



State Course Codes

Frequently Asked Questions 2021-2022 School Year

Please email CourseCodes@education.ky.gov with any questions you still have after reviewing this document.

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Searchable State Course Codes Database (SSCCD)

Q: Where can I find the SSCCD?

A: The database can be found at the following location:

<https://applications.education.ky.gov/SCCD/Home/Index>

Q: Are their resources to help me understand how to use the Searchable State Course Codes Database?

A: A [short video tutorial](#) and a [Quick Reference Card](#) are both available.

Q: Is there an export function on the searchable course codes database? I want to be able to save everything to my own computer.

A: No, there is not an export function. Because small changes are sometimes made to course codes mid-year, it is better to access the most up-to-date course codes information online rather than working from data saved to a computer or printed.

Q: The search term I used isn't providing very many results? What can I do?

A: Using shorter search terms like "bio" instead of "biology" and "math" instead of "mathematics" will return a greater number of course results.

Q: Who is the intended audience of the Searchable State Course Codes Database?

A: Many roles within a district may find the Searchable State Course Codes Database to be helpful including school counselors, master schedulers, principals, and HR personnel.

- A school counselor may search by phrases to find a course.
- Master schedulers may quickly view deprecated course codes by searching by end year.
- A principal may use the database when hiring to determine which courses a teacher would be qualified to teach based on the teaching certificates held. Using the "Advanced Search Options," a principal may type in the certificate code of the teacher in the "Search by Certification" box and click the "Submit Search" button.
- HR personnel may use the Searchable State Course Codes Database to help clear the LEAD report.

Q: What does "LEAD Content Area" mean?

A: LEAD content area is a category that helps determine the teacher certifications required to teach a course. Each LEAD content area has a list of teacher certifications assigned to it and the certifications are aligned to courses through these content areas.

Q: What's the difference between "Subject" and "Program Area?"

A: "Subject" is the broad category, such as Mathematics or Industrial Education; "Program Area" is a more specific subcategory within the subject areas, such as Calculus or Diesel Technology, respectively.

General Questions

Q: How do I set up a course in Infinite Campus?

A: Please refer to the [Course Data Standard](#) for information on how to set up a course in Infinite Campus. Please refer to the [Dual Credit Course Data Standard](#) for more specific guidance on setting up a dual credit course in Infinite Campus.

Q: What should I do if a state code I have used in the past has been deprecated (discontinued)?

A: Please refer to the [Deprecated Course Codes and What to Use Instead workbook](#) which gives either an alternate code or guidance on what to use instead of codes that have been deprecated. Guidance for codes deprecated during the 2018-19 and 2017-18 school years are including as separate sheets in this workbook.

Q: Why are some course codes not aligned to standards?

A: The intent of the course code project was to align courses that are a part of the required high school graduation coursework to the *Kentucky Academic Standards*. Many electives are not aligned to standards. In order for schools to best meet the needs of their students' interests, standards (for the most part) were not aligned to elective course-work. This allows the local school district the flexibility of offering courses that may not be directly reflective of the adopted *Kentucky Academic Standards*. By not aligning electives to standards, KDE is allowing districts the freedom to meet the needs of their students in an individualized manner at the district level.

Q: Where can I find the required teacher certifications for a particular state course code?

A: Teacher certifications for each course code are listed in the "details" pop-up box available for each course under the "certifications" tab.

270201	Sixth Grade Mathematics		6th Grade	6th Grade	Middle School Mathematics (general)	Mathematics for Middle School	No Date	No Date	Details
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Advanced Details

Description	Standards	Certification	Population
Certificate code		Certificate name	
A70		Area Specialization: Mathematics-Physical Science	
AJG7		Adjunct Instructor for Middle Grades Math	
AJMA		Adjunct Instructor For Math, Grades 8-12	
AM71		Approval For Teaching Mathematics In The Middle Grades 5-6	
B71		Teaching Major: Mathematics	
B74		Teaching Major: Computer Science And Mathematics	

Q: I'm pretty sure I am certified to teach a course, but I don't see my certification listed as an option? What's going on?

A: It is important to note that the certificates listed are the ones that fit ALL the parameters for a specific course; there may be other certificates that can teach the course with slightly more restrictive parameters. You may always feel free to email coursecodes@education.ky.gov with specific certification questions.

Q: Must a state ensure that special education teachers are "highly qualified?"

A: No. The Every Student Succeeds Act (ESSA) amended the Individuals with Disabilities Education Act (IDEA) by removing the definition of "highly qualified" in section 602(10) and the requirement in section 612(a)(14)(C) that special education teachers be "highly qualified" by the deadline established in section 1119(a)(2) of the Elementary and Secondary Education Act (ESEA), as amended by NCLB.

According to the federal Department of Education, effective at the start of the 2016-2017 school year, a state **must** ensure that special education teachers in elementary, middle , or secondary school meet the following federal requirements:

- 1) have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination and hold a license to teach in the State as a special education teacher, except that a special education teacher teaching in a public charter school must meet the requirements set forth in the State's public charter school law;
- 2) not have had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- 3) hold at least a bachelor's degree. (Updated May 4, 2016)

For more information please refer to the [Transitioning to the Every Student Succeeds Act \(ESSA\) - FAQ](#)

Q: What are the Minimum High School Graduation Requirements?

A: Please refer to the [Minimum High School Graduation Requirements webpage](#). You might also be interested in the [Minimum High School Graduation Requirements FAQ](#).

Q: Can I still offer "Honors" Algebra (Biology, Chemistry, Geometry, etc.)?

A: Yes. To do this, you will use the Algebra (Biology, Chemistry, Geometry, etc.) state course code and arrange to meet the *Kentucky Academic Standards* that have been aligned to that specific state course code. You may alter your local code and/or the name of the course in Infinite Campus to best suit the needs of your school.

Q: What state course codes do I use for independent study courses?

A: Independent study courses should utilize the state code that most closely represents the content of the independent study as described in [Searchable State Course Codes Database](#). The

teaching method should be set to 19: District Provided Self Study. If a desired independent study course does not match an available state course code, districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: When is it appropriate to use state course code 909999?

A: State course code 909999 should be used in situations where a current state course code does not exist and there are no existing *Kentucky Academic Standards* aligned to the course. Therefore, it cannot be used for required courses. Local Boards of Education should approve the use of a district's use of a 909999 state course code before a district begins utilizing it within Infinite Campus. Please see the [Guiding Principles For Using Course Code 909999](#) for more information. *Please note that 909999 will not be pulled to document transition readiness, indicators, or opportunity and access for the Accountability system. Courses that need to count for accountability need to be aligned to content area state course codes.

Q: Is it possible to use a state course code for a grade level that is not listed in the state course code list?

A: The grade ranges listed for each course are not absolute. Please choose the course that most closely represents the content in a given course.

EXAMPLE

John Q Middle School had 5th, 6th, and 7th grade students taking a Visual Art course.

This course would be linked to course number **500711:Visual Art – Comprehensive**, which shows a recommended grade range of 6 – 12.

Schools/districts should also consider the teacher certifications associated with a course when weighing their options.

Q: What do the different things listed under the credit field mean? Are these suggestions, like the grade levels, or are these non-negotiable?

A: The credits listed in the Searchable State Course Codes Database (SSCCD) are recommendations from KDE based on what is realistically required to ensure each student's educational program includes the minimum content standards as specified in the *Kentucky Academic Standards* and provides the student with the opportunity to learn the standards. Courses with 1, are recommended to receive one credit, courses with 1E are recommended to receive one elective credit, courses with 0 are recommended to receive no credit, and courses with a blank credit field do not have a recommended amount and are therefore a local decision as to whether or not to award credit, and if so, how much.

Schools have the flexibility in how to organize (e.g., discipline based, integrated, interdisciplinary, applied, or occupational/technical approaches) the standards for instruction to best meet the needs of students in the schools and districts and how to deliver instruction. Therefore, schools may award credit for a course differently than what is suggested in the SSCCD if the following criteria is met:

- the content and the rigor of the course is the same as established in the *Kentucky Academic Standards*

- the students demonstrate mastery of all required content as specified in the *Kentucky Academic Standards*

The determination of credits awarded is a district level decision made by the local board of education. The School Based Decision Making (SBDM) Council sets the policy that must be followed for curriculum, schedule of the school day and week, use of instructional staff time, and assignment of students to courses, therefore they ultimately determine the final course credits that schools can award. This should be based on teacher input to determine if the teacher can truly cover the standards/content in the reduced time proposed.

Districts must meet the requirements in [704 KAR 3:305](#) for minimum graduation requirements regardless of a district's decision to award number of credits.

Q: So, if we want to offer a 1 credit course in half a year, can we award .5 credits for the course?

A: Time in course determines the amount of credits that can be awarded. Since 120 hours = 1 credit, unless conducted through Performance-Based credit, the course could be offered for 60 hours and awarded .5 credits in half a year if this is approved by the SBDM.

Q: Can I still use my local course codes?

A: Districts and schools have retained the right to course naming and local coding faculties within Infinite Campus. State course codes must be used in the box labeled "state code" in Infinite Campus. The decision to use a local code that is different from the state course code within the local code box in Infinite Campus should only be done to serve the best interest of your district or school. Schools and districts should never use local codes that display publicly different levels of learning abilities.

Q: Do I have to use the course names you have provided or is this determined at a local level?

A: Districts and schools have retained the right to course naming and local coding faculties within Infinite Campus. The decision to change a course name from the state's suggested name should only be done to serve the best interest of your district or school. If the local name is different, it should still reflect the content being covered in the course. There is one exception to this guidance, the [Alternative Diploma Course Codes](#) including the [Career Work Experience Courses](#).

Q: What is the process for submitting new state course code requests?

A: Although the Kentucky Academic state course code list includes a broad range of courses, there may be times when districts want to offer a course that doesn't match well with the current course options. Districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: Can my school offer online or virtual courses that meet minimum graduation requirements?

A: Yes. A student's enrollment should be captured in Infinite Campus via the course setup. Students taking courses online should be enrolled in a course with a state course code which corresponds to the content of the online course they are taking (for example, Algebra 1 should be 270304 Algebra 1). The teaching method should be set to either 10-Digital Learning Provider or 14-Credit Recovery-Digital Learning Provider. Per the [Digital Learning Guidelines](#), courses provided by digital learning providers must be reviewed by a certified content area teacher to ensure they are aligned in scope and sequence to the Kentucky Academic Standards as outlined in the course standard document for the graduation requirement course. Any standards not covered by the digital learning provider should be supplemented by an on-site classroom teacher.

Q: We have students taking virtual courses on timelines that don't align to the normal semester schedule. How do we schedule these courses in Infinite Campus?

A: For students completing virtual coursework, schools can use course code 960001 Digital Learning Placeholder in the student's schedule and then schedule each individual course with the appropriate state course code outside of the regular instructional day. More information is available in the [Guiding Principles for Using Course Code 960001 document](#).

Q: Can JROTC count as the .5 PE credit requirement?

A: Per [KRS 156.160](#), ROTC courses can count as a PE course.

Q: Can Marching Band count as the .5 PE credit requirement?

A: In order for a district to determine if a course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content aligned to the *Kentucky Academic Standards for Physical Education* and addresses the same applicable components of [703 KAR 4:060](#). In order to award performance-based credit, the district must have a performance-based policy in place. Whether a specific course or experience may be substituted for a required physical education course depends on the content contained within this course or experience. For example, marching band may only be substituted for a required physical education course if all standards found in the *Kentucky Academic Standards for Physical Education* are addressed and the teacher holds the appropriate certification to teach a physical education course. Additionally, districts must define how they will assess the standards and the related performance descriptors.

Q: Our district wants to offer multiple years of an elective course, but there is only one course code for the course. What should we do?

A: Districts and schools can choose to use a state course code multiple times for elective courses and may choose to change the course name and/or the local code within Infinite Campus as it best meets their needs. For example, if your school or district is offering Yearbook

Production 1, 2, 3 and 4, you would use state course code 239141 Yearbook Production for each of the four courses and locally name the course to reflect the four different years.

Repeated courses should offer variations in course content from year to year.

Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International (CAI)

Q: Why are AP, IB and CAI state course codes not aligned to Kentucky Academic Standards (KAS)?

A: AP, IB and CAI courses are considered college level courses that exceed the minimum KAS and therefore are not aligned.

Q: Can we, as a local school district, determine that an AP, IB or CAI course can be used to fulfill a minimum high school graduation requirement?

A: In order for a district to determine if an AP course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#).

Q: How do we ensure that the AP, IB, and CAI courses are properly weighted?

A: You will need to adjust the course difficulty level to Advanced Placement or International Baccalaureate.

Q: Can my school name courses "Pre-AP," "Pre-IB," or "Pre-CAI"?

A: No, this practice is not endorsed by College Board, International Education or Cambridge International. [College Board](#), [International Baccalaureate](#) and [Cambridge International](#) have set course sequences or offerings, please refer to their individual websites for further information.

Q: What certifications are required to teach the AP courses 230170 AP Seminar and 230171 AP Research Project?

A: The requirements for teaching these courses are supported by training provided by The College Board and do not depend on certifications as in other courses. As long as a certified teacher has received the training required to teach these two courses, they will be manually cleared for LEAD.

Alternate Diploma

Q: Which course code does a district use if an alternate course of study student is participating in core classes in a regular class setting?

A: If the Admissions and Release Committee (ARC) determines a student participating in the alternate assessment will receive instruction in a regular education class, the regular course

code is utilized. If a student will receive instruction in a resource or separate/special class taught by a Moderate to Severe Disabilities (MSD) certified teacher, the course codes for the Alternative High School Diploma are used.

Q: Can a district or school rename the 600-level courses leading to an alternate diploma?

A: The course codes are associated with a state course name that should not be changed. The state course codes are linked to the alternate course of study leading to an alternative diploma. These course codes need to be shown on a student's transcript as evidence that the student has completed the alternate course of study leading to an Alternative High School Diploma. Admissions and Release Committees (ARCs) should use course titles and descriptions from the State Course Codes Lists when developing the student's multi-year course of study. The course descriptions are provided to help the ARC determine which course title best describes the course needed by the student. ARCs may also use general education courses as appropriate.

Changes made to course titles that do not impact the intent of the course are appropriate. Examples of this include:

- Course Code 600131 - Math 1 renamed "Mathematics I" is appropriate
- Course Code 600124 – English 4 renamed "English and Language Arts IV" is appropriate.

The course codes for the Alternative High School Diploma were developed to provide fidelity for completion of courses of study leading to Alternative High School Diploma. A school or district may use "The Course Master" tool within Infinite Campus to define elements of courses from a district level so that all v. 1.10 updated 6/27/18 schools have the same number and naming convention for the courses, as well as a consistent setup for grading.

Q: Are grades assigned for courses leading to the Alternative High School Diploma?

A: Yes. District policies must be followed for assigning grades to courses leading to the Alternative High School Diploma.

Q: Do the courses leading to an Alternative High School Diploma need to follow the school schedule, i.e., semesters, trimesters, AB block?

A: Not necessarily. There is flexibility for scheduling of courses within the master schedule.

Q: Do MSD classrooms need to follow the school bell schedule?

A: The classroom needs to follow the school bell schedule, when possible. Schedule flexibility is dependent on the student's individual education program (IEP). Flexibility for the amount of time for course instruction is allowable.

Q: Can a teacher implement more than one course during a class period? If so, how is this documented within Infinite Campus?

A: Yes. There is no KDE defined way to set up schedules for the courses leading to an Alternative High School Diploma. KDE anticipates that most teachers will have several different levels of a subject at the same time and functionality to make attendance taking in multiple courses easier will be available in Infinite Campus. Schedules should adhere to guidelines in the

[KDE Pupil Attendance Manual](#) which can be found on the Pupil Attendance Program Documents page.

Q: Does the transcript print out the term “FMD” in the course code?

A: No. In the 2017-18 version of the course of study descriptions, each course now has a unique 600 course. The designation of FMD has been removed from the course codes. FMD is a specific disability category and should not be used to identify a classroom.

Q: If a teacher implements more than one course during a class period must multiple rosters be completed in IC?

A: Yes. Set up the courses normally, following the guidelines in the [Course Data Standard](#) for each course. Both courses will be scheduled at the same time.

Q: If a teacher implements more than one course during a class period must multiple grade books be utilized in IC?

A: Yes. Set up the courses normally, following the guidelines in the [Course Data Standard](#) for each course. Guidance for setting up gradebooks is available for in the [Grades Data Standard](#).

Q: How do you remove a student participating in the alternate assessment from being included in class rank?

A: Go to the Enrollment Tab in Infinite Campus. Check the box “Do not include in class rank”. Please see the [Enrollment Data Standard](#) for more information.

Career Work Experience Certification (CWEC)

Q: Can a district or school rename the 600-level courses required for the CWEC

A: The CWEC codes are associated with a state course name that should not be changed. The attainment of the CWEC is a process, not an assessment. A student’s multi-year course of study must include the four courses specific to the attainment of the CWEC.

The documentation for the CWEC is stored in the Career Ready Alternate Assessment Folder (CRAAF). For each school year the student is initially completing a CWEC course, beginning at grade 9 or later, each grade level section of the CWEC must contain the student’s multi-year course of study. The multi-year course of study must specify any courses leading to the Career Work. The CRAAF will also serve all monitoring purposes at both a district and state level. Personnel from the Office of Career and Technical Education (OCTE) will audit folders in accordance with their typical district audit cycle. At the time of the folder audit, the district will be asked to provide a copy of the student’s transcript, generated from Infinite Campus to verify completion of the CWEC process.

Q: When can a district begin offering the four elective courses leading to the Career Work Experience Certification (CWEC) (600184 Developing Career Options; 600185 Individualized Career Work Experience; 600189 Experience in Workplace Principles; 600190 Developing Leadership Skills)?

A: These courses may be offered as soon as the course is developed, based on the description included in the course of study document. Integral components of developing the course include the development of units of study and determination and implementation of the work based learning options included within each course. The course titles and codes also need to be entered into Infinite Campus.

Q: Will equivalent courses, in place prior to the 2017-18 Course of Study for the Alternative High School Diploma, be considered for the CWEC?

A: The courses in place prior to 2017-18 must mirror the titles and course descriptions for the courses leading to the CWEC. There is no plan at this time for KDE to consider equivalent courses.

Q: How much time needs to be allotted for the courses leading to completion of the Career Work Experience Certification?

A: The College and Career Readiness (CCR) Instructional Workgroup and Career Technical Education (CTE) recommend, if possible, a year of instruction for each course because of the nature of a significant cognitive disability. However, districts will have some flexibility based on scheduling and course time requirements for high school and CTE programs (i.e. trimester, blocks, modified block, periods, etc.) The certification process requires four specific courses that include work-based learning opportunities for a minimum of three (3) years.

Q: Are Career Technical Education courses required for the CWEC?

A: No.

Q: Do Career Technical Education courses meet the course requirement for the Career Work Experience Certification?

A: No. The four specific courses leading to the CWEC are outlined in the Course of Study for the Alternative High School Diploma document.

Q: May a student participating in the alternate assessment enroll in CTE classes to obtain additional electives?

A: Yes. To the extent appropriate and based on the least restrictive environment (LRE), students participating in the alternate assessment may be enrolled in CTE courses. CTE courses provide the students additional opportunity to explore and learn skills within a career cluster of their interest and alignment with their post-secondary goal is encouraged.

Q: If CTE courses are not available, can a teacher incorporate concepts and experiences from a particular career cluster into a CWEC required elective?

A: Yes. Particularly in Developing Career Options and Developing Leadership Skills courses.

Q: Will achievement of the Alternative High School Diploma be denied if a student does not complete the courses leading to the CWEC?

A: A student can still obtain an Alternative High School Diploma, even if they do not complete the course leading to the CWEC. The minimum requirements for all diploma components, including electives, must be met in order to obtain the diploma. The student would not be eligible for the CWEC certification. This would affect the achievement of career readiness within the Transition Readiness component of the state accountability system.

Q: Which courses do middle school students need to take?

A: The course of study document includes Middle School English (600120), Middle School Math (600130), History of Visual and Performing Arts (600160), Health and Physical Education (600170) and Developing Career Choices (600183). Middle School Science (600139) and Middle School Social Studies (600149) are included in the updated 2018-2019 course of study document.

Q: Which courses do high school students need to take?

A: The ARCs should be determining each student's multi-year course of study on an annual basis. The ARCs should utilize the course of study document for this process. ARCs can also utilize general education courses, as appropriate, for individual students.

The four courses specific to the Career Work Experience Certification process are included in the course of study document and should be included in the multi-year course of study.

- 600184 Developing Career Options (Grades 9-10)
- 600185 Individualized Career Work Experience (Grades 11-14)
- 600189 Experience in Workplace Principles (Grades 10-11)
- 600190 Developing Leadership Skills (Grades 9-14)

Your district may not have these courses developed yet. It may be part of your action plan for preparing for the new career ready measures. You can begin including these in the multi-year course of study when you complete the development process.

Q: Will the courses need to post to the students' transcripts?

A: Yes.

Q: Will the teachers enter assignments in grade book?

A: Follow district policy for using grade books in Infinite Campus.

Q: Does a student transcript have to show the classes required by the alternate course of study in order to earn the Alternative Diploma?

A: Yes. These course codes need to be shown on the student's transcript as evidence that the student has completed the alternate course of study leading to an Alternative High School Diploma.

Q: If the ARC of a student determines that student meets criteria for Alternative Diploma course of study, (unable to meet the requirements of a standard diploma) – example: a student with a MMD eligibility category – would they be able to take the courses in the Alternative High School Diploma Program of Studies? My understanding is that those courses need MSD certification but MMD falls under LBD certification. Could I just write a waiver for program teacher assignment?

A: If you have a significant amount of data that supports the student needing to be placed on the course of study leading to the alternative diploma it is based on an ARC decision. However, the teacher will need to obtain a waiver to be able to teach the student.

Q: Can state course codes transfer on Infinite Campus reports when a student moves to a different district?

A: Yes.

Dual Credit

Q: How should dual credit courses be set up in Infinite Campus?

A: Correct course set up is imperative for dual credit courses to ensure accuracy of data for multiple reports that pull for student scholarships and accountability. Please follow the detailed directions in the [Dual Credit Course Data Standard](#).

Q: What state course code do I use for dual credit courses? And how do I know if the course is a candidate for Transition Readiness under the Accountability System?

A: The state course code that should be used depends on the type of dual credit course. Please see the chart on page 5 of the [Dual Credit Course Data Standard](#) for more information.

Q: Which dual credit courses are classified as being in each general education core category?

A: Post-secondary institution partners retain the authority and responsibility to classify the courses' learning outcomes. A list of qualifying courses should be found within the course catalog of each post-secondary institution partner. General education core categories include quantitative reasoning, natural sciences, written and oral communications, arts and humanities, and social and behavioral sciences.

Q: What state course codes do I use for Career and Technical Education (CTE) dual credit courses?

A: You should identify the matching course in the Career and Technical Education state course codes. When you assign the state course code, you should indicate that the course is dual credit by adjusting the difficulty level of the course to "dual credit".

Q: What if the dual credit course that I want to offer is not classified as being in a general education core category and is not within a Career and Technical Education (CTE) pathway, what state course code should I use?

A: If your desired course is not classified as being in a general education core category and is not within a CTE pathway, please use the state code that most closely represents the content, rigor, students, and teacher certification of a given course as described in the academic state course code lists. Courses that are not within one of the five general education categories or within a CTE pathway will not be considered department approved under Kentucky's accountability model.

Q: I want to offer PE through dual credit. Can I count a dual credit course as the .5 PE credit requirement?

A: In order for a district to determine if a dual credit course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content aligned to the Kentucky Academic Standards for Physical Education and addresses the same applicable components of [703 KAR 4:060](#).

Special Note: Dual credit courses outside of the five general education categories or not within a CTE pathway typically do not transfer easily from school to school and often result in the accumulation of university studies electives. These courses will not be considered department approved under Kentucky's accountability model and will not count towards transition readiness.

Q: When should I use the dual credit placeholder state course code 950001?

A: Please see the [Guiding Principles for Using Course Code 950001 document](#) for more information.

Q: Do I need to set the difficulty level to dual credit for state course codes that are only for use for dual credit?

A: Yes, the difficulty level still needs to be set to ensure that students receive their weighted KEES funding GPA.

Q: Can the school district "count" English 101 as the English IV credit?

A: In order for a district to determine if a dual credit course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content.

Beginning with Freshmen during the school year 2019-20 and beyond, English 101 is considered a personalized English course that can be used as a third or fourth year English course.

Q: Do “First Year Experience” (FYE) courses count for high school graduation requirements?

A: No. These courses do not meet any of the high school graduation requirements identified in [704 KAR 3:305](#) except possibly an elective credit. It is important to understand that FYE courses or Introduction to College courses do not transfer from college to college. Also, students cannot receive academic readiness points under the transition readiness indicator within Kentucky’s Accountability System for FYE courses.

Q: It seems that the college class/syllabus doesn’t meet the high school standards required by law. Are there any workarounds for this situation?

A: In most cases, it is best to seek an alternate course that does meet the requirements of the statute. However, a local board of education may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#).

Q: A student took a college class at night (or in the summer). Can this class count as dual credit?

A: The local school district has the authority of determining any coursework that can be used to satisfy a dual credit course. Summer courses will not count toward the dual credit scholarship program.

Q: Is it permissible to take courses in the student’s major/program?

A: Yes, students may take courses within their anticipated major, however the school district would need to evaluate how the credit would be awarded and what high school graduation requirement would be met through the coursework.

Intervention

Q: How should the intervention course be used compared to how the intervention tab should be used?

A: An intervention course code is used when a school RTI system includes an actual course scheduled into the school day as an option for intervention services, as opposed to a “push in” or “pull out” intervention time frame. The purpose of the code is to designate the class as such for scheduling and/or transcript purposes, as well as LEAD reporting.

The Intervention Tab in IC is a place where intervention plans can be tracked. There are some legislated or required user groups who must enter intervention plans in the Intervention Tab and many schools and districts who do so voluntarily. The Intervention Tab helps “flag” the student in IC as having an intervention, and provides basic details about the intervention being provided.

[KRS 158.305](#) and [703 KAR 3:095](#) define intervention documentation requirements for grades K-3. Mathematics Achievement Fund (MAF) requirements are defined in KRS [158.844](#) while Read

to Achieve (RTA) requirements are defined in [158.792](#). Extended school services (ESS) requirements are outlined in [704 KAR 3:390](#).

Mathematics

Q: Which state course code should be used if students are working on mathematics standards from more than one grade level, for example a classroom of 4th grade and 5th grade students?

A: The state course code would align with the grade level standards used for instruction. In the case of a split-level classroom, it may be necessary to utilize (based on the example in the question) both the 4th grade code and 5th grade code if students are being instructed on different standards. If all students are receiving instruction from one grade level, that code should be utilized.

Q: Which state course code should be used if a student or small group of students are working on mathematics standards beyond their grade level, for example a classroom of 4th grade and 5th grade students?

A: The state course code would align with the grade level standards used for instruction. In the case of a 4th grade classroom where some students are receiving instruction on the grade 5 standards, it would be appropriate to use the grade 5 code if these students will receive instruction that will cover all grade 5 standards.

Q: What state course code should be used for elementary mathematics intervention or accelerated courses?

A: 703066 Elementary Mathematics Intervention is the code that should be used for all elementary school intervention or enrichment courses. At the local school level, the name of the course can be changed to reflect the grade and content being taught, but the state course code will remain the same, e.g. 1st grade Mathematics Intervention - 703066, 3rd grade Mathematics Accelerated – 703066.

Q: What state course code should be used for mathematics enrichment courses that may or may not be standards-based?

A: Schools can choose to use the appropriate level intervention code to address enrichment, acceleration and intervention course code needs (703066 Elementary Mathematics Intervention, 270290 Mathematics Intervention (Middle School), or 270309 Mathematics Intervention (High School)). These courses can be locally named to indicate the courses purpose.

Q: What state course code should be used for middle school grade level mathematics intervention or enrichment courses?

A: Middle School Mathematics Intervention - 270290 is the code that should be used for all middle school intervention and enrichment courses. This state course code should only be used for supplemental mathematics courses and should be used in addition to a student's full year

math state course code as long as this mathematics course is being used for supplemental mathematics content, in addition to the grade level mathematics course in which the student is enrolled; *otherwise, the appropriate grade level mathematics course code should be used.* These courses can be locally named to indicate the purpose of the course and reflect the grade and content being taught, e.g. “6th Grade Mathematics Intervention,” or “8th Grade Mathematics Enrichment.”

Q: What if students coming from the middle school are not prepared for Algebra 1 at the high school?

A: If district and school policies allow for pre-algebra, these students may be placed in 270301 Pre-Algebra. This course should be focused on preparing students to be successful in Algebra 1 or Integrated 1. As this course is preparing students for Algebra 1 or Integrated 1, it would not be aligned to the high school standards within the *Kentucky Academic Standards (KAS) for Mathematics*. As a result, a course of this type would not earn a high school credit in mathematics.

Q: Where can I find the code for Algebra 1.5?

A: Algebra 1.5 no longer exists in the Kentucky valid state course code list. The high school mathematics intervention code (270309) can be used for courses that are designed to bridge content and support students’ learning to provide greater opportunities for them to be successful in the next mathematics course. This state course code should only be used for supplemental mathematics courses and should be used in addition to a student’s full year math state course code as long as this mathematics course is being used for supplemental mathematics content, in addition to the grade level mathematics course in which the student is enrolled; *otherwise, the appropriate grade level mathematics course code should be used.*

Q: Can the Integrated state course codes be used instead of the traditional state course codes (such as Algebra 1, Geometry, etc.)?

A: Yes, if Integrated/Applied Mathematics courses are used in place of the traditional series (such as Algebra 1, Geometry, etc.) and the Integrated/Applied series collectively allows students the access and opportunity to learn all the required high school Kentucky Academic Standards for Mathematics.

Q: What state course codes are available as the 4th mathematics course elective?

A: For students that entered high school in 2018-2019 school year and prior, per Section 3 (4)(c)(1) of 704 KAR 3:305 , “A mathematics course or its equivalent as determined by the district shall be taken each year of high school to ensure readiness for postsecondary education or the workforce.”

For students entering high school in 2019-2020 and after, per Section 4 (5)(c) of 704 KAR 3:305, “Mathematics - two (2) credits (Algebra I and Geometry) to include the content contained in the Kentucky academic standards for this content area” and Section 4 (6)(b) of 704 KAR 3:305, “Two (2) additional mathematics credits that include the remaining content contained in the Kentucky Academic Standards for Mathematics and are aligned to the student’s individual

learning plan.”, four math credits are required. Algebra 1 and Geometry as well as two other math courses aligned to the student’s Individual Learning Plan (ILP). For additional guidance on 3rd and 4th year math courses, refer to the [Minimum Graduation Requirements FAQ](#).

Q: Are there multiple codes for high school mathematics intervention?

A: No, there is one course code for all high school mathematics intervention, 270309. The course can be named locally, such as Algebra 1 Intervention, or College Readiness Intervention. As this course would consist of pre-high school content or content previously taken in another high school course, a course of this type would not earn a high school credit in mathematics.

Q: Can students still take Algebra 1 (270304) and Geometry (270401) at the same time?

A: Yes, however, teachers need to be aware of this, in order to provide appropriate and ongoing supports for students who may need assistance with algebraic concepts required to be successful in some areas of geometry.

Q: What if the courses that are offered are dual credit mathematics courses?

A: Please see [questions in this FAQ related to dual credit courses](#).

Q: Can Algebra 1 and Geometry be more than 1 credit each?

A: The determination of credits awarded is a district level decision made by the local board of education. Districts must meet the requirements in 704 KAR 3:305 for minimum graduation requirements regardless of a district’s decision to award number of credits.

For students entering high school in 2018-2019 and prior, regulatory language in 704 KAR 3:305 states in section (3), “Mathematics - three (3) credits to include the content contained in the Kentucky core academic standards for mathematics and include the following minimum requirements: (a) Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards, established in 704 KAR 3:303 and 704 Chapter 8;”

For students entering high school in 2019-2020 and after, per Section 4 (5)(c) of 704 KAR 3:305, “Mathematics - two (2) credits (Algebra I and Geometry) to include the content contained in the Kentucky academic standards for this content area” and Section 4 (6)(b) of 704 KAR 3:305, “Two (2) additional mathematics credits that include the remaining content contained in the Kentucky Academic Standards for Mathematics and are aligned to the student’s individual learning plan.”, four math credits are required. Algebra 1 and Geometry as well as two other math courses aligned to the student’s Individual Learning Plan (ILP).

If students need additional supports for these courses then the high school mathematics intervention code should be used.

Schools on a trimester system may also offer more than one credit per math course.

Q: What state course codes should be used for Algebra 1 if a school is on trimesters?

A: The state course code for Algebra I is 270304. The course code should be used for all semesters/trimesters awarding Algebra I credit.

Science

Q: Are courses for the Integrated and Conceptual series interchangeable?

A: In both sequences, students experience science through the integration of the science domains (Biology, Chemistry, Physics, and Earth/Space). Each course in the sequence builds upon the conceptual understanding of key ideas in science. Due to the way the conceptual understanding is built in each course sequence, it would be inappropriate for schools to substitute courses from either of these sequences (i.e., substitute Integrated Science II for Conceptual Science II if the student has completed Conceptual Science I).

Q: Which science courses meet minimum graduation requirements?

A: 704 KAR 3:305 states that students have 3 credits (2 of which incorporate lab-based scientific investigation experiences) and include the content contained in the Kentucky Academic Standards for Science. A number of possible sequences are available. When determining what courses a school/district requires for graduation, it is important to ensure that all students have access to and are taught all *Kentucky Academic Standards for Science*.

Q: Is there a sequence that schools could offer that would provide access to all of the Kentucky Academic Standards for Science?

A: Yes, there are a number of offerings that schools could give that provide access to all the *Kentucky Academic Standards for Science*:

1. Biology, Chemistry, Physics, and Earth/Space (note: this is a four course offering)
2. Biology, Introduction to Chemistry and Physics, and Earth/Space
3. Biology with Earth/Space, Chemistry with Earth/Space, and Physics with Earth/Space
4. Integrated Science I, Integrated Science II, and Integrated Science III
5. Conceptual Science I, Conceptual Science II, and Conceptual Science III

While the first three offerings may be in any sequence, Integrated Science and Conceptual Science should be provided in the order given to ensure students have the proper background knowledge to be successful at the next level of the sequence. In addition, it is not recommended that schools offer an Integrated Science or Conceptual Science course with traditional science courses.

Social Studies

Q: How should districts configure the credit bearing social studies course offerings?

A: Districts and schools can arrange the essential high school social studies content within the three credit requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary, or higher level course for a required

course if the alternative course provides rigorous content and addresses the same academic expectations.

Q: What must be included in the three credits required for social studies?

A: The reference to the three credit requirement refers to this statement: three credits for social studies are required for high school graduation. These credits must incorporate the inquiry practices of questioning, investigating, using evidence and communicating conclusions and the four social studies disciplines of civics, economics, geography and history and the standards therein. Districts and schools can arrange the essential content within the three-credit requirement to best meet their need. Course codes aligned to standards have been provided to meet a traditional approach as well as an integrated approach. Both the traditional approach and the integrated approach allow for students to cover all adopted KAS during the course sequence.

Visual and Performing Arts

Q: Why are all Visual and Performing Arts (VPA) course codes appropriate across grades 6-12?

A: Most VPA teachers are certified K-12. Though course descriptions may be identical, teachers should use the VPA standards appropriate for their grades.

Q: Why are there no “Other,” “Independent Study,” or “Individual Technique,” course codes in Visual and Performing Arts?

A: There are many course codes in all of the Visual and Performing Arts disciplines. Choose the course code that most closely describes the class your school is offering. (Example: Five students wish to explore encaustic painting exclusively. The school would utilize course code 500712- Drawing/Painting.)

If a school wishes to offer a truly unique class that does not fall within an existing course code, districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: Should a school have a sequence of Visual and Performing Arts discipline courses for students to progress through a particular skill set?

A: A school may design a Visual and Performing Arts sequence that meets its needs. Schools are encouraged to develop a sequence of courses that develops students’ knowledge, skills, techniques, etc. to succeed beyond the secondary level.

Q: The Kentucky Academic Standards for the Arts for high school have three ability levels: Proficient, Accomplished and Advanced. Do courses have to be developed for each of these levels?

A: Ultimately that is a local decision. However, it is not uncommon to have students working at different ability levels in a Visual and Performing Arts course just as in any other academic content area.

Q: My school has a Mens' and a Womens' Honors Chorus. If we use the 500926- Vocal Ensemble course code, do we have to call our course Vocal Ensemble? My school offers a Modern American Ballet course. If we utilize 500319- Genre Specific Dance, do we have to call our course Genre Specific Dance?

A: No. A school may create a local name for a course to meet the specific configuration. Ensure that the content and curriculum of the course meets the intent of the course description and utilizes the appropriate VPA standards associated with the course.

Q: Do we have to cover all Visual and Performing Arts (VPA) Disciplines in 500111- History and Appreciation of Visual and Performing Arts?

A: The course is intended to be a survey course and therefore curriculum should include all VPA disciplines. However, a school may, if it chooses, concentrate more heavily on one VPA discipline, genre, style, region, etc. than the others.

Q: Is 500111 – History and Appreciation of Visual and Performing Arts the only way to meet the minimum high school graduation requirements?

Please see the Visual and Performing Arts heading under Section 4 of the Minimum High School Graduation Requirements FAQ.

Q: Can an Advanced Placement (AP) Studio Art Course, Art History or Music Theory course be taught at other levels besides grades 11 and 12?

A: The ultimate goal of an Advanced Placement course is to prepare the student for successful completion of the portfolio or exam to earn college credit. If a younger or lower grade level student is fully prepared to successfully complete the rigorous coursework and associated summative assessment, then the school could place the student(s) in an advanced placement course. If a school is looking for an honors-level course then the school might consider:

- 500714- Art Portfolio
- 500726- Art Appreciation
- 500928- Music Theory

Schools may also use any of the VPA course codes to develop an honors course.

Q: The Visual and Performing Arts codes are the same for both elementary primary and intermediate grades. Is there really any difference?

A: The Kentucky Academic Standards for the Arts are written at the specific grade level and found within a grade band, K-3 and 4-5. Schools should ensure that the proper standards are utilized at the specific grade level.

World Language

Q: I teach an immersion course but all of the immersion state course codes have been deprecated, what course code should I use?

A: You will select the state course code identified for the content taught in the course. When entering the course information, designate the instructional method as “immersion.”