

## **Teacher/Student Data Link**

The following list is a DRAFT possible “menu” for districts to use if they are experiencing difficulty identifying Teacher/Student Data Link course codes to use with transition students, grade 14 students, those with significant disabilities who do not participate in traditional courses and other students whose cognitive abilities may be within the average range, but they cannot meet the basic expectations of courses the district offers in at least one content area. For instance, this might be a student who has a very significant learning disability that makes it impossible to meet basic expectations in one typically required class, even with accommodations—or a student with a severe emotional impairment who cannot meet basic expectations because of his/her disability.

In order to comply with USED requirements, Michigan must link each student through age 21 with at least one teacher through a course code.

This is not an inclusive list. It strictly is a list of possibilities that districts may wish to consider. There are links to the NCES documents, so that you can check the subject area context to see if you would recommend an alternative or any additional course codes. The NCES page numbers are coded in the menu below.

NCES Prior to Secondary link - <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011801>

NCES Secondary link - <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341>

Menu options are provided in all areas of typical school requirements.

### **Prior to Secondary Book**

For students participating in a self-contained classroom all day, we recommend the following:

#### **73039 Prior-to-Secondary Education (p. 75)**

Code 73039, representing prior-to-secondary education courses that are not grade-differentiated, should be used when a state or locality does not differentiate courses by either grade level or subject area or when standards apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”) and a multiplicity of subject-area content.

For other students, please consider selections from the following menu. The courses listed are those that a LEA could use if they have subject-level data for these students, and not an indication that subject-level data is required.

#### **51037 Language Arts (p. 10)**

Code 51037, representing Language Arts courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Language Arts, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated in this course code.

**52039 Mathematics (p. 17)**

Code 52039, representing Mathematics courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Mathematics, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

**53999 Life and Physical Sciences—Other (p. 24) (no description in manual)****54439 Social Studies (p. 29)**

Code 54439, representing Social Studies courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., “by third grade, students should know and be able to do...”), or when the content descriptions above (Social Studies, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.

**55999 Fine and Performing Arts—Other (p. 42) (no description in manual)****56800 American Sign Language (p. 49)**

American Sign Language courses introduce and then extend students’ ability to communicate with deaf persons through finger spelling, signed words, and gestures. Initial courses emphasize vocabulary and physical expression so that students have an understanding of the language and its rules and conventions. Later courses advance students’ knowledge and ability to express themselves beyond basic communication (and to understand others), seeking to enable students to express more complex concepts, and to do so more easily. Course topics may include the culture of and issues facing deaf people.

**58016 Lifetime Fitness Education (p. 53)**

Lifetime Fitness Education courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.

**72003 Study Skills (p. 69)**

Study Skills courses prepare students for success in high school and/or postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

**72004 Dropout Prevention Program (p. 70)**

Dropout Prevention Program courses vary widely, but typically are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; career exploration or job readiness skills; communication skills; personal assessment and awareness activities; speaker presentations; and small-group seminars.

**72005 Tutorial (p. 70)**

Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

**72007 Advancement Via Individual Determination (AVID) (p. 70)**

AVID courses encourage students to pursue college readiness (and eventual enrollment). Typically, the courses offer activities that enable students to learn organizational and study skills, enhance their critical thinking skills, receive academic assistance as necessary, and be motivated to aspire to college education.

**72102 School Orientation (p. 70)**

School Orientation courses provide to students an introduction to the culture of their school so that they understand staff expectations and the school's structure and conventions. These courses may vary widely according to the philosophy, aims, and methods of each school.

**72104 Community Service (p. 70)**

Community Service courses provide the opportunity for students to volunteer their time, energy, and talents to serve a community project or organization. These courses are usually (but not always) conducted with a seminar component, so that students can use their volunteer experiences to learn how to solve problems, make decisions, and communicate effectively.

**72105 Values Clarification (p. 71)**

Values Clarification courses enable students to explore individual and societal actions and implications in order to help them develop personal values and make decisions about their lives. Examples of discussion topics include philosophy and religion, world resource allocation, genetic engineering, environmental issues, and death-related issues (euthanasia, suicide, and abortion).

**72151 Career Exploration (p. 71)**

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests, with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

**72152 Employability Skills (p. 71)**

Employability Skills courses help students match their interests and aptitudes to career options, with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

**72201 Family and Consumer Science—Comprehensive (p. 71)**

Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.

**72202 Food and Nutrition (p. 71)**

Food and Nutrition courses provide an understanding of food's role in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and background on the nutritional needs and requirements for healthy living. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation. Although these courses may present career opportunities in the food service industry, their emphasis is not career related.

**72205 Clothing/Sewing (p. 72)**

Clothing/Sewing courses introduce students to and expand their knowledge of various aspects of wearing apparel, sewing, and fashion. These courses typically include wardrobe planning; selection, care, and repair of various materials; and construction of one or more garments. They may also include related topics, such as fashion design, fashion history, the social and psychological aspects of clothing, careers in the clothing industry, and craft sewing.

**72206 Life Skills (p. 72)**

Life Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

**72207 Self-Management (p. 72)**

Self-Management courses introduce students to the skills and strategies helpful in becoming more focused, productive individuals. These courses typically emphasize goal setting; decision-making; management of time, energy, and stress; and identification of alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.

**72208 Family Living (p. 72)**

Family Living courses emphasize building and maintaining healthy interpersonal relationships among family members and other members of society. These courses often emphasize (but are not limited to) topics such as social/dating practices, human sexuality and reproduction, marriage preparation, parenthood and the function of the family unit, and the various stages of life. They may also cover topics related to individual self-development, career development, personal awareness, and preparation for the responsibilities of a family member and wage earner.

**72209 Personal Development (p. 72)**

Similar to Family Living courses, but more focused on the individual, Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. These courses may also have a substance-abuse prevention component.

**72210 Consumer Economics/Personal Finance (p. 72)**

Consumer Economics/Personal Finance courses provide an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.

**72250 Exploratory (p. 73)**

Exploratory courses provide a brief introduction to a variety of topics, typically elective subject areas, often in the form of discrete units or modules. Students may choose to take courses later that allow them to pursue the topics introduced in more depth. Topics may vary widely and span multiple subject areas within one course.

## **Secondary School Book**

### **01009 Language Arts Laboratory (p. 13)**

Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

### **01067 Assisted Reading (p. 16)**

Assisted Reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.

### **01068 Corrective Reading (p. 16)**

Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills.

### **01148 Composition—Workplace Experience (p. 18)**

Composition—Workplace Experience courses provide work experience in a field related to English composition. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

### **01155 Communications (p. 19)**

Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices.

### **01198 Speech—Workplace Experience (p. 20)**

Speech—Workplace Experience courses provide work experience in a field related to public speaking and speech. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

### **02003 Particular Topics in Foundation Math (p. 22)**

These courses examine particular topics in Foundation math, such as arithmetic or basic conceptual skills, rather than provide a general overview.

### **03999 Life and Physical Sciences—Other (p. 43) (no description in manual)**

### **04161 Civics (p. 51)**

Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

**04299 Social Sciences—Other (p. 56)** (no description in manual)

**05118 Music Appreciation (p. 64)**

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

**05165 Crafts (p. 67)**

Crafts courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on crafts. These courses may survey a wide range of crafts, or they may focus on only one type of craft; possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, maskmaking, knitting, crocheting, paper-making, and so on.

**05999 Fine and Performing Art—Other (p. 69)** (no description in manual)

**06801 American Sign Language I (p. 118)**

Designed to introduce students to American Sign Language, American Sign Language I courses enable students to communicate with deaf persons through finger spelling, signed words, and gestures. Course topics may include the culture of and issues facing deaf people.

**08007 Adapted Physical Education (p. 129)**

These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs.

**08016 Lifetime Fitness Education (p. 131)**

These courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.

**08052 Health and Fitness (p. 132)**

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

**08055 Safety and First Aid (p. 132)**

Safety and First Aid courses provide specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR), relief of obstructed airways, and general safety procedures and behaviors. These courses may include such topics as an overview of community agencies and hotlines providing emergency care and information and opportunities for first aid and CPR certification.

**08056 Health for Parenting Teens (p. 132)**

Designed for pregnant teens and/or parents, topics within Health for Parenting Teens courses cover a wide range of both health and parenting issues, typically including prenatal and postnatal care, health and well-being of young parents, child development, stress management, and parental/adult roles. The courses may also involve academic assistance, career exploration, financial management, and so on.

**08057 Health and Life Management (p. 132)**

Health and Life Management courses focus as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). Course objectives include helping students develop decision-making, communication, interpersonal, and coping skills and strategies.

**08058 Substance Abuse Prevention (p. 133)**

Substance Abuse Prevention courses focus specifically on the health risks of drugs, alcohol and tobacco. These courses provide information on the negative consequences of these products and teach students coping strategies to resist the influences (such as peers and media images) that may entice them to use these substances. Students may also explore the community resources available to them.

**10008 Particular Topics in Computer Literacy (p. 141)**

These courses examine particular topics related to general computer literacy other than those already described, such as privacy issues or instruction in using a particular software application.

**13998 Manufacturing—Workplace Experience (p. 173)**

Manufacturing—Workplace Experience courses provide students with work experience in fields involving manufacturing, supported by classroom attendance and discussion. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**14998 Health Care Sciences—Workplace Experience (p. 181)**

Health Care Sciences—Workplace Experience courses provide students with work experience in the health care industry. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**16998 Hospitality and Tourism—Workplace Experience (p. 192)**

Hospitality and Tourism—Workplace Experience courses provide work experience in fields related to hospitality and tourism. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**17998 Architecture and Construction—Workplace Experience (p. 200)**

Architecture and Construction—Workplace Experience courses provide students with work experience in a field related to architecture or construction. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**18998 Agriculture, Food, and Natural Resources—Workplace Experience (p. 210)**

Agriculture, Food, and Natural Resources—Workplace Experience courses provide students with work experience in fields related to agriculture, food, and natural resources. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**19998 Human Services—Workplace Experience (p. 216)**

Human Services—Workplace Experience courses provide students with work experience in a field related to the provision of human services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**20998 Transportation, Distribution, and Logistics—Workplace Experience (p. 222)**

Transportation, Distribution, and Logistics—Workplace Experience courses provide students with work experience in fields related to transportation, distribution, and logistics. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences encountered in the workplace.

**22003 Study Skills (p. 230)**

Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

**22004 Dropout Prevention Program (p. 230)**

Dropout Prevention Program courses vary widely, but typically are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars.

**22005 Tutorial (p. 230)**

Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

**22102 School Orientation (p. 231)**

School Orientation courses provide students with an introduction to the culture of their school so that they understand staff expectations and the school's structure and conventions. These courses may vary widely according to the philosophy, aims, and methods of each school.

**22104 Community Service (p. 232)**

Community Service courses provide students with the opportunity to volunteer their time, energy, and talents to serve a community project or organization. These courses are usually (but not always) conducted with a seminar component, so that students can use their volunteer experiences to learn how to solve problems, make decisions, and communicate effectively.

**22105 Values Clarification (p. 232)**

Values Clarification courses enable students to explore individual and societal actions and implications in order to help them develop personal values and make decisions about their lives. Examples of discussion topics include philosophy and religion, world resource allocation, genetic engineering, environmental issues, and death-related issues (euthanasia, suicide, and abortion).

**22151 Career Exploration (p. 232)**

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

**22152 Employability Skills (p. 232)**

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

**22153 Diversified Occupations (p. 233)**

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

**22206 Life Skills (p. 234)**

Life Skills courses provide students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults. These courses often emphasize such topics as goal-setting, decision-making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

**22207 Self-Management (p. 234)**

Self-Management courses introduce students to the skills and strategies helpful in becoming more focused, productive individuals. These courses typically emphasize goal-setting; decision-making; managing time, energy, and stress; and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.

**22208 Family Living (p. 234)**

Family Living courses emphasize building and maintaining healthy interpersonal relationships among family members and other members of society. These courses often emphasize (but are not limited to) topics such as social/dating practices, human sexuality and reproduction, marriage preparation, parenthood and the function of the family unit, and the various stages of life. They may also cover topics related to individual self-development, career development, personal awareness, and preparation for the responsibilities of a family member and wage earner.

**22209 Personal Development (p. 234)**

Similar to Family Living courses, but more focused on the individual, Personal Development courses emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. These courses may also have a substance-abuse prevention component.

**22251 Community Living (p. 235)**

Community Living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies.

**22252 Communication Instruction (p. 235)**

Communication Instruction courses are typically individualized according to each student's condition and needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (educational, social, and vocational) are often explored.

**22253 Social Development Instruction (p. 235)**

Social Development Instruction courses teach students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.

**22254 Developmental Support (p. 236)**

Developmental Support courses are customized according to each student's condition and needs, emphasizing an increase in skill or control of body and mind function. Examples of support may include refinement of gross and fine motor skills, development of visual perception, and improvement in eye-hand coordination.

**22998 Miscellaneous—Workplace Experience (p. 236)**

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.