | 1/2 |
| 022803 | 1121 | TECHMATH2B | REG | Tech Math IIB (failures) | 1/2 |
| 023202 | 1121 | TECH MATH3 | REG | Technical Mathematics III | 1 |
| 023801 | 1121 | TECHMATH3A | REG | Tech Math IIIA (failures) | 1/2 |
| 023803 | 1121 | TECHMATH3B | REG | Tech Math IIIB (failures) | 1/2 |
| 024202 | 1121 | TECH MATH4 | REG | Technical Mathematics IV | 1 |
| 024801 | 1121 | TECHMATH4A | REG | Tech Math IV A (failures) | 1/2 |
| 024803 | 1121 | TECHMATH4B | REG | Tech Math IV B (failures) | 1/2 |
| 024302 | 1121 | FUNST TRIG | REG | Functions, Statistics, and Trigonometry | 1 |
| 023304 | 1121 | FUNST TRIG | HON | Functions, Statistics, and Trigonometry (Honors) | 1 |
| 023306 | 1121 | PRECALC DM | HON | Pre-Calculus and Discrete Mathematics (Honors) | 1 |
| 025304 | 1121 | CALCULUS | AP | Calculus AP | 1 |
| 021402 | 1121 | GEOMETRY | PIB | Geometry Pre-IB | 1 |
| 022402 | 1121 | ALG2TRIG | PIB | Algebra II and Trigonometry Pre-IB | 1 |
| 023402 | 1121 | FUNCTIONS | ACAD | Functions | 1 |
| 024412 | 1121 | DISCT MATH | ACAD | Discrete Mathematics | 1 |
| 024414 | 1121 | INDSTDYMTH | ACAD | Independent Study-- Mathematics | 1 |
| 025404 | 1121 | FUNST TRIG | IBS | Functions, Statistics, and Trigonometry IBS | 1 |
| 025406 | 1121 | PRECALC DM | IBS | Pre-Calculus and Discrete Mathematics IBS | 1 |
| 025408 | 1121 | PRECALC | IBS | Pre-Calculus IBS | 1 |
| 025410 | 1121 | CALCULUS | IBS | Calculus IBS | 1 |
| 025412 | 1121 | PRECALCTRIG | IBH | Pre-Calculus and Trigonometry IBH | 1 |
| 025414 | 1121 | ADV CALC | IBH | Advanced Calculus IBH | 1 |
| P.E. | | | | | |
| 061102 | 0801 | PRIN PE | REG | Principles of Physical Education | 1 |
| 061105 | 0801 | PRIN PE A | REG | Principles of Physical Education A | 1/2 |
| 061107 | 0801 | PRIN PE B | REG | Principles of Physical Education B | 1/2 |
| 062101 | 0802 | HEALTH | REG | Health Issues | 1/2 |
| 062103 | 0801 | TEAMSPTS | REG | Team Sports | 1/2 |
| 062105 | 0801 | COACH OFF | REG | Coaching and Officiating | 1/2 |
| 062107 | 0801 | LIFESPTS | REG | Lifetime Sports | 1/2 |
| 062201 | 0801 | WEIGHTTR1A | REG | Weight Training IA | 1/2 |
| 062203 | 0801 | WEIGHTTR1B | REG | Weight Training IB | 1/2 |
| 063201 | 0801 | WEIGHTTR2A | REG | Weight Training IIA | 1/2 |
| 063203 | 0801 | WEIGHTTR2B | REG | Weight Training IIB | 1/2 |
| 064201 | 0801 | WEIGHTTR3A | REG | Weight Training IIIA | 1/2 |
| 064203 | 0801 | WEIGHTTR3B | REG | Weight Training IIIB | 1/2 |
| 062301 | 0801 | FITNESS 1A | REG | Fitness/Conditioning IA | 1/2 |
| 062303 | 0801 | FITNESS 1B | REG | Fitness/Conditioning IB | 1/2 |
| 063301 | 0801 | FITNESS 2A | REG | Fitness/Conditioning IIA | 1/2 |
| 063303 | 0801 | FITNESS 2B | REG | Fitness/Conditioning IIB | 1/2 |
| 064301 | 0801 | FITNESS 3A | REG | Fitness/Conditioning IIIA | 1/2 |
| 064303 | 0801 | FITNESS 3B | REG | Fitness/Conditioning IIIB | 1/2 |
| 062305 | 0801 | BEG SWIM | REG | Beginning Swimming | 1/2 |
| 062307 | 0801 | ADV SWIM | REG | Advanced Swimming and Lifeguarding | 1/2 |

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|---------------|------|-------------|------|----------------------------------|-----|
| 062309 | 0801 | GYMNASTICS | REG | Gymnastics | 1/2 |
| 061309 | 0801 | MOD DANCEA | REG | Modern Dance A | 1/2 |
| 061311 | 0801 | MOD DANCEB | REG | Modern Dance B | 1/2 |
| SCI | | | | | |
| 031102 | 1300 | PHYS SCI | REG | Physical Science | 1 |
| 031902 | 1300 | PHYS SCI | REG | Team 1 | 1 |
| 031904 | 1300 | PHYS SCI | REG | Team 2 | 1 |
| 031906 | 1300 | PHYS SCI | REG | Team 3 | 1 |
| 031908 | 1300 | PHYS SCI | REG | Team 4 | 1 |
| 031901 | 1300 | PHYS SCI A | REG | Phys. Sci. A (failures) | 1/2 |
| 031903 | 1300 | PHYS SCI B | REG | Phys. Sci. B (failures) | 1/2 |
| 031104 | 1391 | LIFEPHYSI | ACAD | Life and Physical Science | 1 |
| 032102 | 1311 | BIOLOGY 1 | REG | Biology I | 1 |
| 032901 | 1311 | BIOLOGY 1A | REG | Biology IA (failures) | 1/2 |
| 032903 | 1311 | BIOLOGY 1B | REG | Biology IB (failures) | 1/2 |
| 031106 | 1311 | ENV AWARE | REG | Environmental Science | 1 |
| 032107 | 1311 | ADV ENVSCI | REG | Advanced Environmental Science | 1/2 |
| 033102 | 1311 | BIOLOGY 2 | REG | Biology II | 1 |
| 035102 | 1311 | BIOLOGY 2 | AP | Biology II AP | 1 |
| 032101 | 1311 | ANAT PHYS | REG | Anatomy and Physiology | 1/2 |
| 033104 | 1321 | CHEMISTRY 1 | REG | Chemistry I | 1 |
| 033901 | 1321 | CHEM 1A | REG | Chemistry IA (failures) | 1/2 |
| 033903 | 1321 | CHEM 1B | REG | Chemistry IB (failures) | 1/2 |
| 034104 | 1321 | CHEMISTRY 2 | REG | Chemistry II | 1 |
| 035104 | 1321 | CHEMISTRY 2 | AP | Chemistry II AP | 1 |
| 033106 | 1331 | PRIN TECH1 | REG | Principles of Technology I | 1 |
| 034106 | 1331 | PRIN TECH2 | VOC | Principles of Technology II | 1 |
| 033108 | 1331 | PHYSICS 1 | REG | Physics I | 1 |
| 034108 | 1331 | PHYSICS 2 | REG | Physics II | 1 |
| 035108 | 1331 | PHYSICS 2 | AP | Physics II AP | 1 |
| 032106 | 1311 | GENETICS | REG | Genetics | 1 |
| 033101 | 1311 | BOTANY | REG | Botany | 1/2 |
| 033103 | 1381 | ECOLOGY | REG | Ecology | 1/2 |
| 033105 | 1311 | ZOOLOGY | REG | Zoology | 1/2 |
| 032103 | 1381 | GEOLOGY | REG | Geology | 1/2 |
| 035202 | 1311 | BIOLOGY 1 | IBS | Biology I IBS | 1 |
| 035204 | 1311 | BIOLOGY 1 | IBH | Biology I IBH | 1 |
| 035206 | 1311 | BIOLOGY 2 | IBH | Biology II IBH | 1 |
| 035208 | 1321 | CHEM PHYS | PIB | Chemistry/Physics Pre IB | 1 |
| 035210 | 1321 | CHEMISTRY 1 | IBS | Chemistry I IBS | 1 |
| 035212 | 1321 | CHEMISTRY 2 | IBH | Chemistry II IBH | 1 |
| 035214 | 1331 | PHYSICS 1 | IBS | Physics I IBS | 1 |
| 035216 | 1331 | PHYSICS 1 | IBH | Physics I IBH | 1 |
| 035218 | 1331 | PHYSICS 2 | IBH | Physics II IBH | 1 |
| 035220 | 1311 | SCI RSRCH | ACAD | Science Research | 1 |
| BUS ED | | | | | |
| 111101 | 0300 | KEYBOARD | REG | Keyboarding | 1/2 |
| 112105 | 0399 | INTCOMSCI | VOC | Introduction to Computer Science | 1/2 |
| 113101 | 0399 | BUS LIFESK | VOC | Business Life Skills | 1/2 |
| 112103 | 0399 | GEN BUS | REG | General Business | 1/2 |
| 112102 | 0301 | RCRDKEEP | REG | Recordkeeping | 1 |
| 112104 | 0301 | ACCTNG 1 | VOC | Accounting I | 1 |
| 113104 | 0301 | ACCTNG 2 | VOC | Accounting II | 1 |
| 114104 | 0301 | ACCTNG 3 | VOC | Accounting III (Peachtree) | 1 |
| 114106 | 0331 | VOC JOB TR | VOC | Vocational Job Training | 1 |

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|-----------------|--------|------------|-----|---|-----|
| 114108 | 0331 | VOC JOB TR | VOC | Vocational Job Training | 2 |
| 114202 | 0361 | OFF TECH | VOC | Office Technology | 1 |
| 112202 | 0311 | BUS LAW | REG | Business Law | 1 |
| 113201 | 0351 | DSKTP PUB | VOC | Desktop Publishing | 1/2 |
| 112201 | 0301 | SPRDSHTAPP | VOC | Spreadsheet Applications | 1/2 |
| 112204 | 0351 | WORD PRDOS | VOC | Word Processing DOS | 1 |
| 113204 | 0351 | WORD PRWIN | VOC | Word Processing Windows | 1 |
| 114203 | 0371 | ECONOMICS | REG | Economics | 1/2 |
| 112206 | 040000 | MARKETING | REG | Marketing | 1 |
| 114206 | 040000 | MRKTG ED | REG | Marketing Education | 2 |
| 114208 | 040000 | MRKTGEDOJT | REG | Marketing Education On-the-Job Training | 2 |
| 114302 | 501600 | EXEC INTRN | REG | Executive Internship | 1 |
| 114304 | 501600 | EXEC INTRN | REG | Executive Internship | 2 |
| 111402 | 0399 | ENTREPRE 1 | REG | Entrepreneurship I | 1 |
| 112402 | 0399 | ENTREPRE 2 | VOC | Entrepreneurship II | 1 |
| 113402 | 0399 | ENTREPRE 3 | VOC | Entrepreneurship III | 1 |
| 113401 | 0399 | BUSPROJMGT | REG | Business Project Management | 1/2 |
| 114402 | 0399 | ENTREPRE 4 | VOC | Entrepreneurship IV | 1 |
| 114403 | 0311 | INTL LAW | REG | International Law | 1/2 |
| 114405 | 0399 | INTL BUS | REG | International Business | 1/2 |
| DR.ED. | | | | | |
| 061401 | 0821 | DRIVER ED | REG | Driver Education | 1/4 |
| F&CS | | | | | |
| 122101 | 090101 | CON RESMGT | VOC | Consumer Resource Management | 1/2 |
| 121101 | 0900 | COMP FCS | REG | Comprehensive Family and Consumer Science | 1/2 |
| 122103 | 090101 | FOOD SCI | VOC | Food Science | 1/2 |
| 121103 | 0900 | FOODS A | REG | Foods A | 1/2 |
| 121105 | 0910 | FOODS B | REG | Foods B | 1/2 |
| 122105 | 090101 | NUTRI/WELL | VOC | Nutrition and Wellness | 1/2 |
| 121201 | 0900 | CLOTHING A | REG | Clothing A | 1/2 |
| 121203 | 0910 | CLOTHING B | REG | Clothing B | 1/2 |
| 122201 | 090101 | CHILD DEVA | VOC | Child Development A | 1/2 |
| 122203 | 090101 | CHILD DEVB | VOC | Child Development B | 1/2 |
| 122205 | 090101 | PARENTING | VOC | Parenting | 1/2 |
| 122207 | 090101 | PER/FAMDEV | VOC | Personal and Family Development | 1/2 |
| 122209 | 090101 | BAL WK FAM | VOC | Balancing Work and Family | 1/2 |
| 122211 | 090101 | H&INT DSGN | VOC | Housing and Interior Design | 1/2 |
| TECHED | | | | | |
| 131102 | 1000 | AGILE MFTG | REG | Agile Manufacturing | 1 |
| 132102 | 1051 | METALTECH1 | VOC | Metal Technology I | 1 |
| 133102 | 1051 | METALTECH2 | VOC | Metal Technology II | 1 |
| 134102 | 1051 | METALTECH3 | VOC | Metal Technology III | 1 |
| 132104 | 1061 | PLASTICS 1 | VOC | Plastic Technology I | 1 |
| 133104 | 1061 | PLASTICS 2 | VOC | Plastic Technology II | 1 |
| 134104 | 1061 | PLASTICS 3 | VOC | Plastic Technology III | 1 |
| 132106 | 1081 | WOOD TECH1 | VOC | Wood Technology I | 1 |
| 133106 | 1081 | WOOD TECH2 | VOC | Wood Technology II | 1 |
| 134106 | 1081 | WOOD TECH3 | VOC | Wood Technology III | 1 |
| 131202 | 1000 | COMM TECH | REG | Communications Technology | 1 |

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|-------------|--------|------------|------|-----------------------------|---|
| 131200 | 1021 | DRAFTING 1 | VOC | Drafting I | 1 |
| 132202 | 1021 | DRAFTING 2 | VOC | Drafting II | 1 |
| 133202 | 1021 | DRAFTING 3 | VOC | Drafting III | 1 |
| 134202 | 1021 | DRAFTING 4 | VOC | Drafting IV | 1 |
| 132204 | 1041 | PRINTING 1 | VOC | Printing I | 1 |
| 133204 | 1041 | PRINTING 2 | VOC | Printing II | 1 |
| 134204 | 1041 | PRINTING 3 | VOC | Printing III | 1 |
| 132206 | 1099 | PHOTO 1 | VOC | Photography I | 1 |
| 133206 | 1099 | PHOTO 2 | VOC | Photography II | 1 |
| 134206 | 1099 | PHOTO 3 | VOC | Photography III | 1 |
| 131302 | 1000 | ENGNSYSTMS | REG | Engineering Systems | 1 |
| 132302 | 1071 | AUTO MECH1 | VOC | Automotive Mechanics I | 1 |
| 133302 | 1071 | AUTO MECH2 | VOC | Automotive Mechanics II | 1 |
| 134302 | 1071 | AUTO MECH3 | VOC | Automotive Mechanics III | 1 |
| 132304 | 1099 | ENGN APPLS | VOC | Engineering Applications | 1 |
| 133304 | 1099 | ENGN TRANS | VOC | Engineering Transfer | 1 |
| AVTS | | | | | |
| 144002 | 140000 | ACCTNG | AVTS | Accounting | 4 |
| 144004 | 140000 | ACCTNG | AVTS | Accounting | 5 |
| 144006 | 170301 | AUTOCOLREP | AVTS | Automotive Collision Repair | 4 |
| 144008 | 170302 | AUTO TECH | AVTS | Automotive Technology | 4 |
| 144010 | 171100 | BLDG MAINT | AVTS | Building Maintenance | 4 |
| 144012 | 171001 | BLDGTRADES | AVTS | Building Trades | 4 |
| 144014 | 090101 | CHILD CARE | AVTS | Child Care | 4 |
| 144016 | 140000 | CLERICAL | AVTS | Clerical | 4 |
| 144018 | 140000 | CLERICAL | AVTS | Clerical | 5 |
| 144020 | 170700 | COMM ART | AVTS | Commercial Art | 4 |
| 144022 | 172602 | CSMTLOGY | AVTS | Cosmetology | 6 |
| 144024 | 171300 | DRFTG TECH | AVTS | Drafting Technology | 4 |
| 144026 | 171300 | ELEC TECH | AVTS | Electronic Technology | 4 |
| 144028 | 170605 | HEALTH CRS | AVTS | Health Careers | 4 |
| 144030 | 170199 | HEAT REFRG | AVTS | Heating and Refrigeration | 4 |
| 144032 | 172302 | MACH SHOP | AVTS | Machine Shop | 4 |
| 144034 | 140200 | MICRO APPL | AVTS | Microcomputer Applications | 4 |
| 144036 | 140200 | MICRO APPL | AVTS | Microcomputer Applications | 5 |
| 144040 | 171900 | PRNTG TECH | AVTS | Printing Technology | 4 |
| 144042 | 090101 | PROF COOK | AVTS | Professional Cooking | 4 |
| 144044 | 090101 | PROF COOK | AVTS | Professional Cooking | 5 |
| 144046 | 140000 | SECRETARY | AVTS | Secretarial | 4 |
| 144048 | 140000 | SECRETARY | AVTS | Secretarial | 5 |
| 144050 | 172306 | WELDING | AVTS | Welding | 4 |

Note Complexity!

SPECIAL EDUCATION

| KCK # | State # | Abbreviation | Code | Title | Credit |
|--------|---------|--------------|------|---|--------|
| 161002 | 1906 | I ENGLISH1 | SPED | Interrelated English I SLC--LD | 1 |
| 161012 | 1903 | I ENGLISH1 | SPED | Interrelated English I SLC--EMH | 1 |
| 171002 | 1907 | I ENGLISH1 | SPED | Interrelated English I-- SED | 1 |
| 181002 | 1911 | I ENGLISH1 | SPED | Interrelated English I-- HI | 1 |
| 191002 | 1907 | I ENGLISH1 | SPED | Interrelated English I-- KAW | 1 |
| 162002 | 1906 | I ENGLISH2 | SPED | Interrelated English II SLC--LD | 1 |
| 162012 | 1903 | I ENGLISH2 | SPED | Interrelated English II SLC--EMH | 1 |
| 172002 | 1907 | I ENGLISH2 | SPED | Interrelated English II--SED | 1 |
| 182002 | 1911 | I ENGLISH2 | SPED | Interrelated English II--HI | 1 |
| 192002 | 1907 | I ENGLISH2 | SPED | Interrelated English II-- KAW | 1 |
| 163002 | 1906 | I ENGLISH3 | SPED | Interrelated English III-- SLC--LD | 1 |
| 163012 | 1903 | I ENGLISH3 | SPED | Interrelated English III-- SLC--EMH | 1 |
| 173002 | 1907 | I ENGLISH3 | SPED | Interrelated English III--SED | 1 |
| 183002 | 1911 | I ENGLISH3 | SPED | Interrelated English III--HI | 1 |
| 193002 | 1907 | I ENGLISH3 | SPED | Interrelated English III-- KAW | 1 |
| 164001 | 1906 | IENTGLISH4A | SPED | Interrelated English IVA-- SLC--LD | 1/2 |
| 164011 | 1903 | IENTGLISH4A | SPED | Interrelated English IVA-- SLC--EMH | 1/2 |
| 174001 | 1907 | IENTGLISH4A | SPED | Interrelated English IVA-- SED | 1/2 |
| 184001 | 1911 | IENTGLISH4A | SPED | Interrelated English IVA--HI | 1/2 |
| 194001 | 1907 | IENTGLISH4A | SPED | Interrelated English IVA-- KAW | 1/2 |
| 164003 | 1906 | IENTGLISH4B | SPED | Interrelated English IVB-- SLC--LD | 1/2 |
| 164013 | 1903 | IENTGLISH4B | SPED | Interrelated English IVB-- SLC--EMH | 1/2 |
| 174003 | 1907 | IENTGLISH4B | SPED | Interrelated English IVB-- SED | 1/2 |
| 184003 | 1911 | IENTGLISH4B | SPED | Interrelated English IVB--HI | 1/2 |
| 194003 | 1907 | IENTGLISH4B | SPED | Interrelated English IVB-- KAW | 1/2 |
| 161004 | 1906 | I MATH | SPED | Interrelated Mathematics-- SLC--LD | 1 |
| 161014 | 1903 | I MATH | SPED | Interrelated Mathematics-- SLC--EMH | 1 |
| 171004 | 1907 | I MATH | SPED | Interrelated Mathematics-- SED | 1 |
| 181004 | 1911 | I MATH | SPED | Interrelated Mathematics--HI | 1 |
| 191004 | 1907 | I MATH | SPED | Interrelated Mathematics-- KAW | 1 |

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|--------|------|------------|------|--|-----|
| 161006 | 1906 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SLC--LD | 1 |
| 161016 | 1903 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SLC--EMH | 1 |
| 171006 | 1907 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--SED | 1 |
| 181006 | 1911 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--HI | 1 |
| 191006 | 1907 | I PREALG 1 | SPED | Interrelated Pre-Algebra I--KAW | 1 |
| 161008 | 1906 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SLC--LD | 1 |
| 161018 | 1903 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SLC--EMH | 1 |
| 171008 | 1907 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--SED | 1 |
| 181008 | 1911 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--HI | 1 |
| 191008 | 1907 | I PREALG 2 | SPED | Interrelated Pre-Algebra II--KAW | 1 |
| 161010 | 1906 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SLC--LD | 1 |
| 161020 | 1903 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SLC--EMH | 1 |
| 171010 | 1907 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--SED | 1 |
| 181010 | 1911 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--HI | 1 |
| 191010 | 1907 | I CONMATH1 | SPED | Interrelated Consumer Mathematics I--KAW | 1 |
| 162010 | 1906 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SLC--LD | 1 |
| 162020 | 1903 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SLC--EMH | 1 |
| 172010 | 1907 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--SED | 1 |
| 182010 | 1911 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--HI | 1 |
| 192010 | 1907 | I CONMATH2 | SPED | Interrelated Consumer Mathematics II--KAW | 1 |
| 161101 | 1906 | I SCI 1A | SPED | Inter. Science IA--SLC--LD | 1/2 |
| 161111 | 1903 | I SCI 1A | SPED | Inter. Science IA--SLC--EMH | 1/2 |
| 171101 | 1907 | I SCI 1A | SPED | Inter. Science IA--SED | 1/2 |
| 181101 | 1911 | I SCI 1A | SPED | Inter. Science IA--HI | 1/2 |
| 191101 | 1907 | I SCI 1A | SPED | Inter. Science IA--KAW | 1/2 |
| 161103 | 1906 | I SCI 1B | SPED | Inter. Science IB--SLC--LD | 1/2 |
| 161113 | 1903 | I SCI 1B | SPED | Inter. Science IB--SLC--EMH | 1/2 |
| 171103 | 1907 | I SCI 1B | SPED | Inter. Science IB--SED | 1/2 |
| 181103 | 1911 | I SCI 1B | SPED | Inter. Science IB--HI | 1/2 |
| 191103 | 1907 | I SCI 1B | SPED | Inter. Science IB--KAW | 1/2 |
| 162101 | 1906 | I SCI 2A | SPED | Inter. Science IIA--SLC--LD | 1/2 |
| 162111 | 1903 | I SCI 2A | SPED | Inter. Science IIA--SLC--EMH | 1/2 |

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|--------|------|------------|------|---|-----|
| 162103 | 1906 | I SCI 2B | SPED | Inter. Science IIB--SLC--LD | 1/2 |
| 162113 | 1903 | I SCI 2B | SPED | Inter. Science IIB--SLC--EMH | 1/2 |
| 161105 | 1906 | I SOC ST A | SPED | Inter. Social Studies A--SLC--LD | 1/2 |
| 161115 | 1903 | I SOC ST A | SPED | Inter. Social Studies A--SLC--EMH | 1/2 |
| 171105 | 1907 | I SOC ST A | SPED | Inter. Social Studies A--SED | 1/2 |
| 181105 | 1911 | I SOC ST A | SPED | Inter. Social Studies A--HI | 1/2 |
| 191105 | 1907 | I SOC ST A | SPED | Inter. Social Studies A--KAW | 1/2 |
| 161107 | 1906 | I SOC ST B | SPED | Inter. Social Studies B--SLC--LD | 1/2 |
| 161117 | 1903 | I SOC ST B | SPED | Inter. Social Studies B--SLC--EMH | 1/2 |
| 171107 | 1907 | I SOC ST B | SPED | Inter. Social Studies B--SED | 1/2 |
| 181107 | 1911 | I SOC ST B | SPED | Inter. Social Studies B--HI | 1/2 |
| 191107 | 1907 | I SOC ST B | SPED | Inter. Social Studies B--KAW | 1/2 |
| 162105 | 1906 | I WRLDST A | SPED | Inter. World Studies A--SLC--LD | 1/2 |
| 162115 | 1903 | I WRLDST A | SPED | Inter. World Studies A--SLC--EMH | 1/2 |
| 172105 | 1907 | I WRLDST A | SPED | Inter. World Studies A--SED | 1/2 |
| 182105 | 1911 | I WRLDST A | SPED | Inter. World Studies A--HI | 1/2 |
| 192105 | 1907 | I WRLDST A | SPED | Inter. World Studies A--KAW | 1/2 |
| 162107 | 1906 | I WRLDST B | SPED | Inter. World Studies B--SLC--LD | 1/2 |
| 162117 | 1903 | I WRLDST B | SPED | Inter. World Studies B--SLC--EMH | 1/2 |
| 172107 | 1907 | I WRLDST B | SPED | Inter. World Studies B--SED | 1/2 |
| 182107 | 1911 | I WRLDST B | SPED | Inter. World Studies B--HI | 1/2 |
| 192107 | 1907 | I WRLDST B | SPED | Inter. World Studies B--KAW | 1/2 |
| 163105 | 1906 | I AMHIST A | SPED | Interrelated American History A--SLC--LD | 1/2 |
| 163115 | 1903 | I AMHIST A | SPED | Interrelated American History A--SLC--EMH | 1/2 |
| 173105 | 1907 | I AMHIST A | SPED | Interrelated American History A--SED | 1/2 |
| 183105 | 1911 | I AMHIST A | SPED | Interrelated American History A--HI | 1/2 |
| 193105 | 1907 | I AMHIST A | SPED | Interrelated American History A--KAW | 1/2 |
| 163107 | 1906 | I AMHIST B | SPED | Interrelated American History B--SLC--LD | 1/2 |
| 163117 | 1903 | I AMHIST B | SPED | Interrelated American History B--SLC--EMH | 1/2 |
| 173107 | 1907 | I AMHIST B | SPED | Interrelated American History B--SED | 1/2 |
| 183107 | 1911 | I AMHIST B | SPED | Interrelated American History B--HI | 1/2 |
| 193107 | 1907 | I AMHIST B | SPED | Interrelated American History B--KAW | 1/2 |

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|--------|------|-------------|------|--|-----|
| 164105 | 1906 | I AM GOVT | SPED | Interrelated American Government--SLC--LD | 1 |
| 164115 | 1903 | I AM GOVT | SPED | Interrelated American Government--SLC--EMH | 1/2 |
| 174105 | 1907 | I AM GOVT | SPED | Inter. Amer. Gov.--SED | 1/2 |
| 184105 | 1911 | I AM GOVT | SPED | Inter. Amer. Gov.--HI | 1/2 |
| 194105 | 1907 | I AM GOVT | SPED | Inter. Amer. Gov.--KAW | 1/2 |
| 161109 | 1906 | I KEYBRDGA | SPED | Inter. Keyboarding A -- SLC--LD | 1/2 |
| 161119 | 1903 | I KEYBRDGA | SPED | Inter. Keyboarding A-- SLC--EMH | 1/2 |
| 171109 | 1907 | I KEYBRDGA | SPED | Inter. Keyboard A--SED | 1/2 |
| 181109 | 1911 | I KEYBRDGA | SPED | Inter. Keyboard A--HI | 1/2 |
| 191109 | 1907 | I KEYBRDGA | SPED | Inter. Keyboard A--KAW | 1/2 |
| 161111 | 1906 | I KEYBRDGB | SPED | Interrelated Keyboarding B-- SLC--LD | 1/2 |
| 161121 | 1903 | I KEYBRDGB | SPED | Interrelated Keyboarding B-- SLC--EMH | 1/2 |
| 171111 | 1907 | I KEYBRDGB | SPED | Inter. Keyboard B--SED | 1/2 |
| 181111 | 1911 | I KEYBRDGB | SPED | Inter. Keyboard B--HI | 1/2 |
| 191111 | 1907 | I KEYBRDGB | SPED | Inter. Keyboard B--KAW | 1/2 |
| 161113 | 1906 | INTCOMPSCI | SPED | Introduction to Computer Science--SLC--LD | 1/2 |
| 161123 | 1903 | INTCOMPSCI | SPED | Introduction to Computer Science--SLC--EMH | 1/2 |
| 171113 | 1907 | INTCOMPSCI | SPED | Intro.Comp.Sci.--SED | 1/2 |
| 181113 | 1911 | INTCOMPSCI | SPED | Intro.Comp.Sci.--HI | 1/2 |
| 191113 | 1907 | INTCOMPSCI | SPED | Intro.Comp.Sci.--KAW | 1/2 |
| 162201 | 1906 | THNKSHOP1A | SPED | Think Shop IA--SLC--LD | 1/2 |
| 162211 | 1903 | THNKSHOP1A | SPED | Think Shop IA--SLC--EMH | 1/2 |
| 162203 | 1906 | THNKSHOP1B | SPED | Think Shop IB--SLC--LD | 1/2 |
| 162213 | 1903 | THNKSHOP1B | SPED | Think Shop IB--SLC--EMH | 1/2 |
| 162205 | 1906 | THNKSHOP2A | SPED | Think Shop IIA--SLC--LD | 1/2 |
| 162215 | 1903 | THNKSHOP2A | SPED | Think Shop IIA--SLC--EMH | 1/2 |
| 162207 | 1906 | THNKSHOP2B | SPED | Think Shop IIB--SLC--LD | 1/2 |
| 162217 | 1903 | THNKSHOP2B | SPED | Think Shop IIB--SLC--EMH | 1/2 |
| 161204 | 1906 | VOC EXPLOR | SPED | Vocational Exploration-- SLC--LD | 1 |
| 161214 | 1903 | VOC EXPLOR | SPED | Vocational Exploration-- SLC--EMH | 1 |
| 171204 | 1907 | VOC EXPLOR | SPED | Vocational Exploration--SED | 1 |
| 181204 | 1911 | VOC EXPLOR | SPED | Vocational Exploration--HI | 1 |
| 161205 | 1906 | PER DEVL A | SPED | Personal Development A-- SLC--LD | 1/2 |
| 161215 | 1903 | PER DEVL A | SPED | Personal Development A-- SLC--EMH | 1/2 |
| 161207 | 1906 | PER DEVL B | SPED | Personal Development B-- SLC--LD | 1/2 |
| 161217 | 1903 | PER DEVL B | SPED | Personal Development B-- SLC--EMH | 1/2 |
| 164201 | 1906 | LIVE LEARNA | SPED | Live & Learn A--SLC--LD | 1/2 |
| 164211 | 1903 | LIVE LEARNA | SPED | Live & Learn A--SLC--EMH | 1/2 |
| 174201 | 1907 | LIVE LEARNA | SPED | Live & Learn A--SED | 1/2 |
| 184201 | 1911 | LIVE LEARNA | SPED | Live & Learn A--HI | 1/2 |
| 194201 | 1907 | LIVE LEARNA | SPED | Live & Learn A--KAW | 1/2 |
| 164203 | 1906 | LIVE LEARNB | SPED | Live & Learn B--SLC--LD | 1/2 |
| 164213 | 1903 | LIVE LEARNB | SPED | Live & Learn B--SLC--EMH | 1/2 |

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|--------|------|-------------|------|---------------------------------|-----|
| 174203 | 1907 | LIVE LEARNB | SPED | Live & Learn B--SED | 1/2 |
| 184203 | 1911 | LIVE LEARNB | SPED | Live & Learn B--HI | 1/2 |
| 194203 | 1907 | LIVE LEARNB | SPED | Live & Learn B--KAW | 1/2 |
| 161211 | 1906 | STUDY SK1A | SPED | Study Skills IA--SLC--LD | 1/2 |
| 161221 | 1903 | STUDY SK1A | SPED | Study Skills IA--SLC--EMH | 1/2 |
| 161213 | 1906 | STUDY SK1B | SPED | Study Skills IB--SLC--LD | 1/2 |
| 161223 | 1903 | STUDY SK1B | SPED | Study Skills IB--SLC--EMH | 1/2 |
| 162211 | 1906 | STUDY SK2A | SPED | Study Skills IIA--SLC--LD | 1/2 |
| 162221 | 1903 | STUDY SK2A | SPED | Study Skills IIA--SLC--EMH | 1/2 |
| 162213 | 1906 | STUDY SK2B | SPED | Study Skills IIB--SLC--LD | 1/2 |
| 162223 | 1903 | STUDY SK2B | SPED | Study Skills IIB--SLC--EMH | 1/2 |
| 163211 | 1906 | STUDY SK3A | SPED | Study Skills IIIA--SLC--LD | 1/2 |
| 163221 | 1903 | STUDY SK3A | SPED | Study Skills IIIA--SLC--EMH | 1/2 |
| 163213 | 1906 | STUDY SK3B | SPED | Study Skills IIIB--SLC--LD | 1/2 |
| 163223 | 1903 | STUDY SK3B | SPED | Study Skills IIIB--SLC--EMH | 1/2 |
| 164211 | 1906 | STUDY SK4A | SPED | Study Skills IVA--SLC--LD | 1/2 |
| 164221 | 1903 | STUDY SK4A | SPED | Study Skills IVA--SLC--EMH | 1/2 |
| 164213 | 1906 | STUDY SK4B | SPED | Study Skills IVB--SLC--LD | 1/2 |
| 164223 | 1903 | STUDY SK4B | SPED | Study Skills IVB--SLC--EMH | 1/2 |
| 161206 | 1906 | I READING | SPED | Inter. Reading--SLC--LD | 1 |
| 161216 | 1903 | I READING | SPED | Inter. Reading--SLC--EMH | 1 |
| 171206 | 1907 | I READING | SPED | Inter. Reading--SED | 1 |
| 181206 | 1911 | I READING | SPED | Inter. Reading--HI | 1 |
| 191206 | 1907 | I READING | SPED | Inter. Reading--KAW | 1 |
| 161208 | 1906 | I CRITREAD | SPED | Inter. Critical Read.--SLC--LD | 1 |
| 161218 | 1903 | I CRITREAD | SPED | Inter. Critical Read.--SLC--EMH | 1 |
| 171208 | 1907 | I CRITREAD | SPED | Inter. Critical Read.--SED | 1 |
| 181208 | 1911 | I CRITREAD | SPED | Inter. Critical Read.--HI | 1 |
| 191208 | 1907 | I CRITREAD | SPED | Inter. Critical Read.--KAW | 1 |
| 161301 | 1906 | SOC DEVL1A | SPED | Social Devel. IA--SLC--LD | 1/2 |
| 161311 | 1903 | SOC DEVL1A | SPED | Social Devel. IA--SLC--EMH | 1/2 |
| 161303 | 1906 | SOC DEVL1B | SPED | Social Devel. IB--SLC--LD | 1/2 |
| 161313 | 1903 | SOC DEVL1B | SPED | Social Devel. IB--SLC--EMH | 1/2 |
| 162301 | 1906 | SOC DEVL2A | SPED | Social Devel. IIA--SLC--LD | 1/2 |
| 162311 | 1903 | SOC DEVL2A | SPED | Social Devel. IIA--SLC--EMH | 1/2 |
| 162303 | 1906 | SOC DEVL2B | SPED | Social Devel. IIB--SLC--LD | 1/2 |
| 162313 | 1903 | SOC DEVL2B | SPED | Social Devel. IIB--SLC--EMH | 1/2 |
| 163301 | 1906 | SOC DEVL3A | SPED | Social Devel. IIIA--SLC--LD | 1/2 |
| 163311 | 1903 | SOC DEVL3A | SPED | Social Devel. IIIA--SLC--EMH | 1/2 |
| 163303 | 1906 | SOC DEVL3B | SPED | Social Devel. IIIB--SLC--LD | 1/2 |
| 163313 | 1903 | SOC DEVL3B | SPED | Social Devel. IIIB--SLC--EMH | 1/2 |
| 164201 | 1906 | SOC DEVL4A | SPED | Social Devel. IVA--SLC--LD | 1/2 |
| 164211 | 1903 | SOC DEVL4A | SPED | Social Devel. IVA--SLC--EMH | 1/2 |
| 164303 | 1906 | SOC DEVL4B | SPED | Social Devel. IVB--SLC--LD | 1/2 |
| 164313 | 1903 | SOC DEVL4B | SPED | Social Devel. IVB--SLC--EMH | 1/2 |
| 161305 | 1906 | IND STUD1A | SPED | Ind. Studies IA--SLC--LD | 1/2 |
| 161315 | 1903 | IND STUD1A | SPED | Ind. Studies IA--SLC--EMH | 1/2 |
| 171305 | 1907 | IND STUD1A | SPED | Ind. Studies IA--SED | 1/2 |
| 181305 | 1907 | IND STUD1A | SPED | Ind. Studies IA--KAW | 1/2 |
| 161307 | 1906 | IND STUD1B | SPED | Ind. Studies IB--SLC--LD | 1/2 |
| 161317 | 1903 | IND STUD1B | SPED | Ind. Studies IB--SLC--EMH | 1/2 |
| 171307 | 1907 | IND STUD1B | SPED | Ind. Studies IB--SED | 1/2 |
| 181307 | 1907 | IND STUD1B | SPED | Ind. Studies IB--KAW | 1/2 |
| 162305 | 1906 | IND STUD2A | SPED | Ind. Studies IIA--SLC--LD | 1/2 |
| 162315 | 1903 | IND STUD2A | SPED | Ind. Studies IIA--SLC--EMH | 1/2 |

| | | | | | |
|--------|------|------------|------|-----------------------------|-------|
| 172305 | 1907 | IND STUD2A | SPED | Ind. Studies IIA--SED | 1/2 |
| 182305 | 1907 | IND STUD2A | SPED | Ind. Studies IIA--KAW | 1/2 |
| 162307 | 1906 | IND STUD2B | SPED | Ind. Studies IIB--SLC--LD | 1/2 |
| 162317 | 1903 | IND STUD2B | SPED | Ind. Studies IIB--SLC--EMH | 1/2 |
| 172307 | 1907 | IND STUD2B | SPED | Ind. Studies IIB--SED | 1/2 |
| 182307 | 1907 | IND STUD2B | SPED | Ind. Studies IIB--KAW | 1/2 |
| 163305 | 1906 | IND STUD3A | SPED | Ind. Studies IIIA--SLC--LD | 1/2 |
| 163315 | 1903 | IND STUD3A | SPED | Ind. Studies IIIA--SLC--EMH | 1/2 |
| 173305 | 1907 | IND STUD3A | SPED | Ind. Studies IIIA--SED | 1/2 |
| 183305 | 1907 | IND STUD3A | SPED | Ind. Studies IIIA--KAW | 1/2 |
| 163307 | 1906 | IND STUD3B | SPED | Ind. Studies IIIB--SLC--LD | 1/2 |
| 163317 | 1903 | IND STUD3B | SPED | Ind. Studies IIIB--SLC--EMH | 1/2 |
| 173307 | 1907 | IND STUD3B | SPED | Ind. Studies IIIB--SED | 1/2 |
| 183307 | 1907 | IND STUD3B | SPED | Ind. Studies IIIB--KAW | 1/2 |
| 164305 | 1906 | IND STUD4A | SPED | Ind. Studies IVA--SLC--LD | 1/2 |
| 164315 | 1903 | IND STUD4A | SPED | Ind. Studies IVA--SLC--EMH | 1/2 |
| 174305 | 1907 | IND STUD4A | SPED | Ind. Studies IVA--SED | 1/2 |
| 184305 | 1907 | IND STUD4A | SPED | Ind. Studies IVA--KAW | 1/2 |
| 164307 | 1906 | IND STUD4B | SPED | Ind. Studies IVB--SLC--LD | 1/2 |
| 164317 | 1903 | IND STUD4B | SPED | Ind. Studies IVB--SLC--EMH | 1/2 |
| 174307 | 1907 | IND STUD4B | SPED | Ind. Studies IVB--SED | 1/2 |
| 184307 | 1907 | IND STUD4B | SPED | Ind. Studies IVB--KAW | 1/2 |
| 161313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1/2 |
| 161323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1/2 |
| 171313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1 |
| 171323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1 |
| 181313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 1 1/2 |
| 181223 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 1 1/2 |
| 191313 | 1906 | WORK EXP1B | SPED | Work Exp. IB--SLC--LD | 2 |
| 191323 | 1903 | WORK EXP1B | SPED | Work Exp. IB--SLC--EMH | 2 |
| 162311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1/2 |
| 162321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1/2 |
| 172311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1 |
| 172321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1 |
| 182311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 1 1/2 |
| 182321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 1 1/2 |
| 192311 | 1906 | WORK EXP2A | SPED | Work Exp. IIA--SLC--LD | 2 |
| 192321 | 1903 | WORK EXP2A | SPED | Work Exp. IIA--SLC--EMH | 2 |
| 162313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1/2 |
| 162323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1/2 |
| 172313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1 |
| 172323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1 |
| 182313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 1 1/2 |
| 182323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 1 1/2 |
| 192313 | 1906 | WORK EXP2B | SPED | Work Exp. IIB--SLC--LD | 2 |
| 192323 | 1903 | WORK EXP2B | SPED | Work Exp. IIB--SLC--EMH | 2 |
| 163311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1/2 |
| 163321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1/2 |
| 173311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1 |
| 173321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1 |
| 183311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 1 1/2 |
| 183321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 1 1/2 |
| 193311 | 1906 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--LD | 2 |
| 193321 | 1903 | WORK EXP3A | SPED | Work Exp. IIIA--SLC--EMH | 2 |
| 163313 | 1906 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--LD | 1/2 |
| 163323 | 1903 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--EMH | 1/2 |
| 173313 | 1906 | WORK EXP3B | SPED | Work Exp. IIIB--SLC--LD | 1 |

| | | | | | |
|------------|------|------------|------|--|-------|
| 173323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 1 |
| 183313 | 1906 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--LD | 1 1/2 |
| 183323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 1 1/2 |
| 193313 | 1906 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--LD | 2 |
| 193323 | 1903 | WORK EXP3B | SPED | Work Exp.IIIB--SLC--EMH | 2 |
| 164311 | 1906 | WORK EXP4A | SPED | Work Exp. IVA--SLC--LD | 1/2 |
| 164321 | 1903 | WORK EXP4A | SPED | Word Exp.IVA--SLC--EMH | 1/2 |
| 174311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 1 |
| 174321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 1 |
| 184311 | 1906 | WORK EXP4A | SPED | Work Exp.IVA--SLC--LD | 1 1/2 |
| 183321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 1 1/2 |
| 194311 | 1906 | WORK EXP4A | SPED | Work Exp. IVA--SLC--LD | 2 |
| 194321 | 1903 | WORK EXP4A | SPED | Work Exp.IVA--SLC--EMH | 2 |
| 164313 | 1906 | WORK EXP4B | SPED | Work Exp.IVB--SLC--LD | 3 1/2 |
| 163323 | 1903 | WORK EXP4B | SPED | Work Exp.IVB--SLC--EMH | 3 1/2 |
| 174313 | 1906 | WORK EXP4B | SPED | Work Exp.IVB--SLC--LD | 4 |
| 174323 | 1903 | WORK EXP4B | SPED | Work Exp.IVB--SLC--EMH | 4 |
| 161310 | 1907 | MATH 2 | SPED | Mathematics II--SED | 1 |
| 171310 | 1911 | MATH 2 | SPED | Mathematics II--HI | 1 |
| 181310 | 1907 | MATH 2 | SPED | Mathematics II--KAW | 1 |
| 162310 | 1907 | MATH 3 | SPED | Mathematics III--SED | 1 |
| 172310 | 1911 | MATH 3 | SPED | Mathematics III--HI | 1 |
| 182310 | 1907 | MATH 3 | SPED | Mathematics III--KAW | 1 |
| 163310 | 1907 | MATH 4 | SPED | Mathematics IV--SED | 1 |
| 173310 | 1911 | MATH 4 | SPED | Mathematics IV--HI | 1 |
| 183310 | 1907 | MATH 4 | SPED | Mathematics IV--KAW | 1 |
| 161312 | 1907 | LIFE SK 1 | SPED | Life Skills I--SED | 1 |
| 171312 | 1907 | LIFE SK 1 | SPED | Life Skills I--KAW | 1 |
| 162312 | 1907 | LIFE SK 2 | SPED | Life Skills II--SED | 1 |
| 172312 | 1907 | LIFE SK 2 | SPED | Life Skills II--KAW | 1 |
| 163312 | 1907 | LIFE SK 3 | SPED | Life Skills III--SED | 1 |
| 173312 | 1907 | LIFE SK 3 | SPED | Life Skills III--KAW | 1 |
| 164312 | 1907 | LIFE SK 4 | SPED | Life Skills IV--SED | 1 |
| 173212 | 1907 | LIFE SK 4 | SPED | Life Skills IV--KAW | 1 |
| ADP | | | | | |
| 161402 | 1906 | ADP ALG | SPED | Adapted Algebra--SLC--LD | 1 |
| 161412 | 1903 | ADP ALG | SPED | Adp. Algebra--SLC--EMH | 1 |
| 171402 | 1907 | ADP ALG | SPED | Adp. Algebra--SED | 1 |
| 181402 | 1911 | ADP ALG | SPED | Adp. Algebra--HI | 1 |
| 191402 | 1907 | ADP ALG | SPED | Adp. Algebra--KAW | 1 |
| 162402 | 1906 | ADP GEOM | SPED | Adp. Geometry--SLC--LD | 1 |
| 162412 | 1903 | ADP GEOM | SPED | Adp. Geometry--SLC--EMH | 1 |
| 172402 | 1907 | ADP GEOM | SPED | Adp. Geometry--SED | 1 |
| 182402 | 1911 | ADP GEOM | SPED | Adp. Geometry--HI | 1 |
| 192402 | 1907 | ADP GEOM | SPED | Adp. Geometry--KAW | 1 |
| 161404 | 1906 | ADP BIOL | SPED | Adp. Biology--SLC--LD | 1 |
| 161414 | 1903 | ADP BIOL | SPED | Adp. Biology--SLC--EMH | 1 |
| 171404 | 1907 | ADP BIOL | SPED | Adp. Biology--SED | 1 |
| 181404 | 1911 | ADP BIOL | SPED | Adp. Biology--HI | 1 |
| 191404 | 1907 | ADP BIOL | SPED | Adp. Biology--KAW | 1 |
| 161406 | 1906 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SLC--LD | 1 |
| 161416 | 1903 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SLC--EMH | 1 |
| 171406 | 1907 | ADPSCITECH | SPED | Adp. Science Tech. and Society--SED | 1 |

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|--------------|------|------------|------|---|---|
| 181406 | 1911 | ADPSCITECH | SPED | Adp. Science Tech. and Society--HI | 1 |
| 191406 | 1907 | ADPSCITECH | SPED | Adp. Science Tech. and Society--KAW | 1 |
| 161408 | 1907 | ADP HEALTH | SPED | Adapted Health--KAW | 1 |
| 161410 | 1907 | ADP PHYSED | SPED | Adp. Physical Ed.--KAW | 1 |
| FUNCT | | | | | |
| 161502 | 1914 | DOM LIVE 1 | SPED | Domestic Living I--SMH | 2 |
| 162502 | 1914 | DOM LIVE 2 | SPED | Domestic Living II--SMH | 2 |
| 163502 | 1914 | DOM LIVE 3 | SPED | Domestic Living III--SMH | 2 |
| 164502 | 1914 | DOM LIVE 4 | SPED | Domestic Living IV--SMH | 2 |
| 161504 | 1914 | VOC 1 | SPED | Vocational I--SMH | 3 |
| 162504 | 1914 | VOC 2 | SPED | Vocational II--SMH | 3 |
| 163504 | 1914 | VOC 3 | SPED | Vocational III--SMH | 3 |
| 164504 | 1914 | VOC 4 | SPED | Vocational IV--SMH | 3 |
| 161506 | 1914 | COMM INST1 | SPED | Community-Based Instruction I--SMH | 2 |
| 162506 | 1914 | COMM INST2 | SPED | Community-Based Instruction II--SMH | 2 |
| 163506 | 1914 | COMM INST3 | SPED | Community-Based Instruction III--SMH | 2 |
| 164506 | 1914 | COMM INST4 | SPED | Community-Based Instruction IV--SMH | 2 |
| 161508 | 1914 | PELEISURE1 | SPED | PE/Leisure Activity I--SMH | 1 |
| 162508 | 1914 | PELEISURE2 | SPED | PE/Leisure Activity II--SMH | 1 |
| 163508 | 1914 | PELEISURE3 | SPED | PE/Leisure Activity III--SMH | 1 |
| 164508 | 1914 | PELEISURE4 | SPED | PE/Leisure Activity IV--SMH | 1 |
| 161602 | 1904 | FN ACAD 1 | SPED | Functional Acad. I--FUN | 2 |
| 162602 | 1904 | FN ACAD 2 | SPED | Functional Acad. II--FUN | 2 |
| 163602 | 1904 | FN ACAD 3 | SPED | Functional Acad. III--FUN | 2 |
| 161604 | 1904 | VOC EXP 1 | SPED | Vocational Exp. I--FUN | 3 |
| 162604 | 1904 | VOC EXP 2 | SPED | Vocational Exp. II--FUN | 3 |
| 163604 | 1904 | VOC EXP 3 | SPED | Vocational Exp. III--FUN | 3 |
| 164604 | 1904 | VOC EXP 4 | SPED | Vocational Exp. IV--FUN | 3 |
| 161606 | 1904 | LEIS & PE1 | SPED | Leisure Activity/PE I--FUN | 1 |
| 162606 | 1904 | LEIS & PE2 | SPED | Leisure Activity/PE II--FUN | 1 |
| 163606 | 1904 | LEIS & PE3 | SPED | Leisure Activity/PE III--FUN | 1 |
| 164606 | 1904 | LEIS & PE4 | SPED | Leisure Activity/PE IV--FUN | 1 |
| 161608 | 1904 | INT LIFE 1 | SPED | Integ. Life Studies I--FUN | 2 |
| 162608 | 1904 | INT LIFE 2 | SPED | Integ. Life Studies II--FUN | 2 |
| 163608 | 1904 | INT LIFE 3 | SPED | Integ. Life Studies III--FUN | 2 |
| 164608 | 1904 | INT LIFE 4 | SPED | Integ. Life Studies IV--FUN | 2 |
| 166610 | 1904 | SOC EM DEV | SPED | Social/Emotional Development--FUN | 2 |
| 161612 | 1904 | COMMUN 1 | SPED | Communication I--FUN | 1 |
| 162612 | 1904 | COMMUN 2 | SPED | Communication II--FUN | 1 |
| 163612 | 1904 | COMMUN 3 | SPED | Communication III--FUN | 1 |
| 164612 | 1904 | COMMUN 4 | SPED | Communication IV--FUN | 1 |
| 164702 | 1904 | TRANSITN 1 | SPED | Transition I--FUN | 8 |
| 164704 | 1904 | TRANSITN 2 | SPED | Transition II--FUN | 8 |

M E M O R A N D U M

TO: MRO
FROM: AJN
DATE: March 18, 1997
RE: Constitutionally Mandated Levels of Education

ISSUE

What level of education, in terms of financing and/or programs, is mandated by the Constitution of the State of Kansas?

DISCUSSION

Article 6, section 6 of the Kansas Constitution provides, in pertinent part, that "[t]he legislature shall make suitable provision for finance of the educational interests of the state." See Kan. Const. art. 6, § 6(b). In his Opinion of the Court on Questions of Law Presented in Advance of Trial, Judge Terry Bullock indicated that the use of the term "suitable" in Section 6 of the constitution was essentially equivalent to the use of the term "basic," sufficient, or general in other states. See Mock v. State, No. 90-CV-0918, slip op. at 25 (Shawnee Co. Dist. Ct. Oct. 14, 1991). In other words, the constitutional requirement of "suitable provision" is a requirement that the state provide some level of "basic" education.

House Education
3-19-97
Attachment 2

However, Judge Bullock declined to define what constituted a "basic" education for purposes of the Kansas constitution. See id. At 25-26.

No other state constitution uses the exact wording used in the Kansas Education Article. See id. at 9. However, many other states have determined what constitutes a constitutionally mandated "basic" education.

Minnesota:

Article XIII, section 1 of the Minnesota constitution requires that the legislature establish a "general and uniform system of public schools." See Minn. Const. art. XII, § 1. In response to this mandate, the Minnesota Legislature adopted a system of school finance wherein each district was guaranteed a certain amount of "basic revenue." See Skeen v. Minnesota, 505 N.W.2d 299, 304 (Minn. 1993). This money was generated by imposition of a uniform property tax, with the state making up any difference between the revenues raised by the property tax and guaranteed minimum. See id.

The Skeen court did not specify which programs must be funded under the law. However, the system reviewed and approved by the Minnesota Supreme Court had the effect that "programs such as summer school or gifted and talented programs were no longer separately funded.

Instead, each district received a 'lump sum' and was given discretion as to how to distribute this money." Id. The court concluded that a system that "provides uniform funding to each student in the state in an amount sufficient to generate an adequate level of education which meets all state standards" satisfies the state's duty to create a "'general and uniform system of education.'" Id. at 315. The court refused to hold that "uniform" means "identical" or even "nearly identical." See id. at 311. Money raised locally, over and above that required for an adequate level of education, was constitutionally inconsequential. See id. The key to a "general and uniform system of education" then, for the Minnesota Supreme Court, was that funding was adequate to meet state prescribed standards.

The court's refusal to specify the educational goals or programs that constitute a "basic" education signals its recognition of the primacy of the legislature in defining state educational policy. Upon a finding that the state had "a legitimate interest in encouraging local districts to supplement . . . basic revenue . . .," and that there was a rational relation between the governmental interest and the means chosen to accomplish that end, the court declined to inquire further. See id. at 316. The result of the court's deferential position was a declaration that, "[w]here the

state constitution merely requires that the funding of education 'secure a thorough and efficient system'; the particular means employed to finance state education are left to the legislature's determination." Id. at 315-16.

West Virginia:

In coming to its decision, the Skeen court looked to other jurisdictions to see what was constitutionally required. One state that the court looked to was West Virginia, whose state constitution requires a "thorough and efficient system" of education. See W.Va. Const. art. 12, § 1. The West Virginia Supreme Court defined a "thorough and efficient system" as follows:

It develops, as best the state of education expertise allows, the minds, bodies and social morality of its charges to prepare them for useful and happy occupations, recreation and citizenship and does so economically.

Legally recognized elements in this definition are development in every child to his or her capacity of (1) literacy; (2) ability to add, subtract, multiply and divide numbers; (3) knowledge of government to the extent that the child will be equipped as a citizen to make informed choices among persons and issues that affect his own governance; (4) self-knowledge and knowledge of his or her total environment to allow the child to intelligently choose life work--to know his or her options; (5) work-training and advanced academic training as the child may intelligently choose; (6) recreational pursuits; (7) interests in all creative arts, such as music, theatre, literature, and the visual arts; (8) social ethics, both behavioral and abstract, to facilitate compatibility with others in this society.

Implicit are supportive services: (1) good physical facilities, instructional materials and personnel; (2) careful state and local supervision to prevent waste and to monitor pupil, teacher and administrative competency.

See Pauley v. Kelly, 255 S.E.2d 859, 877 (W. Va. 1979).

Under this broad standard, nevertheless, the Court recognized that "equality of funding has not been required in the majority of states with mandated thorough and efficient school systems." Id. at 870. The Court, in arriving at its standard, cited a variety of decisions interpreting the constitutional goals of a "thorough" and/or "efficient" system or, for our purposes, what constitutes a "basic" or "sufficient" system. Among the states cited were:

- Minnesota - "[T]o insure a regular method throughout the state, whereby all may be enabled to acquire an education which will fit them to discharge intelligently their duties as citizens of the republic." (Citation omitted).
- Pennsylvania - "The goal is to equalize educational opportunity and remove that opportunity from dependence upon the student's situs or status. . . .' but in a relative way, adapting to local conditions (whatever that may mean)." (Citation omitted).
- New Jersey - "[Afford] to every child such instruction as is necessary to fit it for the ordinary duties of citizenship". . . .The word "thorough" in the Education Clause connotes in common meaning the concept of completeness and attention to detail. It means more than simply adequate or minimal." (Citation omitted).

- Montana - "'What, then, constitutes a "thorough" system of education in our public schools?' The answer is unspecific: it is a system that trains both mind, morals and body, and furthers "'happiness, efficiency and capacity for social service of the educated." (Citation omitted).
- Virginia - "'[I]t is clear that the word . . . embraces . . . a sufficient number of schools with adequate buildings and equipment, a sufficient number of competent teachers, and other basic matters associated with the public school system . . .'" (Citation omitted).

See id. at 875-76. Given this analysis, the court developed a definition of education. "It is the development of mind, body and social morality (ethics) to prepare persons for useful and happy occupations, recreation and citizenship." Id. at 877.

Though the Supreme Court of Appeals of West Virginia was willing to give a very detailed definition of a "thorough and efficient system," it refused to give the legislature specific directives for implementing this definition. Instead, after reviewing decisions from other jurisdictions, the Court recognized the "plenary authority" of the legislature "to determine the bounds of thorough, efficient education." Id. at 870. Upon remand, the Court ordered the legislature to develop its own standards for fulfilling the constitutional obligation. Specifically, the court reminded the parties that, "great weight will be given to legislatively established

standards, because the people have reposed in that department of government 'plenary, if not absolute' authority and responsibility for the school system." Id. At 878.

Kentucky:

The Kentucky Constitution requires that, "[t]he General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State." See Ky. Const. § 183. In interpreting the meaning of the phrase "efficient system," the Supreme Court of Kentucky concluded that:

[A]n efficient system of education must have as its goal to provide each and every child with at least the seven following capacities: (i) sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization; (ii) sufficient knowledge of economic, social, and political systems to enable the student to make informed choices; (iii) sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation; (iv) sufficient self-knowledge and knowledge of his or her mental and physical wellness; (v) sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage; (vi) sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and (vii) sufficient levels of academic or vocational skills to enable public school students to compete favorable with their counterparts in surrounding states, in academics or in the job market.

Rose v. Council for Better Educ., Inc., 790 S.W.2d 186, 212 (Ky. 1989). The court further declared that, among other factors, an education could not be considered adequate if the above seven goals were not the goals of the system. See id. at 213.

The court addressed the use of local effort in state education financing. The court reminded the parties that local effort could not be used as a "substitute for providing an adequate, equal and substantially uniform educational system" See id. at 212. However, it is certainly within the power of the legislature to create local school entities and to "empower them to enact local revenue initiatives to supplement the uniform, equal education effort" provided by the legislature. See id.

In spite of its very detailed definition of "thorough and efficient," the Court refused to "instruct the General Assembly to enact any specific legislation." Id. at 212. The court explained that, "[w]e do not direct the members of the General Assembly to raise taxes. It is their decision how best to achieve efficiency. We only decide the nature of the constitutional mandate. We only determine the intent of the framers. Carrying-out that intent is the duty of the General Assembly." Id. Once the court's scrutiny is complete, it is not to maintain jurisdiction or supervision. Instead, the

court should allow the legislature to independently enact education policy in accordance with its constitutional mandate. See id. at 214.

Wyoming:

The Wyoming Constitution provides that the legislature must establish a "complete and uniform system of education" and, further, that the legislature shall, through taxation, "create and maintain a thorough and efficient system of public schools." See Wyo. Const. art. 7, §§ 1 & 9. In attempting to define a "quality" education, the court admonished the parties to remember that "the definition of a proper education is not static, but will change." See Campbell County Sch. Dist. v. State, 907 P.2d 1238, 1278 (Wyo. 1995). However, the court did set out the following aspects of a "quality education":

1. Small schools, small class size, low student/teacher ratios, textbooks, low student/personal computer ratios.
2. Integrated, substantial uniform substantive curriculum . . .
..
3. Ample, appropriate provision for at-risk students, special problem students, [and] talented students.
4. Setting of meaningful standards for course content and knowledge attainment . . . [; and]
5. Timely and meaningful assessment of all students' progress in core curriculum and core skills regardless of

whether those students intend to pursue college or vocational training.

Id. at 1279.

In spite of its very clear ideas as to the elements of a quality education, the court refused to indicate how the legislature must go about implementing this constitutional mandate. Instead, the court indicated that it was the duty of the legislature to, first, identify "the 'proper' educational package each [] student is entitled to have . . ." under the state constitution. See id. Further, the court indicated that, after the legislature had determined the elements necessary to provide a "proper" education and funded it for all districts, the legislature was free to provide for additional local effort. "The state basket of quality education goods and services available to all school-age youth must be nearly identical from district to district. If a local district then wants to enhance the content of that basket, the legislature can provide a mechanism by which it can be done. But first, before all else, the constitutional basket must be filled." Id. at 1279-80.

CONCLUSION

The Kansas legislature should set out to define what constitutes a "sufficient" or "basic" education. The case authority makes it clear that educational policy is the province of the state legislature. If the legislature takes affirmative steps to make a determination as to the elements of a "basic" education, it will not only be a stepping stone toward sound educational policy, but it may also preempt intervention by the courts. In the alternative, should the legislatively approved educational policy come under scrutiny by the state courts, it will be entitled to a high degree of deference.

State Capitals

Court Again Strikes Down Wyo. Finance System

By Laura Miller

In declaring Wyoming's school-funding system unconstitutional earlier this month, the state supreme court may have sown the seeds for a new round of school-finance litigation across the country.

Many states, Wyoming included, have seen their finance systems struck down in recent years. But the Wyoming court's unanimous Nov. 8 ruling orders the legislature to conduct a study to determine the elements of a complete "education package" for every Wyoming child, based in part on a statewide curriculum and educational standards. After calculating how much that would cost, the court said lawmakers must pay for it. A new system must be in place by July 1997.

The ruling struck down the state's "recapture" system—the so-called Robin Hood strategy that has been employed in states like Texas in recent years—instructing lawmakers that even with some sharing, the system is unfair.

To make matters worse, the court said, school-funding levels are set without reason.

"Supporting an opportunity for a complete, proper, quality education is the legislature's paramount priority; competing priorities not of constitutional magnitude are secondary, and the legislature may not yield to them until constitutionally sufficient provision is made for elementary and secondary education," the ruling said.

The justices sounded an argument popular among school-finance experts: that states have focused too heavily on equality of programs between districts, and not enough on the quality of programs themselves.

"A lot of people have expected the courts to begin moving away from fiscal equity to the question of adequacy," said David C. Thompson, a professor of school administration and a school-finance expert at Kansas State University in Manhattan. "You aren't going to see people rushing pell-mell that way, but this is definitely a new way that these cases might start going."

A Long Battle

Wyoming's struggle with its finance system dates to 1980, when the high court ruled that the state failed to afford equal protection as mandated by the state constitution. Since then, the legislature has taken steps to reduce disparities between the state's large districts, which have initiated the lawsuits, and small ones, which have tended to see extra state aid under the current system.

In 1983, state lawmakers tried to comply with the ruling by mandating minimum local tax levies and creating the recapture program, which forces wealthy districts to share part of their local revenues, which in Wyoming often derive from land rich with mineral deposits.

Lawmakers called the 1983 program transitional, and pledged that it would be replaced by a new system structured more accurately to measure the costs of education.

But that never happened. "The legislature has not done what it promised," Justice Richard Thomas, the only member still on the supreme court who was involved in the 1980 ruling, said in a concurring opinion this month. "Instead of reducing disparity in

sent method is so distorted and convoluted that it was difficult to do any long-range planning."

The legislature now must describe what a proper education is for every Wyoming child. The court said features of a high-quality education would certainly include: small schools, small class size, low teacher-student ratios, low computer-student ratios, a uniform statewide curriculum, ample programs for students who need extra help, high standards, and meaningful assessment of student progress in a core curriculum and core skills.

Fears Expressed

Some small school districts said last week they feared the fallout from the decision would raise taxes, strip localities of control, and force districts to consolidate.

In the past, small districts have set their priorities to meet local demands, said Doug Thompson, the school board chairman in the 46-student Fremont County School District No. 9.

He fears the cost of the court's mandate could be high. Moreover, he said, when localities are stripped of their decisionmaking power, "generally the educational product is one of mediocrity."

At a meeting following the ruling, Gov. Jim Geringer told a group of educators that while the decision would likely reduce local control, he would work to ensure that districts maintain some authority.

Renae Humburg



funding education, that disparity has been exacerbated."

A state district judge ruled in 1992 that while the system does lead to inequities in per-student funding, it does not necessarily violate the state constitution. But the supreme court handed the plaintiffs an all-out win and saddled lawmakers with a groundbreaking job.

"We're delighted," said Renae Humburg, the superintendent for the 14,000-student Laramie County School District No. 1, which serves Cheyenne. "The pre-

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Attachment 3

State Capitals

Wyo. Begins To Consider Finance Intricacies

By Adrienne D. Coles

A long-awaited report spelling out the cost of education in Wyoming may mean good news for the state's large school districts but a lobbying battle for smaller ones.

The study, part of the state's answer to a wide-ranging school finance decision by the state supreme court last year, was submitted to the Wyoming legislature last week. Prepared by the consulting firm Management Analysis and Planning LLC of San Francisco, the document attempts to make sense of how much the state spends on education.

It will now be a working document for lawmakers in their efforts to design a new finance system—one that complies with the court's requirement that all Wyoming students be given an equal educational opportunity.

"It's pretty close to the court's decision," said Sen. Tom D. Kinnison, a Republican and co-chairman of the joint appropriations committee.

"I'm pleased," agreed GOP Rep. Rick Tempest, another co-chairman. "It's what we're asking for."

Adopting the plan would cost the state, which now spends around \$600 million a year on its schools, an estimated \$51 million more. Fourteen of the state's 49 school districts would receive less money from the state than they do now.

A Detailed Formula

The plan would move Wyoming away from a funding system built around the number of classrooms in the state and instead base funding on school enrollments. To come up with a per-pupil funding level, the consul-

tant's recommend determining how much money would be spent on nearly two dozen items, including personnel, supplies, material, equipment, and special services. Adjustments would be made for student characteristics, such as limited English proficiency. School district conditions, including the presence of small schools, would also warrant adjustments.

Aid to districts under the proposed finance model would differ according to the number of students in elementary, middle, and high schools. The model supposes that, on average, an elementary school would have 288 students with 14 to 18 students for each teacher. At the high school level, schools would have approximately 600 students and a teacher for every 16 to 20 students.

The model can also be adjusted to accommodate year-to-year demographic changes, advances resulting from educational research, changes in teaching, and technology. It would also be able to accommodate changes in district boundaries, which are likely if smaller districts consolidate.

"We could have the districts share resources such as superintendents or administrators," Mr. Kinnison said. "It would be much more economical to deliver it in a larger setting."

The legislature will hold four subcommittee hearings next week to allow opinions on the study to be heard.

A special legislative session in June will go over the reform plan in finer detail. The new finance system is expected to be phased in over several years, officials said.

Under the consultants' plan, larger districts would come out

Schooling's Line Items



The new school-funding formula that consultants recommended to Wyoming officials late last month would shift from the state's classroom-based funding method to one that sets grants for each student. Under the method, the following items would be defined as the essential financial aspects of a child's schooling.

| | |
|----------------------------------|---------------------------|
| Classroom teachers | Equipment |
| Substitute teachers | Instructional materials |
| Instructional aides | Food service |
| Pupil-support personnel | Student activities |
| Library/media personnel | Professional development |
| School administrators | Utilities |
| Clerks and data entry personnel | Maintenance |
| Operations/maintenance personnel | Operations administration |
| Supplies | Transportation |

SOURCE: Wyoming legislature.

ahead. Under the current aid formula, rural schools are given extra state aid.

"The legislature is not out to cripple the small school district," said Mr. Tempest. "The recommendations hit them pretty hard, but it wouldn't surprise me to see the legislature add money to help the small schools out."

Small Schools Spotlighted

Changes in the state's finance system are expected to make consolidation a more practical option for small schools.

The report acknowledges that design of the new finance system will prove difficult, and that controversies surrounding its enactment are likely to be intense. But the supreme court has forced lawmakers to make serious changes.

In November 1995, the court or-

dered the state to define the "education package" every student should expect, and the court as the state to calculate its cost. "Creating an opportunity for a complete, proper, quality education is the legislature's paramount priority," the high court said. (See *Education Week*, Nov. 22, 1995.)

The court gave lawmakers until this July to come up with a solution. State officials said last week that the cost of the study through their debate into sharp focus. Legislators are expecting that lobbying from small schools begin quickly.

"Before closing this session had some discussion on social issues," Mr. Tempest said. "It quickly turned into urban against rural schools. Those representing small school districts are making it known how hard it will be to take a hit this big."

Dear Kansas Legislative Board,

I am writing because I am concerned about the future of all public schools. Personally, I do not understand why anyone would want to take electives away from Kansas Students. I attend Wichita High School West, and I know for a fact that electives are the reason many students haven't dropped out. At West, and probably many other schools, students use electives to help them decide on their future careers. Students that take art and photography electives may grow up to become the next Vincent VanGogh^s and Imogen Cunninghams. Students in drafting may grow up to become famous architects that build our new schools, and what would we do without computer classes? Right before our eyes, the world is changing, we are becoming more dependent on computers everyday. Our whole world is run by computers. If you take these classes, who is going to run all the high tech equipment in society? NO ONE! Why you ask? Because YOU want to abolish electives in public schools. We will be stupid teenagers that grow up to be stupid adults that are not computer literate, and we will be flipping burgers and McDonalds and Burger King for the rest of our lives. Well, EXCUSE ME. if I want to be successful in life! Don't take away our future, don't force us to be poverty level citizens after we graduate. GIVE US A CHANCE TO BE SUCCESSFUL. Most students can't afford to pay for private schools just to take the electives that determine their futures. If this bill to abolish electives is passed, you will be taking away our futures, all we want is a chance.

Thank You,

To whom it may concern;

March 04, 1997

I believe our school system is operating smoothly with the amount of classes we have to choose. With a variety of classes and options we have a chance to study different courses. The Physical Education Department is probably the best course we have. We have a terrific Art Department and a lot of other interesting electives that help some of the students that aren't doing well in other courses. For instance some students don't do well in some courses we have, but yet they have a chance to make up the grade in one of our electives courses. I think that all of our electives allow us a basic education but with more variety, ~~of basic~~. Don't take away from the students rights. Some don't have the chance or choose not to have the chance.

Sincerely,

Dear Editor,

In response to your article on Saturday, March 1, 1997. I am a student at Wichita West High School. I've been in Photography for about six months. Being in Photography is a way other than my academics to express myself and my ability to achieve. My freshman year at orientation they told us that we had to have Four Credits of English, Three Credits of History(Including half a semester of government), Three Credits of Science, Two Credits of Math, and 9 Elective Credits. The word elective means, permitting a choice(as between alternatives): Optional<for the other half day-courses are followed in heterogeneous groups- music, art... and Physical Education. Electives are a general way for some students to identify themselves and express themselves to others. Art, Drama, Music, Forensics, Debate, Photography, and many others are some students ticket into college. How could someone or a group of people decide to stripe a student of their "non-academic", activities in which they achieve highly in. Also, if their so concerned about our future, why may I ask are they trying to limit us to certain "basic" parts of education? If you ask me, were the one's going to already limited education schools, not you.

Sincerely

February 4, 1997

TO: Mike O'Neal, Gene Shore, Clay Aurand, John Ballou, Cindy Empson, John Faber, Cliff Franklin, Deena Horst, Jim Morrison, Ted Powers, Ralph Tanner, Billie Vining, Bill Reardon, Dixie Toelkes, Bruce Larkin, Geraldine Flaharty, Dan Thimesch, Jonathan Wells, Sue Storm, and Jack Wempe

RE: "Basic" education

I am a Junior in High School and I am very upset with this issue. I believe that part of education is learning arts, sports, debate, foreign language, music, social studies and other classes that will help in the future adults that will be entering the work place. Believe it or not these subjects are also a major part of education. I am in a variety of these different "non-academic" classes and these classes have influenced my education greatly. In the past three of my High School years, I have taken music, photography, psychology, dance team, physical education, drivers education, office assistant, weight training, COT senior work employment, personal and business law, sociology, and foreign language. If your bill was in effect before I entered High School, I would not have taken any of these classes because they would have not been available to me.

Think back to when you were in school. I am sure you had some, if not all of these classes available to you. Why would you want to take that opportunity away from the future workers of America? Don't you think they will need this information just the same as we did? They will probably need the information more with the intensity of the work place.

I feel this bill will drive a lot of good students away. Without a reason to come to school, some people probably won't even bother going at all. Please give the future students a chance to learn everything that I had a chance to learn.

Thank you,
Wichita High School student

To whom it may concern,

I am a student at West High School and I would like to say that I strongly disagree with the bill which requires the State Board of Education to define "basic" education. I believe that students should have a right to choose certain things for themselves.

Art and physical education are important to the "basic" education of students today. If electives were removed from our already deprived education system, I think this would be a great failure on the part of the government. Electives are what keep some people in school. There are some students who do not do very well in the general subjects but excel in the arts and physical education.

High school students receive college scholarships for the arts and physical education. There are probably more who do receive scholarships in those subjects versus the basics of science, math, and literature.

Come on, you, the government, have enough trouble keeping kids in school, and you want to limit the curriculum? There are some people I know who go to school just for those subjects.

So, therefore, if you wish to limit my education you can also expect to limit my intelligence.

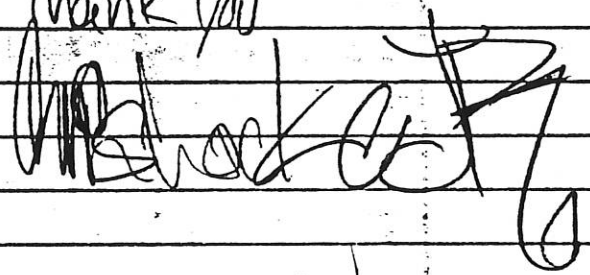
In conclusion, I sincerely hope that this bill does not come to pass or we will all be in a world of trouble.

Thank you for your time,

Dear Congressmen,

I would just like to tell you that if this bill passes you are making a big mistake. I imagine life without art. Nothing, there would be nothing no TV, no radio, no magazines, absolutely nothing. You would be depriving children of the chance to discover their artistic abilities.

Thank you



Who does
this paper
belong to?

If they take away the arts from the schools kids aren't going to have any imagination to create & make a work of art that might some day be a museum or great actors. It starts with some high school courses to teach them to act with expression & the feeling of acting inside them it starts with high school it ends with a career in the arts.

I don't think they should get rid of the arts in high schools. Because there are great classes that are fun & exciting and give you a great chance to show your talent in the arts. Especially in painting & drawing. It shows your interest you put yourself into the work of art, you have created.

If they take away the arts they take away the kids that are interested in the art ~~It's~~ for love art & photography, it's a hobby for me!

Dear House Education Committee Members,

I really disagree on this bill
you are trying to pass. I've been in art
ever since kindergarten, and my talent has
really become good. So if you take out art
I'll have to get private lessons, and your buying
the same thing goes for
sports.

Sincerely,

Dear House Education Committee,

I'm writing to you on behalf of the students of West High School in Wichita.

The reason I'm writing is to complain about the getting rid of elective classes. I think we should keep them because where would we get in life without art or music or sports? No where that where, plus it brings students together to cooperate. So please don't get rid of electives because will just be more boring.

To The House Education Committee:

I am writing to you in concern about bill 5014. To get rid of arts in schools is a big mistake. If this bill is passed the future generations will miss out on so much. When I think back to elementary school my most vivid memories are the times in art or music classes. Can you imagine going to school everyday and not having any art or other electives. ~~Does this really sound like a good idea?~~ ~~Don't pass this bill~~ Would you be willing to get rid of the arts, including pictures hanging in your office, the music you listen to or an evening performance of a play? I'm not willing to give it up? Do the right thing and do not pass this bill.

Sincerely

Dear House Education Committee

I think we need electives because most kids won't something fun to do that they like which is electives.

Take art (it is fun & teach) you a lot of things like shapes, colors, lines and how to measure, or P.E. it teaches you how to have high self-esteem give you exercise, and show you do sports.

Best Student
Al.

Dear: House Education Committee
members.

I feel you guys are wrong
for trying to change every
thing we have at school.
We need more than just
math, science, social studies.
I feel that you need to
leave the schools alone.

Teenagers need to have
fun at school too. But
not at time? See I love
my photo class. It gives me
other education about our
world. It shows the beauty
of life. And my choir is
the joy of my voice. I love
to sing to because I'm very
good at singing.

See math, science, social
studies are not the only things
that give us jobs around here.
Art can give you a job for
~~stability~~ study. We need
you to drop that bill.

Sincerely,

Art is every ware

I think that Bill Solt is a way to save money and blow away our education. IF you don't cut up on your child enough to spend money on their education you should be locked up for life. AS a student I enjoy having art classes because that is the field I wish to pursue in my life I would rather have a canny strapped to my shoulder than a pinckle glued to my hand and plates of paper work over my head.

If you cut art and foreign language out of the schools you wouldn't have your fancy houses and color full bikes in your pockets. or the interesting sculptures you see driving to a farm work of some of the great minds that are exposed to art you will never see them again.

Photography

3/3/96

Hr 1st

Schools without Basics and Arts would literally be hell on earth if School is boring and stressful as it is now if they took out the things that are at least half way interesting and fun to do or participate in then nobody would want to come to school for any reason what so ever.

The main problem about taking away basics and arts is some people dedicate their lives to certain things and if they don't have a chance to explore or expand their knowledge on that subject then they more likely won't have the desire to pursue a career at all. Also having the opportunity to participate in Basics and Arts gives the students a wider variety to choose from in selecting a career.

I myself I am a good example of why it is important to keep basics and arts in school. I have dedicated my life to music. So I take as much music as possible in school to improve and explore new things in this specific subject. Its also fun to learn how to play instruments. So if you ever become famous or work for a band you will be educated in that area. If I didn't have my music at school I would probably die. And I can tell you one thing that's for sure I would definitely hate school. Well I mean alot more than I do now.

Kansas Legislature,

I think you guys are just trying to ruin our (art) ~~type~~ Some kids are doing real good in the "Basics" and the only reason ~~there's~~ staying in school is for the art classes. Why did we get nonbasic classes in school anyway if you guys are going to take them out sometime?

I personally would consider dropping out if we didn't have Arts. That's what makes my day fun. If Arts was taken out a lot of kids would be out of luck with a career. I want to be a photographer. That's my first career choice and if you ~~take~~ take Arts away I would be out of luck.

A Student,

Dear Education Committee

I think that it would be a mistake to stop having sports and extra activities. Most kids go to school and keep their grades just sports or anything else. A lot of students will not go to school and lose you think about the teachers when they lose their jobs that's not fair. If I was an art teacher would do you as best in every way if I was an art teacher you people wouldn't want to lose your job and you won't go for it. You look at what you are doing and do plan your imagine in the 20th Century. You must understand and you know when you do this you will feel bad Afterwards.

West High Student

House Education Committee,

I am a student at Wichita's High school West. I feel that we (the students) not only need but deserve to have our "non-academic" classes. I think that we need these classes to survive. Without foreign languages I couldn't understand a person that speaks a different language. Also many people say music is the universal language. Without it how would some of us get friends with the same interests. Please consider this letter not only for the students at West but also for the students everywhere.

Thanks a million.

Dear House Education Committee,

Art is important in educating students. If there are no art classes available the ~~only~~ thing we learn about art we learn from T.V. In art classes we can learn more about it and it will help us out in the future.

- Art is needed in many occupations such as architecture, drama, chorus and many others. Even though in these occupations math and english are needed also, art we help us do better in these jobs.

Sincerely,

VVEST TTYN HRT SJLWV

When walking into a public school what do you see? You see the student art work from the past and present. Art is school pride. Just think of walking into a school with no art.

Most students only go to school for art and drama, music. When taking these classes you learn how to apply reading, math to the area of daily life. Some students learn more from these classes about math & reading than in books. It shows how important math and reading are.

Besides not everybody wants to be in business or a teacher. Some students major in art. You take art away then what's left for students to do. I see

more stands dropping out.
Just think of the teacher
that would be out of work.
Public Schools are to
get you ready for life.
Art is a part of life.

Children who attend public schools are already deprived of so many opportunities; why deny them more? The arts and music can give students who don't do so well in "basic" subjects a chance to really do well and feel good about themselves. The arts can teach children confidence as well self-expression. In today's society, children are so "bottled up" that they will try any form of self-expression. This includes violence, which is also an issue everyone likes to talk about in schools. Why not give kids ~~some~~ creative outlets and ~~positive~~ forms of self-expression. For example, in inner-city New York, the chosen few who enter the Harlem Boys Choir are 90% less likely to end up in prison than those who don't. In fact, most of those boys who are chosen end

up going to college; whereas if they weren't members, would probably end up in prison. So you see, art can play a key role in a child's education, well-being, and also, maybe even the route they choose in life.

House Education Committee

Testimony against H.R. 5021

March 19, 1997

Tate P. Flott*

It is with great disappointment that I speak before this committee today. As all of you are aware, there is legislation which has been introduced that would turn over the issue of core-curriculum in schools to the State Board of Education. Although this legislation seems logical and feasible, it is indeed the wrong piece of legislation to enact and, moreover, is the first step towards eliminating funding for all of those activities that are not part of the core curriculum.

As a high school student, education is obviously important and relevant to me. Over the past several years I too have watched America's education system slip amongst its global competitors. There have been a great many ideas expressed for how to effectively solve the education crisis in America. However, by enacting this resolution today, you would only further the problems in education which not only the United States faces, but more importantly Kansas. If you strip the students of Kansas their right to participate in those activities which are not of the core curriculum and deny them the right to take those specialized classes to start them on the track towards college, you create an even larger problem than already exists.

Juvenile crime is a popular political issue and most of you here today have debated it at some point or another. If you support this resolution before you today in essence what you are saying is that you do not care about activities which can improve their lives and keep them out of trouble. By cutting funding for all of those programs which do not constitute the core-curriculum, you will see students left with no place to go or nothing to do during that time they would normally be participating in the school events.

Finally, by throwing this issue to a small board controlled by one singular special interest group, you are basically saying you do not care about the enrichment and future of Kansas students. The Kansas Board of Education would slash all those non-core curriculum courses and activities and the vast void which would result would not be filled by local school districts. I ask you to vote against this resolution before us today. I ask you to exert your conscience and ignore the politics of it. I am sure that most of you here today have had students who have participated in debate, forensics, or some sports activity. These events are economically self-sufficient and pay for themselves. Think of your children and where they be without any extra-curricular activities and being a step behind the rest of the nation in college preparedness. We simply cannot allow this to happen.

Thank you.

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