

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00035	School Psychologist	K-12	School psychologists have specialized training in both psychology and education. Services are provided through consultation, individual and group assessments, and direct services. Training emphasizes preparation in mental health, child development, learning, behavior, and motivation. To work as a school psychologist in ND, one must be licensed by the Education Standards and Practices Board (ESPB) or be licensed by their state board of school psychologists.		License Code: 50080-School Psychologist (masters) ◆ K-12
00036	ID Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19006-Intellectual Disabilities Restricted ◆ K-12 OR 19005-Intellectual Disabilities ◆ K-8, 1-8, 5-12, or K-12 OR 50915-Elementary Restricted Special Education ◆ K-8 or 1-8 OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19405-Intellectual Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ◆ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00037	SLD Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19425-Learning Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ◆ K-12
00038	ED Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19440-Emotionally Disturbed ◆ 5-8, 5-12, 9-12, or K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ◆ K-12
00039	Visually Impaired Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19945-Visually Impaired Consultant ◆ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00041	Hearing Impaired Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19920-Hearing Impaired Restricted ◆ K-12 OR 19020-Deaf Education ◆ K-12
00042	Early Childhood Special Education Consultant	B-3	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19937-Early Childhood Special Education Restricted ◆ B-3 OR 19037-Early Childhood Special Education ◆ B-3

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00088	Co-Teaching	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19015-Special Education ♦ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00089	Day Treatment Program	K -12	<ol style="list-style-type: none"> 1. Day Treatment programs shall follow state standards. 2. The program must be identifiable as Day Treatment services and not components of regular education or other special education programs. 3. The program is designed to serve youth who are identified as at-risk of out-of-home placement because they are unable to function in the school or home community. These youth are identified by one of the following: 1) Schools; 2) Division of Juvenile Services; 3) Courts (juvenile); or 4) County or Regional Social Services Provider. The program is family-centered in its approach and is integrated into existing school or other social service programs. 4. Programs must meet service population criteria as adopted by local and state advisory boards. Develop criteria which consider diagnosis, history of interventions, documentation of duration and interference with school and social functioning. 5. Students are either male or female between the ages of 13 to 17 ½. 6. Each program shall be staffed by the core team, which functions as an integrated treatment team. The core team is made up of the following personnel: <ul style="list-style-type: none"> ◆ Teacher: Certified in secondary or middle school subject areas of social studies, math, English, science, and remedial reading (optional). Requires a special education endorsement in either Specific Learning Disabilities or Serious Emotional Disturbance. ◆ Social Worker: Licensed according to state requirements for professional degree. ◆ Paraprofessional: Able to do individual tutoring; and experience in or A. A. degree in Human Services or education background. 		License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19440-Emotionally Disturbed ◆ 5-8, 5-12, 9-12, or K-12 OR 19740-Restricted Emotionally Disturbed ◆ K-12 OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19425-Learning Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ◆ K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19094-Resource Room ◆ K-12 OR 19015-Special Education ◆ K-12, 5-12 OR 19015-Special Education ◆ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
00094	Special Education Resource Room	K-12	A separate classroom in a regular school setting where some students with educational disabilities, such as specific learning disabilities receive direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in small groups.		License Code: 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19015-Special Education ♦ K-12 OR 19055-Strategist ♦ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
SPECIAL EDUCATION PROGRAMMING FOR STUDENT WITH DISABILITIES AND GIFTED/TALENTED STUDENTS					
19000	Exceptional Children	PK-12	Special Educators who do not directly instruct students in any core academic subject. This license allows only consultation to highly qualified teachers of core academic subjects in adapting curricula; using behavioral supports and interventions; or selecting appropriate accommodations. These special educators can also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject. Special Educators holding this license can teach the non-core academic Applied Topics courses.		Any Special Education license
19101	Programming for Students with Intellectual Disability	K-12	<ol style="list-style-type: none"> 1. Keep the curriculum as close to areas of general education curriculum as is feasible, particularly for students with mild to moderate disabilities. If they can manage the work in general education classrooms with supplementary help, this arrangement should be implemented. 2. The NDDPI approved functional curriculum (Applied Topics courses) may be used to substitute core content area subjects. The curriculum will be based on the IEP and should be designed toward the successful completion of the required core content area credits. 		License Code: 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12

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19104	Special Education Supplemental	PK-12	A supplemental course for students experiencing difficulty in the regular classroom instruction in English/Language Arts and/or mathematics. This course is designed to be taken in addition to or in coordination with core English/Language Arts and/or mathematics courses. Supplemental instruction, provided by a special education teacher with an endorsement in Learning Disability, focuses on assisting students in developing skills so that students attain necessary grade-level skills or reach desired competency in English/Language Arts and/or mathematics.		License Code: Special Education ♦ K-12 AND 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19525-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19325-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19225-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19125-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19110	Programs for Students with Specific Learning Disabilities	K-12	<ol style="list-style-type: none"> 1. Diagnosis of the nature and extent of the learning disabilities; programming, services, and follow-through with special and general education teachers. 2. Involve students in all content areas of the general education curriculum switching to the most appropriate learning channel where learning problems interfere with normal class activities. 3. Supplement regular instruction using para-educators, tutors, audiovisual equipment, etc., under supervision of SLD teachers. 		License Code: 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12
19150	Early Childhood Special Education for Children with Disabilities	PK	<ol style="list-style-type: none"> 1. Children enrolled in these programs must have a disability. 2. Curriculum will be based on the individualized education program plan prepared for each child to enhance development of motor, social, and academic performance. 		License Code: 19037-Early Childhood Special Education ♦ B-3 OR 50937-Early Childhood Restricted Special Education ♦ B-3
19201	Programs for Students with Emotional Disturbance	K-12	<ol style="list-style-type: none"> 1. Diagnosis of the nature of the emotional disturbance; programming, services, and follow-through with educational recommendations to general education and special teachers. 2. Involve students in all content areas of the general education curriculum where they can achieve and manage themselves constructively. 3. Supplement regular instruction with additional materials and audiovisual equipment under supervision of special education personnel. 4. Follow closely the recommendations of other professional team members involved in diagnosis and services. 		License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12

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19212	Programs for Students with Speech/Language Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis and remediation of speech/language impairments under direction of speech/language pathologists. 2. Include students in all curriculum areas in the general education classroom modifying only where severe speech/language impairments may reveal need for supplementary instruction. 3. Coordinate efforts of speech/language pathologist and the classroom teachers. 		License Code: 19007-Speech Language Pathology ♦ K-12 OR 19010-Speech Pathology & Audiology (masters) ♦ K-12
19223	Programs for Students with Hearing Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis of major problem with recommendations from medical doctors relative to use of hearing amplification. 2. Curriculum content should parallel general education curriculum with appropriate modifications. 3. Supplementary instruction to help with the acquisition of language and speech. 4. Programs for students with hearing impairments should be under the direction of appropriate special education personnel. 		License Code: 19020-Deaf Education ♦ K-12 OR 19012-Audiology (masters) ♦ K-12
19244	Visual Impairment Expanded Core Curriculum Skills II	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the students ability to explore techniques and give concentrated instruction to promote independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be explored with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	$\frac{1}{4}$, $\frac{1}{2}$, 1, or 2 <i>Max credit = 2</i>	License Code: 19045–Visually Impaired ♦ K-12 For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.

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19245	Programs for Students with Visual Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis and report of visual impairments with diagnosis from a medical doctor 2. Include all curriculum areas in the student's daily program using large print texts or braille, magnifiers, tape recorders, etc., to bring to the student the content and information. 3. Use supplementary instruction in resource room for students with visual impairments. Teachers of students with visual impairments should help the classroom teachers and students with materials and equipment used in the general education classroom. 4. Provision of the Expanded Core Curriculum. 		License Code: 19045–Visually Impaired ♦ K-12
19246	Visual Impairment-Expanded Core Curriculum Skills I	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed to introduce techniques and give concentrated instruction to initiate independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be introduced to students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	$\frac{1}{4}$, $\frac{1}{2}$, 1, or 2 <i>Max credit = 2</i>	License Code: 19045–Visually Impaired ♦ K-12 For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.

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19247	Visual Impairment Expanded Core Curriculum Skills III	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to assist students in analyzing techniques and to further independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be practiced and applied with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, 1, or 2</p> <p><i>Max credit = 2</i></p>	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19248	Visual Impairment Expanded Core Curriculum Skills IV	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to implement previously learned techniques and consistently demonstrate independence in multiple environments in the following areas: Communication Modes – (includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be maintained and/or extended with students through hands on experiences utilizing low vision and non-visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self-determination.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, 1, or 2</p> <p><i>Max credit = 2</i></p>	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19249	Visual Impairment Expanded Core Curriculum Skills V	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to maintain and enhance previously learned techniques and demonstrate independence in multiple environments in the following areas: Communication Modes – (includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be maintained with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self determination.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, 1, or 2 <i>Max credit = 2</i></p>	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19250	Programs for Students with Other Health Impairments	K-12	1. Students who have acute or chronic health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, that adversely affects the child's educational performance, may not be able to carry a full academic load. The curriculum should still parallel the general education curriculum and have the goal of returning the student to the regular program as soon as possible.		License Code: 19640—Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

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19255	Autism	K-12	1. Curriculum should be based on the student's individual characteristics (strengths and needs). 2. Areas of consideration in program planning for a child with autism are social skills enhancement, expressive verbal and receptive language, functional communication system, fine and gross motor skills, sensory needs, and independent organizational skills.		License Code: 19640–Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-6, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-68 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19260	Traumatic Brain Injury	K-12	<ol style="list-style-type: none"> 1. Students with an acquired injury to the brain, caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both) may not be able to follow the general curriculum without modifications or accommodations. 2. Curriculum should be based on the individualized educational plan designed after the team has considered neurological assessments and the student learning profile. 		License Code: 19640–Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

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19301	Programs for Students with Physical Disabilities	K-12	<p>1. Curriculum will involve:</p> <ul style="list-style-type: none"> a. Skills of daily living (dressing, eating, toileting, etc.) b. Basic reading skills (for protection and safety) c. Basic math skills d. Basic speech and language e. Self-care and independence <p>2. The program for students with a severe physical disability may be in a separate classroom, home instruction or a combination of these under a specially prepared teacher. Students with mild to moderate physical disabilities will be placed in the general education classroom with physical modifications as needed, such as specially adjusted chairs, tables, etc.</p>		<p>License Code: 19640–Emotionally Disturbed ◆ K-8 or 1-8 OR 19440-Emotionally Disturbed ◆ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ◆ K-8, 1-8, 5-12, or K-12 OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19425-Learning Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19405-Intellectual Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ◆ K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19065-Physical & Health Disabilities ◆ K-12 OR 19015-Special Education ◆ K-12</p>

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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19601	Levels of Services (Gifted/Talented Services)	K-12	<p>1. Needs of the students should determine the types and levels of services to be provided.</p> <p>2. Services provided should be planned by teachers trained in providing levels of service programming in collaboration with classroom teachers and administrators.</p> <p>Note: State Guidelines are available from the Department of Public Instruction.</p>		License Code: 19060–Gifted Education ♦ K-12
19705	Applied Topics in Daily Living 6-8	6-8	A course designed to teach life skills impacting daily living and personal-social skills. Students will receive education in caring for personal needs; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills. This course may also include instruction in content areas (math, English, etc.).		License Code: 19640–Emotionally Disturbed ♦ K-8 or 1-8 OR 19440–Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625–Learning Disabilities ♦ K-8 or 1-8 OR 19425–Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19605–Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405–Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19655–Strategist ♦ K-8 or 1-8 OR 19455–Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19710	Secondary Transition for Ages 18-21	Ages 18-21	Course Code 19710 is individualized transition skill programming for students (ages 18-21) who have completed and earned four years of credit for the grades 9-12. This course is functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals. The training may occur in any combination of the following sites: in the classroom, in the community, and on the job.		License Code: 19525–Learning Disabilities ◆ 5-8, 5-12, or 9-12 OR 19505–Intellectual Disabilities ◆ 5-8, 5-12, or 9-12 OR 19555–Strategist ◆ 5-8, 5-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 5-12, or 9-12 OR 19015–Special Education ◆ K-8, 1-8, 5-12, or K-12
FUNCTIONAL AND COMMUNITY-BASED COURSES FOR STUDENTS WITH UNIQUE LEARNING NEEDS					
19820	Applied Topics in English/Language I	9-12	<p>An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19525–Learning Disabilities ◆ 5-8, 5-12, or 9-12 OR 19505–Intellectual Disabilities ◆ 5-8, 5-12, or 9-12 OR 19555–Strategist ◆ 5-8, 5-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 5-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19821	Applied Topics in English/Language II ♦ Recommended Prerequisite: 1 credit in Applied Topics in English/Language I	9-12	<p>Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19525–Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19505–Intellectual Disabilities ♦ 5-8, 5-12, or 9-12
19822	Applied Topics in English/Language III ♦ Recommended Prerequisite: 1 credit in Applied Topics in English/Language II	9-12	<p>The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19555–Strategist ♦ 5-8, 5-12, or 9-12 OR 19540–Emotionally Disturbed ♦ 5-8, 5-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19845	Applied Topics in English/Language IV ♦ Recommended Prerequisite: 1 credit in Applied Topics in English/Language III	9-12	The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19525–Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19505–Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19555–Strategist ♦ 5-8, 5-12, or 9-12 OR 19540–Emotionally Disturbed ♦ 5-8, 5-12, or 9-12
19846	Applied Topics in English/Language V ♦ Recommended Prerequisite: 1 credit in Applied Topics in English/Language IV	9-12	Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19858	Applied Topics in English/Language Arts 9-12	9-12	A course designed to introduce concepts, expand English/Language Arts knowledge, allow application of skills, demonstrate proficiency in specific concept, and maintain life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. This course may focus on functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals. Note: Applied Topics in English/Language Arts (9-12) is an elective course.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 4</i>	

**SPECIAL EDUCATION COURSE CODES
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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19832	Applied Topics in Math I	9-12	An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19140–Emotionally Disturbed ◆ 5-8, 5-12, or 9-12
19833	Applied Topics in Math II ◆ Recommended Prerequisite: 1/2 credit of AT Math I	9-12	Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19125–Learning Disabilities ◆ 5-8, 5-12, or 9-12
19834	Applied Topics in Math III ◆ Recommended Prerequisite: 1/2 credit of AT Math II	9-12	Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19105–Intellectual Disabilities ◆ 5-8, 5-12, or 9-12 OR 19155–Strategist ◆ 5-8, 5-12, or 9-12
19831	Applied Topics in Math IV ◆ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Math III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19140–Emotionally Disturbed ◆ 5-8, 5-12, or 9-12 OR 19125–Learning Disabilities ◆ 5-8, 5-12, or 9-12
19835	Applied Topics in Math V ◆ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Math IV	9-12	Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19105–Intellectual Disabilities ◆ 5-8, 5-12, or 9-12 OR 19155–Strategist 5-8, 5-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19859	Applied Topics in Math 9-12	9-12	<p>A course designed to introduce concepts, expand Mathematics knowledge, allow application of skills, demonstrate proficiency in specific concept, and maintain life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit. This course may focus on functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals.</p> <p>Note: Applied Topics in Math 9-12 is an elective course.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 4</i>	License Code: 19140–Emotionally Disturbed ♦ 5-8, 5-12, or 9-12 OR 19125–Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19105–Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19155–Strategist ♦ 5-8, 5-12, or 9-12
19840	Applied Topics in Social Studies I	9-12	<p>An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 Max credit = 1	License Code: 19240–Emotionally Disturbed ♦ 5-8, 5-12, or 9-12 OR 19225–Learning Disabilities ♦ 5-8, 5-12, or 9-12
19841	Applied Topics in Social Studies II ♦ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Social Studies I	9-12	<p>Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19205–Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19255–Strategist ♦ 5-8, 5-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19842	Applied Topics in Social Studies III ♦ Recommended Prerequisite: ½ credit of AT Social Studies II	9-12	Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.	¼, ½, or 1 <i>Max credit = 1</i>	
19839	Applied Topics in Social Studies IV ♦ Recommended Prerequisite: ½ credit of AT Social Studies III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To demonstrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19240–Emotionally Disturbed ♦ 5-8, 5-12, or 9-12 OR 19225–Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19205–Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19255–Strategist ♦ 5-8, 5-12, or 9-12
19843	Applied Topics in Social Studies V ♦ Recommended Prerequisite: ½ credit of AT Social Studies IV	9-12	Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate understanding of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit appropriate behavior in public places.	¼, ½, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19812	Applied Topics in Occupational Education I	9-12	An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment; knowledge and exploration of occupational choices; and identifying specific occupational skills.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19255-Strategist ♦ 5-8, 5-12, or 9-12 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19813	Applied Topics in Occupational Education II ♦ Recommended Prerequisite: ½ credit in AT Occupational Ed. I	9-12	Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12
19814	Applied Topics in Occupational Education III ♦ Recommended Prerequisite: ½ credit in AT Occupational Ed. II	9-12	Application of (semi) independence of, appropriate work habits and behaviors; seek/maintain employment; knowledge of occupational choices; and sustain specific occupational skills.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12
19811	Applied Topics in Occupational Education IV ♦ Recommended Prerequisite: ½ credit in AT Occupational Ed. III	9-12	Expanded student studies and/or increased independence in the demonstration and application of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12
19815	Applied Topics in Occupational Education V ♦ Recommended Prerequisite: ½ credit in AT Occupational Ed. IV	9-12	Application and/or maintenance of (semi) independence appropriate work habits and behaviors; maintain employment; knowledge of occupational choices; and sustain specific occupational skills.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19816	Applied Topics in Accessing the Community I	9-12	An introductory course designed to teach awareness or semi-independence in accessing community environments. Students will receive instruction in identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12
19817	Applied Topics in Accessing the Community II ♦ Recommended Prerequisite: ½ credit in AT Accessing the Community I	9-12	Expanded student studies/practice designed to increase semi-independence or independence in accessing community environments. Students will receive instruction in and demonstrate knowledge of identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19605-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12
19818	Applied Topics in Accessing the Community III ♦ Recommended Prerequisite: ½ credit in AT Accessing the Community II	9-12	Demonstration or maintenance of (semi) independence in accessing community environments. Students will demonstrate proficiency in identified areas such as: : traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19824	Applied Topics in Health I	9-12	<p>An introductory course designed to teach life skills in the health domain impacting daily living skills (caring for personal needs). Students will receive instruction in dressing appropriately; practicing personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.</p> <p>To develop competencies in personal-social skills (achieving self-awareness) students will become aware of physical and psychological needs; identify interests, abilities and emotions; and develop knowledge of physical self.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640–Emotionally Disturbed ♦ K-8 or 1-8 OR 19440–Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625–Learning Disabilities ♦ K-8 or 1-8 OR
19825	Applied Topics in Health II ♦ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Health I	9-12	<p>Expanded student studies and/or increased independence in the demonstration of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.</p> <p>To demonstrate competencies in personal-social skills (achieving self-awareness) students will learn to identify physical and psychological needs; identify interests, abilities and emotions; and demonstrate knowledge of physical self.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19425–Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005–Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605–Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR
19826	Applied Topics in Health III ♦ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Health II	9-12	<p>Application of (semi) independence of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses.</p> <p>To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19405–Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055–Strategist ♦ K-12 OR 19655–Strategist ♦ K-8 or 1-8 OR 19455–Strategist ♦ 5-8, 5-12, 9-12, or K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19823	Applied Topics in Health IV ♦ Recommended Prerequisite: ½ credit of AT Health III	9-12	Expanded student studies and/or increased independence in demonstration and application of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge and independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12
19827	Applied Topics in Health V ♦ Recommended Prerequisite: ½ credit of AT Health IV	9-12	Application and maintenance of (semi) independence in daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will maintain independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19828	Applied Topics in Daily Living I	9-12	An introductory course designed to teach life skills impacting daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19440-Emotionally Disturbed ◆ 5-8, 5-12, 9-12, or K-12
19829	Applied Topics in Daily Living II ◆ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Daily Living I	9-12	Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19425-Learning Disabilities ◆ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ◆ K-8, 1-8, 5-12, or K-12
19830	Applied Topics in Daily Living III ◆ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Daily Living II	9-12	Application of community-based competencies in daily living and personal-social skills. Students will apply knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; apply self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19405-Intellectual Disabilities ◆ 5-8, 5-12, 9-12, or K-12
19847	Applied Topics in Daily Living IV ◆ Recommended Prerequisite: $\frac{1}{2}$ credit of AT Daily Living III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community-based competencies in daily living and personal-social skills. Students will demonstrate knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19055-Strategist ◆ K-12 OR 19655-Strategist ◆ K-8 or 1-8 OR 19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ◆ K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19848	Applied Topics in Daily Living V ♦ Recommended Prerequisite: ½ credit of AT Daily Living IV	9-12	Application and maintenance of (semi) independence of community-based competencies in daily living and personal-social skills. Students will demonstrate, to their level of independence, knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate/practice self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12 or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12
19860	Applied Topics in Daily Living 9-12	9-12	A course designed to teach life skills impacting daily living and personal-social skills. Skills will focus on expanding daily living and personal-social skills, allow application of skills, demonstrate proficiency in specific concept, and maintain daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understanding self-awareness and socially responsible behavior; and developing appropriate interpersonal skills. This course may focus on functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals. Note: Applied Topics in Daily Living 9-12 is an elective course.	¼, ½, or 1 <i>Max credit = 4</i>	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19854	Applied Topics in School & Life Skills I	9-12	This course is designed to help students identify their strengths and weaknesses and develop strategies to help them increase their independence. The focus of this class is to develop skills that will help them succeed in the academic setting and in the work world. Activities will be presented in the following areas: reading skills, writing skills, math skills, study skills, and test-taking strategies. Students are introduced to a variety of sources using technology to assist with academic tasks. Students learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communications skills, decision-making and consequences, and time management are topics that are discussed throughout the course. Research related to options for their adult life will be included in this class.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12
19855	Applied Topics in School & Life Skills II	9-12	This course is designed to continue having students identify their learning style and develop strategies that will help them be successful both in school and the work place. Students will complete activities to help increase their reading, writing, and math skills, along with developing study skills and test-taking strategies. Students are expected to use technology to help them access curriculum and complete daily tasks. Students learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communications skills, decision-making and consequences, and time management are topics that are discussed throughout the course. Students will use information from interest inventories to research possible career options.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19856	Applied Topics in School & Life Skills III	9-12	This course is designed to help students continue to develop strategies to increase their independence. Students use information from learning styles inventories and past experiences to continue to identify what they have to do to be successful in their classes. Students will complete activities to help increase their reading, writing, and math skills, along with developing study skills and test-taking strategies. Students are expected to independently use technology to help them access curriculum and complete daily tasks. Students learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communications skills, decision-making and consequences, and time management are topics that are discussed throughout the course. Students will use information from their PLAN test, interest inventories, and transition inventories to research careers. This course includes time to develop a transition portfolio that will help students advocate for themselves in the adult world.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640–Emotionally Disturbed ♦ K-8 or 1-8 OR 19440–Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625–Learning Disabilities ♦ K-8 or 1-8 OR 19425–Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12
19857	Applied Topics in School & Life Skills IV	9-12	This course is designed to help prepare students to make transition to the adult world. Students are provided support upon their request; therefore, increasing their independence. Students are expected to advocate for themselves with the teachers and employers. Instruction related to Students will continue to demonstrate their ability to use technology (Computers, Read Write Gold, iPads, iPods) to access lesson plans, their grades, complete daily tasks, assist with accessing curriculum, etc. Students will complete their transition portfolios by including current evaluation information, recent IEP, ACT test results, resume, completed inventories, completed job application, completed evaluation from mock job interview with Job Service personnel, Vocational Rehabilitation acceptance letters, college acceptance letters, etc. Student’s use this portfolio when making college visits and applying for disability services. Job shadow opportunity are presented and scheduled. Student’s complete research related to their career interest. Students are required to explore a variety of post-secondary training opportunities (college, Job Corps, military, on-the-job training, etc.)	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	OR 19605–Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19405–Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19655–Strategist ♦ K-8 or 1-8 OR 19455–Strategist ♦ 5-8, 5-12, 9-12, or K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19861	Applied Topics in School & Life Skills 9-12	9-12	<p>A course designed to help students identify their strengths and weaknesses and develop strategies to help them increase their independence and transition to the adult world. The focus of this class is to develop skills that will help them succeed in the academic setting and in the work world. Activities will be presented in the following areas: reading skills, writing skills, math skills, study skills, self-advocacy skills, test-taking strategies, and real world skills. Students will be exposed to a variety of sources using technology to assist with academic tasks. Students learn and practice self-advocacy skills which will be beneficial in making the transition to adult life. Communication skills, decision-making and consequences, and time management are topics that are discussed throughout the course. Research related to options for their adult life will be included in this class. Students will compile information for transition portfolios using information created in the transition assessment process.</p> <p>Note: Applied Topics in School & Life Skills 912 is an elective course.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 4</i></p>	<p>License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8</p> <p>OR</p> <p>19440-Emotionally Disturbed ◆ 5-8, 5-12, 9-12, or K-12</p> <p>OR</p> <p>19625-Learning Disabilities ◆ K-8 or 1-8</p> <p>OR</p> <p>19425-Learning Disabilities ◆ 5-8, 5-12, 9-12, or K-12</p> <p>OR</p> <p>19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8</p> <p>OR</p> <p>19405-Intellectual Disabilities ◆ 5-8, 5-12, 9-12, or K-12</p> <p>OR</p> <p>19655-Strategist ◆ K-8 or 1-8</p> <p>OR</p> <p>19455-Strategist ◆ 5-8, 5-12, 9-12, or K-12</p>

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19836	Applied Topics in Recreation/Leisure I	9-12	An introductory course designed to teach daily living skills (utilizing recreational facilities and engaging in leisure). Students will receive instruction in the value of recreation; available community resources for lifelong leisure and recreation activities; choose appropriate individual and group leisure activities. To introduce competencies in personal-social skills (maintaining good interpersonal skills) students will receive instruction to demonstrate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish close relationships and friendships.	¼, ½, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19440-Emotionally Disturbed ♦ 5-8, 5-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ K-8 or 1-8
19837	Applied Topics in Recreation/Leisure II ♦ Recommended Prerequisite: ½ credit of AT Physical Education I	9-12	Expanded student studies and/or increased independence of community participation in daily living skills (utilizing recreational facilities and engaging in leisure). Students will demonstrate the value of recreation; available community resources for lifelong leisure and recreation activities; choose and plan appropriate individual and group leisure activities, plan vacation time. To develop competencies in personal-social skills (maintaining good interpersonal skills) students will exhibit appropriate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19425-Learning Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19005-Intellectual Disabilities ♦ K-8, 1-8, 5-12, or K-12 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8
19838	Applied Topics in Recreation/Leisure III ♦ Recommended Prerequisite: ½ credit of AT Physical Education II	9-12	Illustration and/or maintenance of (semi) independence of community daily living skills (utilizing recreational facilities and engaging in leisure). Students will independently describe value of recreation; available community resources for lifelong leisure and recreation activities; choose, plan and initiate appropriate individual and group leisure activities, plan vacation time. To demonstrate independent proficiencies in personal-social skills (maintaining good interpersonal skills), students will demonstrate listening and responding skills; display appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.	¼, ½, or 1 <i>Max credit = 1</i>	OR 19405-Intellectual Disabilities ♦ 5-8, 5-12, 9-12, or K-12 OR 19055-Strategist ♦ K-12 OR 19655-Strategist ♦ K-8 or 1-8 OR 19455-Strategist ♦ 5-8, 5-12, 9-12, or K-12 OR 19015-Special Education ♦ K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19849	Applied Topics in Science I	9-12	<p>An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p> <p><u>To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</u></p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19340-Emotionally Disturbed ♦ 5-8, 5-12, or 9-12 OR 19325-Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19305-Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19355-Strategist ♦ 5-8, 5-12, or 9-12
19850	Applied Topics in Science II	9-12	<p>Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.</p> <p>To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19340-Emotionally Disturbed ♦ 5-8, 5-12, or 9-12 OR 19325-Learning Disabilities ♦ 5-8, 5-12, or 9-12 OR 19305-Intellectual Disabilities ♦ 5-8, 5-12, or 9-12 OR 19355-Strategist ♦ 5-8, 5-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19851	Applied Topics in Science III ◆ Recommended Prerequisite: Applied Topics In Science II	9-12	The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19340-Emotionally Disturbed ◆ 5-8, 5-12, or 9-12 OR 19325-Learning Disabilities ◆ 5-8, 5-12, or 9-12 OR 19305-Intellectual Disabilities ◆ 5-8, 5-12, or 9-12 OR 19355-Strategist ◆ 5-8, 5-12, or 9-12
19852	Applied Topics in Science IV ◆ Recommended Prerequisite: Applied Topics In Science III	9-12	The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19853	Applied Topics in Science V ◆ Recommended Prerequisite: Applied Topics In Science IV	9-12	Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19844	Alternative Language Systems	9-12	<p>Skills course for those students who are learning to use alternative language systems (e.g., sign language or augmentative communication systems) and are taught by an instructor with a background in deaf education or speech-language pathology.</p> <p>When students require specific training in the use of sign language to develop functional communication, consideration must be given to both receptive and expressive language. If the student has motor concerns that might limit expressive signing, the emphasis of instruction should focus on understanding signs. A functional sign language curriculum should target vocabulary and grammatical structures relevant to the unique needs of the student, e.g., family names, favorite activities, basic needs, emotions, how to ask questions, emergency and health terms, the student's natural environment, etc. Other students may require augmentative communication systems utilizing assistive technology. As with students using functional sign language, functional communication for these students should also focus on the unique needs of individuals. Students and their families are typically best able to identify the communication needs they have and therefore should be instrumental in prioritizing the language goals and objectives.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 4</i></p>	<p>License Code: 19007-Speech Language Pathology ◆ K-12</p> <p>OR</p> <p>19010-Speech Pathology & Audiology (masters) ◆ K-12</p>

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
ALTERNATELY ASSESSED CORE FUNCTIONAL AND COMMUNITY-BASED COURSES FOR STUDENTS WITH UNIQUE LEARNING NEEDS					
19910	Alternate Assessed Core Topics in English/Language I	9-12	<p>An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 1</i></p>	<p>License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19655-Strategist ◆ K-8 or 1-8</p>
19911	Alternate Assessed Core Topics in English/Language II	9-12	<p>Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 1</i></p>	<p>License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19655-Strategist ◆ K-8 or 1-8</p>

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19912	Alternate Assessed Core Topics in English/Language III	9-12	<p>The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR
19913	Alternate Assessed Core Topics in English/Language IV	9-12	<p>The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19655-Strategist ♦ K-8 or 1-8

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19914	Alternate Assessed Core Topics in English/Language V	9-12	Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19625-Learning Disabilities ♦ K-8 or 1-8 OR 19605-Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19655-Strategist ♦ K-8 or 1-8
19920	Alternate Assessed Core Topics in Math I	9-12	An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19921	Alternate Assessed Core Topics in Math II	9-12	Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19922	Alternate Assessed Core Topics in Math III	9-12	Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19923	Alternate Assessed Core Topics in Math IV	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
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Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19924	Alternate Assessed Core Topics in Math V	9-12	Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19625-Learning Disabilities ◆ K-8 or 1-8 OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19655-Strategist ◆ K-8 or 1-8
19930	Alternate Assessed Core Topics in Science I	9-12	An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication. <u>To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</u>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19931	Alternate Assessed Core Topics in Science II	9-12	<p>Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.</p> <p>To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19625–Learning Disabilities ♦ K-8 or 1-8 OR 19605–Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19655–Strategist ♦ K-8 or 1-8
19932	Alternate Assessed Core Topics in Science III	9-12	<p>The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	
19933	Alternate Assessed Core Topics in Science IV	9-12	<p>The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p>	$\frac{1}{4}$, $\frac{1}{2}$, or 1 <i>Max credit = 1</i>	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19934	Alternate Assessed Core Topics in Science V	9-12	Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	¼, ½, or 1 Max credit = 1	License Code: 19640-Emotionally Disturbed ♦ K-8 or 1-8 OR 19625–Learning Disabilities ♦ K-8 or 1-8 OR 19605–Intellectual Disabilities/Elementary ♦ K-8 or 1-8 OR 19655–Strategist ♦ K-8 or 1-8
19940	Alternate Assessed Core Topics in Social Studies I	9-12	An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.	¼, ½, or 1 Max credit = 1	
19941	Alternate Assessed Core Topics in Social Studies II	9-12	Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.	¼, ½, or 1 Max credit = 1	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19942	Alternate Assessed Core Topics in Social Studies III	9-12	<p>Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.</p> <p>To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 1</i></p>	<p>License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8 OR 19625-Learning Disabilities ◆ K-8 or 1-8</p>
19943	Alternate Assessed Core Topics in Social Studies IV	9-12	<p>Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To demonstrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 1</i></p>	<p>OR 19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8 OR 19655-Strategist ◆ K-8 or 1-8</p>

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

Course Code	Course Name	Recommended Grade Levels	Description	High School Credit Options*	License/credential Required**
19944	Alternate Assessed Core Topics in Social Studies V	9-12	<p>Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.</p> <p>To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate understanding of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit appropriate behavior in public places.</p>	<p>$\frac{1}{4}$, $\frac{1}{2}$, or 1</p> <p><i>Max credit = 1</i></p>	<p>License Code: 19640-Emotionally Disturbed ◆ K-8 or 1-8</p> <p>OR</p> <p>19625-Learning Disabilities ◆ K-8 or 1-8</p> <p>OR</p> <p>19605-Intellectual Disabilities/Elementary ◆ K-8 or 1-8</p> <p>OR</p> <p>19655-Strategist ◆ K-8 or 1-8</p>

* *High school curricular requirements are spelled out in NDCC 15.1-21-02. Maximum credit refers to the maximum units of credit a student may earn for a course over four years of high school. (Example: Band - a student may be enrolled in band all four years of high school -- earning a possible total of four units of credit.*

** *Please refer to the second page of the teacher's North Dakota Educator's Professional license to verify which subject areas a teacher is qualified to teach. Licenses and endorsements are obtained on a teaching license from the Education Standards and Practices Board (ESPB). Credentials are obtained from the Department of Public Instruction (DPI) and are issued to individuals holding a current teaching license.*