

HB

429

FISCAL NOTE

STATE OF ALASKA
1998 LEGISLATIVE SESSION

BILL NO. HB 429

Revision Date _____ Dept. Affected Education
 Title "An Act relating to vocational education." BRU K-12 Support
 Component Foundation Program
 Sponsor Representative Austerman
 Requester (H) HESS Component Serial No. 141

Expenditures/Revenues

(Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	*	*	*	*	*	*
Miscellaneous						
TOTAL OPERATING	*	*	*	*	*	*

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	*	*	*	*	*	*
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	*	*	*	*	*	*

Estimate of any current year (FY98) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HB 429 would require that to qualify for graduation from high school that at least two hours of vocational education must be completed. This bill would generate more vocational education units within the state foundation formula. The additional costs cannot be determined at this time.

Prepared by Eddy Jeans Phone 465-8679
 Division School Finance Date 3-2-98
 Approved by Commissioner Shirley J. Holloway, Ph.D. Date 3-2-98
 Agency _____

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SPONSOR STATEMENT - HB 429

The global marketplace is being driven by fast moving technological changes.

Technical skills and adaptability are becoming the standard in the workplace. Robotics, computers, electronics, communications, genetics and countless other topics are among the forces driving industrial economies, and therefore, the job markets of those economies.

The emergence of the technical workplace and the reduction in the number of middle management positions indicate the end of an era during which a bachelor's degree was viewed as a sign of an individual's potential. Today, in order to be competitive, employers must hire people who can do a job immediately or with minimal training. One study suggests that the single most important criterion in hiring for high-skill, high-wage nonprofessional technical occupations was possession of a specific occupational skill.

The U.S. Department of Labor has concluded that the lifetime earnings of individuals who work in such technical occupations will exceed the earnings of all college graduates, save for those who are successful in finding work in the professional or managerial ranks. Because of unfilled vacancies in technical occupations, the U.S. annually admits roughly 25,000 foreign workers with the appropriate technical skills.

The message should be clear. An unfocused general high school education is not enough anymore. Approximately 75% of America's high school graduates are leaving high school without clearly defined job options.

The State of Alaska has no specific high school graduation requirements in the area of vocational education. This legislation would mandate that every school district in the state require at least two units of credit for vocational education to be completed before a student qualifies for graduation from high school. This requirement would not increase the number of credits required before graduation. The two units of credit for vocational education would come from the pool of a district's electives.

Article I. Department of Education.

Section

- 10. Department of Education
- 20. Duties of the department
- 30. Powers of the department
- 50. Selection of textbooks

Section

- 57. Transmittal of textbook selections
- 60. Regulations
- 70. Withholding state funds

Collateral references. — 68 Am. Jur. 2d Schools, §§ 5-7, 52-70
78 C.J.S. Schools and School Districts, §§ 74-92.

Modern status of doctrine of sovereign immunity as applied to public schools and institutions of higher learning 33 ALR3d 703.

Sec. 14.07.010. Department of Education. The Department of Education includes the commissioner of education, the state Board of Education, and the staff necessary to carry out the functions of the department. (§ 1 ch 98 SLA 1966)

NOTES TO DECISIONS

Quoted in *Begich v. Jefferson*, 441 P.2d 27 (Alaska 1968).

Cited in *Tunley v. Municipality of Anchorage Sch. Dist.*, 617 P.2d 490 (Alaska 1980).

Sec. 14.07.020. Duties of the department. (a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards in addition to the requirements of AS 18.15.145 that will assure healthful and safe conditions in the public and private schools of the state including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) provide accredited elementary and secondary correspondence study programs available to any Alaskan through a centralized office of correspondence study;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) administer the grants awarded under AS 14.30.750.

(b) In this section "pre-elementary school" means a school for children ages three through five years if the school's primary function is educational. (§ 1 ch 98 SLA 1966; am § 2 ch 69 SLA 1971; am § 6 ch 104 SLA 1971; am § 1 ch 190 SLA 1975; am § 6 ch 50 SLA 1977; am §§ 1 — 3 ch 126 SLA 1978; am § 10 ch 147 SLA 1978; am § 1 ch 86 SLA 1979; am § 24 ch 59 SLA 1982; am §§ 1, 2 ch 92 SLA 1982; am § 2 ch 11 SLA 1984; am § 1 ch 32 SLA 1984; am § 1 ch 19 SLA 1986; am E.O. No. 62, § 2 (1986); am § 1 ch 70 SLA 1988; am § 2 ch 5 SLA 1990; am § 3 ch 173 SLA 1990; am § 2 ch 100 SLA 1992; am § 2 ch 78 SLA 1993)

Effect of amendments. — The 1992 amendment, effective September 16, 1992, added paragraph (a)(15).

The 1993 amendment, effective June 26, 1993, substituted "or major maintenance project" for "project begun after July 1, 1975" in paragraph (a)(11).

Editor's notes. — Section 23, am ch. 79, SLA 1993 provides that the amendment of (a)(11) by § 2, ch. 79,

SLA 1993 applies to grants awarded under AS 14.11.005 — 14.11.019 after June 30, 1993.

Opinions of attorney general. — The State Board of Education has statutory authority to adopt regulations concerning corporal punishment of students in private schools to the extent necessary to protect the physical health and safety of the children. April 1, 1988 Op. Atty Gen.

NOTES TO DECISIONS

Stated in *Tunley v. Municipality of Anchorage Sch. Dist.*, 631 P2d 67 (Alaska 1980).

Collateral references. — Right of municipal corporation to recover back from contractor payments made under contract violating competitive bidding statute 33 ALR3d 397

AIDS infection as affecting right to attend 60 ALR4th 15

Validity, construction, and effect of provision releasing school from liability for injuries to students caused

by interscholastic and other extra-curricular activities 85 ALR4th 344

Validity, under Federal Constitution, of regulations, rules, or statutes allowing drug testing of students 67 ALR Fed 148

Constitutionality of teaching or otherwise promoting secular humanism in public schools 103 ALR Fed 538

Sec. 14.07.030. Powers of the department. The department may

(1) establish, maintain, govern, operate, discontinue, and combine area, regional, and special schools;

(2) enter into contractual agreements with the Bureau of Indian Affairs or with a school district to share boarding costs of secondary school students;

(3) provide for citizenship night schools when and where expedient;

(4) provide for the sale or other disposition of abandoned or obsolete buildings and other state-owned school property;

(5) prescribe a classification for items of expense of school districts;

(6) acquire and transfer personal property, acquire real property, and transfer real property to federal agencies, state agencies, or to political subdivisions;

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Business

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NEWS *Business*

February 25, 1998

High-Tech Workers

Officials from some of America's biggest computer companies Wednesday told lawmakers on Capitol Hill that they can't find enough skilled workers. They want Congress to allow them to bring more foreign high-tech workers into the country to fill job openings. While the computer executives got a sympathetic hearing from members of the Senate Judiciary Committee, the Clinton administration is less open to the idea. NPR's John Ydsti reports.

Audio

Credit Union Ruling

If you bank with a credit union, you soon could be shopping for a new place to deposit your money. On Wednesday, the Supreme Court struck down revisions to a banking law that let credit unions accept new members from non-traditional membership pools. Big banks had asked lower courts to force credit unions to drop millions of members that had signed up in the last 15 years under the broad enrollment rules.

Audio NPR's Jim Zarroli reports.

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in addition...

Microsoft testified it couldn't fill half of their high tech jobs.

Virginia Tech University stated that 340,000 high tech jobs are going unfilled.

Cyber Semi-Conductor also testified they had many highly skilled jobs going unfilled. They were in favor of raising the ceiling on the number of foreign workers allowed to come into this country.

**A Rationale for
Increasing High School Vocational
Education Graduation Requirements**

Barry F. Altenhof
Kodiak High School
August, 1997

The scenario of American high school education has largely remained unchanged since the turn of the last century. On a daily basis, classes are followed by other classes resulting in credit applied toward graduation. When enough credits are earned a diploma is granted. With this rite of passage expectations are created suggesting that success is a natural consequence of high school graduation. For the most talented high school grads college was the most natural consequence. For those less inspired and talented the options might have included 'on-the-job' training, military service, vocational training, or perhaps an uncertain fling at private enterprise. Even for the less inspired one of the basic assumptions was that a high school diploma had value as a job ticket. A high school diploma meant that you could read, write, compute, follow directions and show up on time. It gave you economic credibility. That assumption is no longer valid.

Global economic change driven by technological innovation has changed the competitive landscape forever. Technical skill and adaptability are becoming standard measures of employability. As Hull and Parnell(1991) point out: "Post secondary education and training have become integral to a majority of the work force, whether they be nurses, law-enforcement officers, electronics technicians, aircraft technicians, computer operators, and auto-service personnel, or marketing representatives." As an example Hull and Parnell also mention that "IBM now requires each technician, marketing representative, and systems analyst in that large corporation to spend nineteen to twenty days(one working month) in education and training programs each year." The authors of Tech Prep Associate Degree then go on to name several major American corporations who require similar employee training programs as a key part of long term planning. The economic message is clear: technical training, in particular technical training beyond high school, will keep America competitive in the global marketplace. In short, Hull and Parnell point out that the "fastest growing occupations

of the 90's...will require some form of post-secondary education and training, but only two of these occupations will require college baccalaureate degrees for entry." The educational message is also clear: **an unfocused general high school education is not enough.** Success for most students will depend on a combination of high school and post-secondary vocational/technical training.

To achieve that goal we have a long way to go. As currently structured and administered about 25% of most high school graduates will enter four year college programs. Another 25%, for a variety of reasons will enter the work force directly from high school with some, generally unstructured, vocational training. Last, about 50% of high school graduates fall into what Hull(1992) refers to as the "neglected majority". They are the students who pursue what is generally referred to as a general academic program and who fall into the middle two quartiles of a typical high school population. These students receive little or no vocational training and are ill-prepared to pursue meaningful employment after high school graduation. These numbers suggest to me that approximately 75% of America's high school graduates are leaving high school without clearly defined job options. They are entering a world of economic Darwinism apparently ready to accept whatever options fate may choose to deliver. That is not a healthy strategy for them or for America.

Before launching into a promotion of Tech Prep program components as a solution to these dilemmas it might be wise to consider simpler changes in vocational education graduation requirements. Specifically, by doubling current vocational education graduation requirements many key elements of Tech Prep proposals will also be addressed. For example, in the Kodiak Island Borough School District the current requirement in vocational education is one unit. One year(or two semesters) of any class from our Career Tech Department will satisfy the requirement. Career Tech classes include: business, woods, auto-shop, fisheries, commercial foods, drafting, small engines, welding, and others as approved. The one unit requirement fits no

where in particular nor is it sequenced with other classes such as math or science. One semester can be taken the freshman year and the other semester could be taken the senior year. The result is that Career Tech(voc ed)classes tend to be viewed as an inconvenience rather than a necessity. Two years of Career Tech classes changes that perception and forces students and parents to deal with issues of selection and scheduling.

At this point it might be useful to review graduation requirements from selected school districts across Alaska.

School Dist.	Eng.	Math	Sci	Hist.	P.E.	For. Lang	Govt.	Econ.	Voc. Ed	Elec	Total
Copper River	4	2	2	2	0.5		0.5	0.5		9.5	22
Dillingham	4	2	2	3	2	2			2 *	5.5	22
Galena	4	3	3	3	2				0.5	5.5	21
Anchorage	4	2	2	3	1.5			0.5		8	21
Anchorage 2000	4	2.5	3	4	1.5					7.5	22.5
Bering Strait	4	3	3	3	2				2	2	22
Ketchikan	4	3	3	3	1				1 *	7	22
Kotzebue	4	2	2	3	2.5					8.5	22
Kenai	4	2	2	3	1	1 *			1	6.5	21
Ak. Gateway	4	2	2	3	1				1	8	21
Juneau H.S.	4	2	2	2	2		0.5			6.5	21

Several features of Alaska education are quickly apparent. First, wide discrepancies exist between districts for vocational education requirements. Second, half the districts polled had no specific vocational requirement at all--(though some did require

a technology or computer credit*). Third, more than one third of the credits required for graduation are electives. These features are based on my observations of numerical requirements only and do not consider program descriptions or coordinated curriculum efforts between subject areas. Nevertheless, it seems plain that the polled districts share common problems regarding program emphasis. The most common of those problems is that many Alaska high schools offer a program of unfocused classes that might often be taken without regard to sequence or relevance to other classes. Finally, it should be noted that the State of Alaska has no specific high school graduation requirement in the area of vocational education. The State of Alaska requires that each high school graduate complete at least 21 units and that they include 4 units of language arts; 3 units of social studies; 2 units of math; 2 units of science; and 1 unit of health/p.e. My arithmetic indicates that 12 units of specific subjects and 9 units of electives are required. The perception is that vocational education classes do not rate equal time with the traditional areas of high school instruction. In the eyes of the state Voc ed classes are still viewed as electives and are therefore of optional importance to the future of young people. Nothing could be further from the truth.

One can hardly read a national newsmagazine or newspaper or view a TV news program that doesn't discuss how profoundly technical change is altering our economic and social landscape. Robotics, computers, electronics, communications, composites, alternative energy, satellites, medicine, remote sensing, genetics, and countless other topics are among the forces driving industrial economies, and therefore, the job markets of those economies. Clearly, people who are actually trained to fix, or make, or adjust technical equipment will be in high demand. People who are trained for nothing in particular will have a more difficult time finding meaningful employment.

One method of dealing with this dilemma is to double vocational education

graduation requirements. With reference to the State of Alaska this would mean increasing state requirements from no voc ed requirement to two units required for graduation from an Alaska high school. In addition, most of the school districts cited earlier would need to increase requirements, in most cases, from one unit to two units needed to graduate. There are many rationales for making these changes and they will be discussed shortly. Before doing so it should be pointed out that many students do take vocational classes as electives. There are also many students who do not take any vocational classes in high school. These rationales are aimed at both groups in order that vocational education become a more prominent part of their educational experience.

First and foremost vocational education needs to be recognized by the State of Alaska as a fundamental ingredient of a quality basic education. The State of Alaska should require at least as much vocational education as it requires in math or science--two units. Such a requirement would of course produce several effects. Fundamentally, the message would be clear: students who graduate from Alaska high schools need real world skills to be successful in the real world. Specifically, the message to students is that they need to know math and science and they also need to learn to apply math and science in real situations. A properly constructed vocational education program can make that happen. The point is that until the state changes the law school districts will have no reason to change graduation requirements. School boards are not in the habit of making unilateral changes to existing school programs unless those changes have broad community support. Though I've only taught six years in Alaska, I have the suspicion that increasing vocational education requirements from one to two units might be viewed as a threat to other programs. An extra year of voc ed may mean one less year of other electives. Those electives might include art, drama, band, languages, weight training, yearbook, and perhaps, other voc ed classes. A strong marketing program alone probably won't sell parents and

students on the idea of cuts on popular electives in order that students can take an extra year of vocational classes. It must be mandated by state law. To ask teachers to lead the charge in marketing voc ed and tech prep programs in the absence of a legal mandate is at best inefficient and probably futile. Obviously, the addition of extra voc ed staff would lessen the impact to other course offerings. It will also, quite obviously, be expensive.

Second, requiring two units or more of vocational education classes will force students and parents to more carefully plan the sequence of classes a son or daughter will take during their high school years. At present many voc ed classes are simply used as schedule-fillers. For example, on more than one occasion my wood shop classes have suffered a 50% attrition at the semester break because students are allowed to take the class for only one semester. The result is that I must halt whatever momentum I've created with original class members (woodworking classes generally hold 12-15 students at KHS) and introduce new class members to shop safety and general procedures before attempting to move on with the whole class. This procedure alone can take up to two weeks with as many as eight new class members. This is also a very slow and disruptive process--largely created by the lack of a coherent sequence of vocational education classes that students know they must take to graduate. Dignify the instructional process and require that students take vocational classes for a full year. A two unit vocational education minimum in yearlong classes will require that students carefully select classes based on something more than absent minded scheduling.

Third, by requiring two or more vocational education credits for graduation the image of vocational classes might eventually approach widespread respectability. A vocational program that knows it is going to have a steady flow of customers will have to offer a credible experience that produces qualified graduates. A large part of that respectability will be the result of offering classes in applied academics. Another part

of the marketing plan will be connecting school learning and real work experience. These ideas are not new and have come to be known as the Tech Prep initiative. By any other name these ideas still mean we must offer a coherent program staffed by competent instructors. I really believe that along with respectability comes status and that means students will pursue vocational classes because they believe they will help them to be successful. The selling of vocational classes may take a long time but it doesn't stand a chance unless additional vocational units are required for high school graduation by state law, local school boards or both.

Fourth, and perhaps the most persuasive rationale for expanding vocational requirements for graduation is the historical rationale. Our country, our industries, and our culture have largely been built by those who knew how to make things. They made things that changed the way we live, do business, and produce the things we use every day. History is littered with the names of people who made a difference because they understood and pursued the value of the mechanical and vocational arts. In short, they were tinkerers who found that success was connected with basic values and the application of technical know-how. If those successes can be called a 'tradition of inventiveness', I think it is a tradition worth keeping. One of the simple ways of doing so is to insist that all high school students be required to take at least two years of meaningful vocational courses--courses that connect applied academics, hands-on training, and real work experience.

Finally, the last and probably most compelling rationale for increasing high school vocational graduation requirements is one of simple economics. As has been pointed out earlier most of the jobs being created today won't require a college degree. Given the fact that a minimum investment in a four year college degree can easily reach \$20,000 most high school students need to consider a lower cost alternative. Technical schools and community colleges offer lower cost training programs that connect with existing high school programs and provide a better return

on investment than a four year college degree. As I have pointed out to my students on more than one occasion, the fact that you choose to attend a one or two year technical training program doesn't disqualify you from deciding to attend a four year college later on. A training program that can provide a good job will go a long way toward reducing the inevitable debt load that generally accompanies a four year degree. A high school vocational program that requires two years of useful training will no doubt help to connect many students with extended training opportunities that lead to successful careers.

There are probably many more persuasive rationales that might be used to advocate increasing high school vocational graduation requirements but I believe the ones I've mentioned to be practical and doable. The real battle will be for the attention and allegiance of parents in strengthening and expanding existing vocational programs. If parents can be convinced school boards will follow. Eventually, for the reasons mentioned above, vocational education and regular academic classes will receive the equal time they deserve.

Sources

Hull, D. & Parnell, D (1991) Tech Prep Associate Degree, A Win/Win Experience Waco, Texas: Center for Occupational Research and Development.

Hull, D. (1992) Tech Prep: Practical Education for America's Work Force. Tech Directions, 17-19.

1995. Alaska Education Regulations, 4AAC 06.075, High School Graduation Requirements. 18.

Survey results were collected via fax and phone from the districts indicated on the chart on page 3 of this paper.

→ AS A POLITICAL POINT, I WOULD ADD THAT MORE JOBS WITH HIGHER PAY MEANS MORE LOCAL TAX REVENUE ; LESS DEPENDENCE ON STATE PROGRAMS.

Author: jobworks@pobox.alaska.net (micky franks) at CC2MHS1

Date: 4/3/98 12:41 PM

Priority: Normal

TO: Representative Alan Austerman at LAA_TRANS

Subject: HB 429

Dear Rep. Austerman,

I am in support of mandatory vocational education classes (2 credit hours) for Alaska's secondary students. However, I believe the legislation should address the need of the school districts to provide a range of options among vocational education courses that students may take. It is important to offer variety to students, allowing them to choose subjects most relevant to their individual needs and interests. Otherwise, the mandate could result in increasing disinterest in vocational education, resentment (both parents & students), and the unnecessary limiting of student's potentials.

Thank you for the opportunity to express my opinion.

Micky Franks

12260 Ellen Ave.

Anchorage AK 99515



Lawrence A. Wiget, Ed.D., Director, Public Affairs
Government Relations/Legislative Liaison
Anchorage School District
4600 Debarr Road
Anchorage, Alaska 99519-6614
(W) 907 269-2255 (FAX) 907 269-2340

TO: HOUSE HESS COMMITTEE MEMBERS

SUBJECT: HB 429

DATE: APRIL 13, 1998

The Anchorage School District opposes HB 429, an Act relating to vocational education.

If this requirement is enacted, the top 30% of our students will not be able to complete their academic programs. Students will not be able to complete four-year programs in Math, Science, Music and Foreign Languages. Currently, a student enrolled in the Anchorage School District may choose to take 2 credits in vocational education, or follow a four-year high school vocational plan of studies.

Attached please find a copy of the following:

- **ASD Graduation Requirements beginning with the class of 2000.**
(Anchorage requires 22.5 credits for a student to graduate. The State minimum requirement is 21 credits.)
- **Sample High School Four-Year Plans**

**College Plan A
Vocational Plan
Business Plan**

Graduation Requirements beginning with the class of 2000

1. **Language Arts** 4 credits
English 9-1, 9-2, English 10-1, 10-2 and one semester of composition during grades 11 or 12 plus three semesters of electives in grades 10, 11, or 12.
2. **Social Studies** 4 credits
Two years of a coordinated course in World and United States History, one semester of Social Science, one semester of Economics, one semester of Area Studies and one semester of United States Government.
3. **Mathematics** 2.5 credits
Five semesters of Mathematics electives. Students must complete course work containing or founded in Algebra I level math skills or demonstrate Algebra I level skills by examination.
4. **Sciences** 3 credits
Two semesters in Life Science, two semesters in Physical Science and two semesters in additional science or designated courses in Technology, Computer Science, and Health-related subjects.
5. **Physical Education/Health Education** 1.5 credits
Three semesters of P.E., one semester of a lifetime activity class, one semester of any activity class and one semester of lifetime personal fitness.
6. **Electives** 7.5 credits
Fifteen semester courses have not been specified so as to provide students an opportunity to pursue individual educational goals. Electives may include additional courses in Language Arts, Social Studies, Mathematics, Science, Technology, Fine Arts, Foreign Language and Physical Education.
7. A student may graduate when he or she has acquired a minimum of 22.5 credits after grade 8 in required and elective subjects.
8. Seniors entering the ASD for the first time may graduate by meeting requirements of their previous school when the ASD requirements create hardship.
9. One quarter (.75) credit for the Physical Education/Health Education activity class or lifetime activity class requirement (5 above) may be waived for each full season of participation in approved interscholastic athletic competition. Elective credit must be earned to replace the Physical Education/Health Education requirement that is waived. A waiver of credit under this section does not affect the overall minimum requirements of 22.5 credits.
10. Two years of a single foreign language may waive one semester of Area Studies.

Sample High School Four-Year Plan

College Plan "A"

Career Goals _____ 9th Grade Fall 1 Honors English 9-1 2 Geometry 3 Biology 4 Integrated History 5 German I 6 P.E.	Career Goals _____ 9th Grade Spring 1 Honors English 9-2 2 Geometry 3 Biology 4 Honors Integrated History 5 German I 6 P.E.
--	---

Credits Planned	Credits Acquired
0	0
Total: 0	

Career Goals _____ 10th Grade Fall 1 Honors English 10-1 2 Algebra II 3 Chemistry I 4 Integrated History 5 German II 6 P.E.	Career Goals _____ 10th Grade Spring 1 Honors English 10-2 2 Algebra II 3 Chemistry I 4 Honors Integrated History 5 German II 6 Keyboarding
---	---

Credits Planned	Credits Acquired
0	0
Total: 0	

Career Goals _____ 11th Grade Fall 1 Honors English 11 2 Pre-Calculus/Tng 3 Physics 4 Criminology 5 German III 6 Microcomputer Applications	Career Goals _____ 11th Grade Spring 1 Honors English 11 2 Pre-Calculus/Tng 3 Physics 4 Psychology 5 German III 6 Economics
---	---

Credits Planned	Credits Acquired
0	0
Total: 0	

Career Goals _____ 12th Grade Fall 1 AP English 12 2 AP Calculus 3 AP Gov't and Politics 4 Chemistry II 5 German IV 6 Photography	Career Goals _____ 12th Grade Spring 1 AP English 12 2 AP Calculus 3 AP Comp. Gov. & Pol. Systems 4 Chemistry II 5 German IV 6 Drawing/Design
---	---

Credits Planned	Credits Acquired
0	0
Total: 0	

Not all courses in this category will be

Sample High School Four-Year Plan

Vocational Plan

<p>Career Goals _____ 9th Grade Fall</p> <ol style="list-style-type: none"> 1 English 9 2 Integrated History 3 Pre-Algebra 4 Integrated Sciences 5 Applied Technology 6 P.E. 	<p>Career Goals _____ 9th Grade Spring</p> <ol style="list-style-type: none"> 1 English 9 2 Integrated History 3 Pre-Algebra 4 Integrated Sciences 5 Keyboarding 6 P.E. 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 0			
<p>Career Goals _____ 10th Grade Fall</p> <ol style="list-style-type: none"> 1 English 10 2 Algebra I 3 Biology 4 Integrated History 5 Spanish I 6 P.E. 	<p>Career Goals _____ 10th Grade Spring</p> <ol style="list-style-type: none"> 1 English 10 2 Algebra I 3 Biology 4 Integrated History 5 Spanish I 6 P.E. 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 12			
<p>Career Goals _____ 11th Grade Fall</p> <ol style="list-style-type: none"> 1 Frontier Literature 2 Geometry 3 Applied Economics 4 911 Response (KCC) 5 6 	<p>Career Goals _____ 11th Grade Spring</p> <ol style="list-style-type: none"> 1 Literature of the North 2 Geometry 3 Criminology 4 911 Response (KCC) 5 6 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 18			
<p>Career Goals _____ 12th Grade Fall</p> <ol style="list-style-type: none"> 1 Individualized Writing 2 Marine Science/Biology 3 U.S. Government 4 Construction Electricity (KCC) 5 6 	<p>Career Goals _____ 12th Grade Spring</p> <ol style="list-style-type: none"> 1 Motion Picture 2 Marine Science/Oceanography 3 Dignity in Diversity 4 Construction Electricity (KCC) 5 6 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 24			

Sample High School Four-Year Plan

Business Plan

Career Goals _____ 9th Grade Fall 1 English 9 2 Integrated History 3 Algebra I 4 Integrated Sciences 5 P.E. 6 Keyboarding	Career Goals _____ 9th Grade Spring 1 English 9 2 Integrated History 3 Algebra I 4 Integrated Sciences 5 P.E. 6 Micro Computer Applications I	Credits Planned 6	Credits Acquired 6
		Total: 6	

Career Goals _____ 10th Grade Fall 1 English 10 2 Integrated History 3 Geometry 4 Biology 5 Micro Computer Applications II 6 Drawing/Design	Career Goals _____ 10th Grade Spring 1 English 10 2 Geometry 3 Integrated History 4 Biology 5 P.E. 6 Painting	Credits Planned 6	Credits Acquired 6
		Total: 12	

Career Goals _____ 11th Grade Fall 1 Individualized Writing 2 Economics 3 Marine Science/Biology 4 Algebra II 5 Accounting I 6 Spanish I	Career Goals _____ 11th Grade Spring 1 Grammar Vocab Building 2 Anthropology 3 Marine Science/Oceanography 4 Algebra II 5 Accounting 2 6 Spanish I	Credits Planned 6	Credits Acquired 6
		Total: 18	

Career Goals _____ 12th Grade Fall 1 Individualized Reading 2 Dignity in Diversity 3 Spanish II 4 Business Prin. & Mgmt 5 Electronic Office 6 Co-op Office Education	Career Goals _____ 12th Grade Spring 1 Multicultural Lit. 2 U.S. Government 3 Spanish II 4 Business Prin. & Mgmt II 5 Electronic Office 6 Co-op Office Education	Credits Planned 6	Credits Acquired 6
		Total: 24	

4 AAC 51.390

DEFINITIONS.

As used in 4 AAC 51.200 - 4 AAC 51.390.

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92.

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92.