

# Framework of SCED for Secondary Level Course

## Elements of the Coding Structure

This document is intended to help with the creation of SCED codes and is not intended to be used for the assigning of graduation credits to students.

The SCED framework for secondary level courses consists of four basic elements. Together, they create an identification code for secondary courses. The four component elements are:

1. **Course Description** consists of two parts, a Subject Area and a Course Title within that Subject Area. For example, Algebra I is coded 02052 - Subject Area Mathematics (02) and Course Title (052)
  - a. Subject Area. There are 24 general subject categories, each represented by a two-digit code. The Subject Areas are listed in the current SCED version document posted on the SRI website.
  - b. Course Title. Courses within a Subject Area are distinguished by a three-digit code. Course descriptions provided are fairly general and do not include course objectives. The Course Titles can be found in the current SCED version document posted on the [SRI webpage](#).
2. **Course Level** conveys the course’s level of rigor.
3. **Carnegie Units** for high school courses is the measure of “seat time” of courses. Carnegie units for high school courses are used for state accreditation purposes.
4. **Sequence** is a misnomer. Sequence, except when used to indicate 1st term/2nd term of a year-long course, is basically a count of the number of times you re-use the first 5 digits for courses with different content.

Example:

The SCED code for the first semester of a year-long Algebra I course would be **02104G05010**

<b>02</b>	<b>104</b>	<b>G</b>	<b>050</b>	<b>10</b>
Mathematics	Algebra I	General Level	½ Carnegie Unit	1 <sup>st</sup> of 2 terms

The SCED code for the second semester of the year-long Algebra I course would be **02104G05020**

<b>02</b>	<b>104</b>	<b>G</b>	<b>050</b>	<b>20</b>
Mathematics	Algebra I	General Level	½ Carnegie Unit	2 <sup>nd</sup> of 2 terms

## SCED Course Level

Course Level conveys the course’s rigor. There are seven options for coding this element.

### For Non-Secondary Courses

**X** for all non-high school level courses

### For High School Courses

**G** for general or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state’s or district’s expectations of scope and difficulty for mastery of the content.

**B** for basic. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social science. These courses are typically less rigorous than general level courses and may be intended to prepare a student for a general course.

**E** for enriched or advanced. A course that augments the content and/or rigor of a general level course, but does not carry an honors designation.

**H** for honors. An advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general level courses, and are formally designated as honors courses.

**S** for especially funded courses. These include special education, at-risk, alternative school, limited English/EL courses and all others that receive categorical funding.

**C** for college. Courses for which students receive college credit.

## SCED Course Carnegie Units

A Carnegie unit for high school courses (including Community College courses taught on the regular high school schedule) is a measure of “seat time” rather than a measure of local credit. Carnegie units are one-digit numbers carried out to two decimal places. The decimal place is not entered into the SCED code.

### SCED Course Carnegie Units for High School Courses

**Year-Long Courses** that meet for 40-55 in period every day for the entire school year = 7200 minutes of instruction = 1.00 Carnegie unit.

**Semester Courses** that meet for a 40-55 min period every day for a semester (~200 minutes per week) = approx 3600 minutes of instruction = 0.50 Carnegie unit.

**Trimester Courses** that meet for a 40-55 min period every day for a trimester (~200 minutes per week) = approx 2400 minutes of instruction = 0.33 Carnegie unit

**Quarter Courses** that meet for a 40-55 min period every day for 9 weeks (~200 minutes per week) = 1800 minutes of instruction = 0.25 Carnegie unit

**Trimester 3 x 5 Blocks** that meet for a 60-70 min period every day for a block (~300 minutes per week) = approx 3600 minutes of instruction = 0.50 Carnegie unit.

**Quarter 4 x 4 Blocks** that meet for an 80+ min period every day for a block (~400 minutes per week) = approx 3600 minutes of instruction = 0.50 Carnegie unit.

### SCED Course Carnegie Units for Community College Courses taken on the Community College Campus OR Online

The Carnegie unit is calculated by taking the contact minutes for the course divided by 7200. The contact minutes for a community college course may be found in the SCED Codes and Contact Minutes for Community College Courses found on the [SRI webpage](#).

## SCED Course Sequence for Secondary Courses

Course sequencing is a misnomer. It really has nothing to do with the “order” in which courses are taken. Sequencing is ONLY an issue when you are reusing the first 5-digits of the SCED code. Sequence term and/or year are then used to indicate whether the course “stands alone” based on different content or if it is a term of a year-long course or multi-year course using the same first 5-digits in the SCED code.

### Example 1:

District A schedules courses by semester and offers a Music Theory course both fall and spring semester. Since the content is the same for both semesters, this course does not need to be sequenced.

Local Course #	Local Course Title	Subject Area and Title	Level	Carnegie Unit	Sequence
133F	Music Theory	05113	G	050	00
133S	Music Theory	05113	G	050	00

### Example 2:

District B schedules courses by semester and offers a full year of Algebra I. Since there are two local course numbers making up the full-year Algebra I course, each semester will be sequenced to indicate a term of a year-long course.

Local Course #	Local Course Title	Subject Area and Title	Level	Carnegie Unit	Sequence
153F	Algebra I	02052	G	050	10
153S	Algebra I	02052	G	050	20

### Example 3:

District C schedules courses by the semester and offers a year of Accounting and a year of Advanced Accounting. Since there is no code for Advanced Accounting, all courses need to use the same SCED code for Accounting and will need to be sequenced by term and year.

Local Course #	Local Course Title	Subject Area and Title	Level	Carnegie Unit	Sequence
65F	Accounting	12104	G	050	11
65S	Accounting	12104	G	050	21
66F	Advanced Accounting	12104	G	050	12
66S	Advanced Accounting	12104	G	050	22

### Example 4:

District D offers several concurrent enrollment courses in Auto Mechanics. Due to limited SCED codes, many of these courses are assigned the same code and will be sequenced to accommodate the multiple uses of the same code for different content courses. In this example, sequencing is a misnomer. The courses below are broken into two ‘groups’ with three courses in the first group and two courses in the second group. The number of courses within a group is arbitrary and the ‘sequencing’ does not dictate the order in which the courses must be taken. The sequencing is used only to indicate each course has distinct content.

<b>Local Course #</b>	<b>Local Course Title</b>	<b>Subject Area and Title</b>	<b>Level</b>	<b>Carnegie Unit</b>	<b>Sequence</b>
7778	AUT603 Electricity	20105	C	050	11
7779	AUT404 Susp Steering	20105	C	050	21
7780	AUT704 Heating/AC	20105	C	050	31
7781	AUT503 Brake Systems	20105	C	050	12
7782	AUT535 Adv Brake	20105	C	050	22