

Welcome to this webinar SCED Coding 101 - Coding Secondary Courses. This webinar will only cover creating SCED codes for high school or secondary courses.

SCED codes consist of 11 characters that are divided into five sections. The first section is the subject area, then the title, the level, the Carnegie unit, and the sequence. We will go through each of these five sections in detail.

The first two sections are taken together, the subject area and the title. These two sections make up the first five digits of the SCED code. These first five digits are found in the SCED manual. If you do not have a SCED manual you can access it from the SRI website. What you will do is find the description in this SCED manual that most closely matches the curriculum your district is offering and use the five digits for the SCED code.

To locate the SCED code handbook on the SRI website you will go to www.educateiowa.gov. In the toolbar you will click on Data & Statistics, Data Reporting and then go to Student Reporting in Iowa. Once you are on the SRI website you will scroll down to *Course Coding and Supplemental Weighting*. Under that heading you will see a document titled 'EASIER SCED Coding Handbook December 2009'. The SCED numbers do not change from year to year thus the December 2009. When you are looking in that handbook it has the descriptions of various high school level courses. Again, you will search to find the description that most closely matches the curriculum being taught in the course you are teaching.

This is an example from a page out of the SCED manual. Here you see the different courses listed the description, and the first five digits that you will use in making up your SCED code.

The next section is the level and this is actually going to be a letter rather than a number. If you are just teaching a general level course you will use 'G' for General. Probably 95% of your courses will be the general level course. If you have any PSEO courses or Concurrent Enrollment courses, you will use 'C' for College. If college credit is being given for the course along with high school credit you will use the 'C' for College. 'B' stands for Basic. It is at the discretion of the district whether or not to use the level of basic versus the level 'G' for general. An 'S' is for Specially Funded. Specially funded courses may include ELL courses, at risk courses, or special education courses. Any course that uses categorical funding can fall under the specially funded and thus should be coded using the level 'S'. 'H' is for Honors and 'E' is for Enriched. Again, it is at the discretion of the district whether or not to use an 'H' or an 'E'.

The next three digits make up the Carnegie unit. The Carnegie unit is a measure of seat time. It is a portion of 7200 minutes. For example, a course that meets every day for one period, and by one period I mean a course that goes for 40 to 55 minutes in length for a period every day for an entire year, is one Carnegie unit. However, when you are reporting the Carnegie unit you will not use the decimal point. So for that one Carnegie unit, you would use 100 rather than 1.00. Again the decimal point is not reported in the Carnegie unit.

The last two digits are the sequence. You may or may not need to sequence your courses. The sequence is used to distinguish between two separate courses that use the same first five digits. If you have a course where the first five digits are only being used one time, then you can always let the last two digits

of the sequence be '00'. We will go through some examples on both the Carnegie units and the sequencing here shortly to see all of this in action. You must sequence courses where a year-long course is broken into two separate local course numbers. For example you have an English 9 course, one local course number is for first semester English 9 and another local course number is for second semester English 9. These two courses will need to be sequenced. The first local course for the first semester English 9 course will end in '10' and the second semester English 9 course will end in the sequence of '20'. Let's take a look at more examples of creating SCED codes.

Let's take an Algebra 1 course. The first example of my Algebra 1 course is a year-long course with only one local course number. Students are scheduled into that course for the entire year and there's only one local course number representing Algebra 1. Notice after the 'G' the Carnegie unit is '100' and the sequence '00'. That course meets every day for one period for the entire year if I'm running on a seven or eight period schedule. Or if I am running on a block schedule, it is the equivalent of a year-long course. Sequence is '00' because I am only using the first five digits one time and one time only. Now take Algebra 1 which is still a year-long course but it's scheduled by semester so I have two different local course numbers for Algebra 1, one for first semester and the other one for second semester. Notice my sequencing. My first one I ended in '10' and the second one I ended in '20'. Notice also after the 'G' the Carnegie unit this time is 050 because I have this year-long course broken into two separate local course numbers. The Carnegie unit will also represent the amount of time for first semester or half a Carnegie unit and the amount of time for second semester, half a Carnegie unit.

Let's take Spanish. Most districts have Spanish 1,2,3,4 or another foreign language could be very similar. All of these courses are year-long courses with one local course number. Because Spanish 1, Spanish 2, Spanish 3, and Spanish 4 all have different first five digits for a SCED code they do not have to be sequenced. So all four of these courses can end in '00' because the first five digits are distinct; they are not being repeated.

Accounting 1 and Accounting 2, when you look in the SCED manual you will notice there is only one SCED code for Accounting. Because my district has two separate accounting courses, an Accounting 1 course and an Accounting 2 course and each of them are semester long courses, I will need to sequence these two courses. Accounting 1 I am going to end in '10' and Accounting 2 in '20'. Again, I do this because I have two different local course numbers representing these two courses.

This time I'm going to do my accounting example but instead of a semester long courses, this time accounting is a year-long course. I am still going to sequence the course because again there's only one SCED code for Accounting. But rather than ending it in '10' and '20', this time I am going to end it in '01' and '02'. You can kind of think of it this way, the last digit refers to the year and the second to last digit, or the tenth digit, is more of a term. We will see other uses for this to group courses.

Okay, let's do some practice. Here's a situation. We have an 11th grade LA course. The year-long course has only one local course number representing 11th grade language arts. The first five digits would be '01003'. See if you can come up with what the rest of the SCED code would be. Did you get it?

'01003G' because it is just a general course, '100' because it is a year-long course and then because there is only one local course number representing 11th grade language arts I can end it in '00'.

Try another one. This time we have three separate automotive mechanics courses. We have a brake systems course, an advanced breaks course, and a fuel systems course. These are all semester long courses. In the SCED manual there is only one course description that matches these courses. It is Particular Topics in Automotive Mechanics. The first five digits will be '20105'. I would like you to come up with the three SCED codes for these courses. I will give you about 5 seconds or you may stop this recording and restart it if you need more time. Let's see how you did. Because all three of these courses use the same first five digits, they do need to be sequenced. Notice the level is just a 'G' for general. I did not say these are PSEO or concurrent enrollment courses so thus the 'G' for general. Since they are semester long courses the 050 for the Carnegie unit and then again to distinguish these are three separate semester long courses, I am going to sequence them as '10', '20' and '30'. It does not mean they are prerequisites. In other words, you do not have to take brake systems before fuel systems. It is just saying these are three separate courses that use the same first five digits in the SCED code.

Here's another example. Many districts offer many types of vocal music courses. Some are grade specific while others are open to multiple grade levels. There are really only a couple different SCED codes to be used in these vocal courses. In this case were grouping them. We have a Freshman Madrigal course where we have it as a year-long so two local district numbers make up the year-long course and we are treating each one as a semester thus the '11' and '2'1. City Singers also uses the same first five digits. So again there's two local course numbers, one for first semester one for second semester. In this case rather than grouping them as semester or year we are grouping them as term in group 1 and group 2. What I have are two different groups of courses that are using the same first five digits.

Try another one. This could be just a tad bit trickier, Physical Science A and Physical Science B. Both a year-long course scheduled by semester but Physical Science B is only for honors students. I will tell you the first five digits in the SCED manual for Physical Science are '03159'. Give this one a try. Again, I will give you about 5 seconds otherwise you may stop and start this recording if you need more time. How did you do? Because they are both year-long courses that are scheduled by semesters, we have two different local course numbers representing Physical Science A and Physical Science B. One is a general course and one is an honors course. Because a student cannot take both the general and the honors, we are going to code the general course and the honors course identically except for the level. We will need to distinguish between the first semester and the second semester course with the local course numbers by sequencing these as '10' and '20'.

When you are coding your community college courses, PSEO courses or concurrent enrollment courses, you are going to code these like you do any other basic high school course. You are going to look up the best course code or SCED code to use for these courses. We have given most of the community college courses the first five digits of the SCED code. We have this on the SRI website on a document called *SCED Codes for Community College Courses*. In order to look up what the first five digits would be, you must know the common course number for the course. If you know this you may look it up on this document on the SRI website. For the level, because it is a college course, you will use a level of 'C'. For

the Carnegie unit, remember the Carnegie unit is a measure of seat time. It is a portion of 7200 min. If the course is being taught in your district and on your normal schedule, you are going to calculate the Carnegie unit like you would for any one of your courses. If it 40 to 55 min. in length every day for one period, for one semester the Carnegie unit would be 050. If the course is taught online or on a community college campus you are going to look up the contact minutes for the course on the SRI website. Again, scroll down to Course Coding and Supplemental Weighting. You will see a document called *Contact Minutes for Community College Courses*. Across the bottom of the document are tabs for each of the community college. Click on the tab for your community college and then again using the CCN number, or the common course number, look for your course and find the contact minutes. Take this divided by 7200 and that will give you the Carnegie unit.

PSEO courses are coded similarly. You must have a Carnegie unit. Level is 'C'. If your course is not from the community college you may look in the SCED manual to try and find a description of the course that most closely matches the course you are trying to code. We do not have courses from the three regents or from a non-public postsecondary coded. You will need to find the SCED code for these.

Just remember the SCED code is only one piece of data on the course you are coding. You will also need to remember to code the accreditation program area, the institution providing the course, the course origination, the course delivery method, the common course number (if applicable and again this only applies to community college courses), and the section FTE (if it is applicable in other words if your district is requesting supplemental waiting).

If you have any questions on SCED coding or coding any of the other elements pertaining to a course, please feel free to contact an SRI consultant. Thank you for tuning into this webinar.