



Kentucky Department of
E D U C A T I O N

State Course Codes & Course Setup

Frequently Asked Questions 2025-2026 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 SSCCD can be found at the following location with the Kentucky Educator Credentialing System (KECS): <https://kecs.education.ky.gov/Public/CourseSearch>

Q: Is there an export function on the SSCCD? 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 that may no longer be up to date.

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 SSCCD?

A: Many roles within a district may find the SSCCD to be helpful, including school counselors, master schedulers, principals, and HR personnel. For example:

- A school counselor may search by phrases to find a course while assisting students in the Individual Learning Plan (ILP) process.
- Master schedulers may quickly view new course codes by searching by start 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 SSCCD to help clear the LEAD report.

Q: What does "LEAD Content Area" mean?

A: "LEAD" stands for "Local Education Assignment Data" and the 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.

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

A: Teacher certifications for each course code can be found at the bottom of the page after clicking on the "details" link for a course.

	COURSE CODE ¹¹	COURSE NAME ¹¹	CREDITS ¹¹	LOW GRADE ¹¹	HIGH GRADE ¹¹	CONTENT AREA ¹¹	PROGRAM AREA ¹¹
Details	010101	Advanced Agricultural Economics and Agribusiness Management	1.00	10th	12th	Agriculture	Agribusiness

Details for 010101 Advanced Agricultural Economics and Agribusiness Management Last Updated: 10/15/2020 11:31 AM

Description
Describes the theories, principles of sound business and economics practices, including marketing, finance, record keeping, inventories, personal management, tax laws, labor management, future trading, etc.

Program Area
Agribusiness

Program Specific Area
Agricultural Education

Low Grade
10th

High Grade
12th

Content Area
Agriculture

Standards
<https://education.ky.gov/CTE/ctepa/Pages/default.aspx>

Population
General

Grade Bands
High School

Certifications
Show 10 entries

CODE ¹¹	NAME ¹¹	STATUS ¹¹
<input type="text"/>	<input type="text"/>	<input type="text"/>
A90	Area Specialization: Agriculture Vocational	Deprecated
A98	Area Specialization: Agriculture Non-Vocational	Deprecated

General Questions

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

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

Additionally, these two videos from the 2024 KSIS Beginning of the Year Training provide helpful course set up information:

- [Course Set-Up](#)
- [Virtual and Performance-Based Course Set-Up](#)

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 previous years are included as separate sheets in this workbook.

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

A: Courses aligned to the minimum high school graduation requirements and those that support the progression towards them must include the content standards as provided in the Kentucky

Academic Standards (KAS), established in [704 KAR Chapter 8](#), and as such, these courses have been aligned to standards. Any course not specifically aligned to standards by the Kentucky Department of Education is expected to cover a district or school selected set of the standards. Districts and schools must ensure that students receive full coverage of the KAS by the time they graduate from high school.

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: 704 KAR 3:305 establishes the minimum requirements necessary for entitlement to a Kentucky public high school diploma. Please refer to the [Minimum High School Graduation Requirements webpage](#). The [Minimum High School Graduation Requirements FAQ](#) may also be helpful.

Q: Can our school still offer “Honors” Algebra (Biology, Chemistry, English, Geometry, etc.)?

A: Yes. To do this, you will use the Algebra (Biology, Chemistry, English, Geometry, etc.) state course code and provide instruction on the required 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 reflect a section is an honors section in a way that best suits the needs of your school. Schools and districts should never use local codes that publicly display different levels of learning abilities.

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: We want to offer a social and emotional learning (SEL) course, what course code should we use?

A: The KDE recommends embedding SEL content into academic coursework; however, if it is necessary to utilize a separate course, use 904020 Advisor/Advisee.

Q: We want to offer a leadership course, what course code should we use?

A: The appropriate course code is 904020 Advisor/Advisee.

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

A: State course code 909999 should be used as a last resort 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. Carefully check for existing state course codes before using 909999 and contact coursecodes@education.ky.gov for assistance in selecting an appropriate course code. Local Boards of Education should approve the district's use of a 909999 state course code before a district begins utilizing it within Infinite Campus.

See the [Guiding Principles For Using Course Code 909999](#) for more information. *Please note that 909999 will not be pulled to document any requirements of the Accountability system. Courses that need to count for accountability need to be aligned to the appropriate 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. Choose the course that most closely represents the content and grade levels 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 the state course code **500711: Visual Art – Comprehensive**, which shows a recommended grade range of 6 – 12, even for the 5th grade students.

Schools/districts should also consider the teacher certifications associated with a course. Teachers must still be certified in both the course content and the grade level of the students in the course in order to use a state course code outside of the suggested grade range.

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 field provides 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 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.

[704 KAR 3:305, Section 7](#) grants local boards of education the authority to award credit toward high school graduation. However, schools have flexibility in how to organize (e.g., discipline based, integrated, interdisciplinary, applied, or occupational/technical approaches) the standards and deliver instruction to best meet the needs of students. Therefore, schools may award credit for a course differently than what is suggested in the SSCCD if the following criteria are met:

- The content and the rigor of the course aligns to the Kentucky Academic Standards; and
- 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. KRS 160.345(2)(i) provides that the School Based Decision Making (SBDM) Council shall adopt a policy that shall be consistent with the local board policy and shall be implemented by the principal in areas such as curriculum responsibilities, schedule of the school day and week, use of instructional staff time, and assignment of students to courses. This should be based on teacher input to determine if the teacher can truly cover the standards/content in the time proposed.

Districts must meet the requirements in [704 KAR 3:305](#) for minimum graduation requirements.

Q: Can schools offer a one (1) credit course in half a year (or one semester) and award one-half (.5) credits for the course instead?

A: The instructional time determines the amount of credits that can be awarded. A total of 120 hours is equal to one credit, unless denoted as a performance-based credit, the course could be offered for 60 hours and awarded .5 credits in half a year, if 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 should only be done to serve the best interests of students in your district or school. Schools and districts should never use local codes that publicly display different levels of learning abilities.

Q: Do I have to use the course names the KDE has 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 interests of students in your district or school. If the local name is different, it should still reflect the content being covered in the course. Schools and districts should never use local codes that publicly display different levels of learning abilities. 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/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). 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 addressed by the digital learning provider course(s) should be supplemented with content approved by a teacher in the district who holds the appropriate certification for the course.

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

A: Districts have the ability to utilize two methods for virtual course set up. The virtual and performance-based model in 704 KAR 3:305 can be utilized in grades five through 12 (5-12) to award credit and verify attendance. Districts may also utilize the attendance tracking and high-quality teaching and learning structures of [704 KAR 3:535](#) for students in Kindergarten through grade four (K-4). The KAR allows students enrolled full-time in a virtual school, program, or academy to be considered "in attendance" for purposes of recording daily attendance. This attendance-based, or 'seat-time,' model may be applied to any grade level K-12 as long as the program adheres to the regulatory guidelines. See the following documents for more information on each course setup: [Virtual and Performance-based Course Setup and Attendance Verification](#), [Online/Virtual and Attendance-Based Course Setup](#) (also see [Attendance Tracking for Full-time Virtual Students and Virtual and Performance-Based Course Setup](#)).

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

A: Schools should utilize Virtual and Performance-based course setup in these instances. The course code 960001 Digital Learning Placeholder should be used in the student's schedule and then add 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](#). NOTE: Attendance-based virtual courses are to be scheduled in the regular instructional day.

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

A: Yes. Per [KRS 156.160\(1\)\(a\)2](#), “[i]f a school offers the Reserve Officers Training Corps program, the course shall be accepted as meeting the physical education requirement for high school graduation notwithstanding other provisions of law.” ROTC may only count as a health credit if all Kentucky Academic Standards for Health Education are addressed and the teacher holds the appropriate certification to teach a health education course., “[i]f a school offers the Reserve Officers Training Corps program, the course shall be accepted as meeting the physical education requirement for high school graduation notwithstanding other provisions of law.”

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

A: 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.

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 increase in rigor and 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?

A: AP, IB and CAI courses are considered college level courses that exceed the minimum Kentucky Academic Standards and, therefore, are not aligned. However, per 704 KAR 3:305, Section 6(1), “[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.”

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, IB or CAI 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 academic expectations, (Section 6(1)).

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 per the [Course Data Standard](#).

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 recommended course sequencing and offerings. Please refer to their individual websites for further information. Schools and districts should never use local codes that publicly display different levels of learning abilities.

Q: What teaching certification requirements must be met in order to teach the AP courses 230170 AP Seminar and 230171 AP Research?

A: The requirements for teaching these courses are supported by training provided by 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 AP Seminar and AP Research, 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 receives 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 high school 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 found

within the Searchable State Course Codes Database within KECS when developing the students 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 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).

Q: Can a teacher implement more than one course within a single 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 “functional mental disability” (FMD) in the course code?

A: No. As provided in 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 an entire course or classroom of students.

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

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 Infinite Campus?

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 initially completes 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 Career Work Experience Certification. 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 are now available. 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 are provided in Infinite Campus.

The four specific elective courses leading to the attainment of the CWEC are included within the [High School Special Education Course Standards Documents](#). The Searchable State Course Code Database includes full course information for each of the courses listed below.

Teaching Progressions for Employability Foundational Academic Standards for the Career Work Experience Certification can be found in the links provided below:

- [600184 Developing Career Options](#)
- [600185 Individualized Career Work Experience](#)
- [600189 Experience in Workplace Principles](#)
- [600190 Developing Leadership Skills](#)

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 the 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 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 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 students additional opportunities to explore and learn skills within a career cluster of their interest. The student's post-secondary goals should be considered as part of the Individual Learning Plan.

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(s) leading to the CWEC. Per the minimum high school graduation requirements provided in [704 KAR 3:305](#), all diploma components, including electives, must be met in order to obtain the diploma. The student would not be eligible for the CWEC certification if all required coursework is not completed. This would affect the achievement of career readiness within the Postsecondary Readiness component of the state accountability system.

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

A: The [Course of Study for the Alternative High School Diploma 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 determine 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 for the Alternative High School Diploma 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 determines if a student meets the 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: The ARC determines if the student needs to be placed on a course of study leading to an alternative diploma, based upon review of significant data to support the 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.

Q: Are students in AKSA required to receive a grade for their coursework or can they receive a P/NP?

A: The district may award an alternative high school diploma based upon requirements of the local board of education, as provided under 704 KAR 3:305, Section 10. Graduation requirements depend upon the student's course of study. Guidance is provided in the Course of Study Leading to Alternative Diploma document. An ARC meeting with parents should be scheduled to plan transition, course of study and when the student plans to exit.

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? How do I determine if the course qualifies for Postsecondary 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 [Dual Credit Course Data Standard](#) document 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 if the dual credit course 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, 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 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.

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 approved under Kentucky's accountability model and will not count towards postsecondary readiness.

Q: We have students taking college-offered dual credit courses online and they work on the courses in the building every day so we'd like to take attendance. How should we set this up in Infinite Campus?

A: For this situation, please use state course code 95001 Dual Credit Placeholder to hold the space during the instructional day when the students are working on the online course(s). Attendance may be checked so long as a certified teacher is supervising the class period. This course should not be set up as a dual credit course – the teaching method can be set to 01: direct instruction and the instructional setting can be 01: onsite classroom. The Type and Difficulty Level should be left blank. The actual dual credit course should then be set up outside of the instructional day following the [Dual Credit Data Standard](#). 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 College Writing as a personalized English 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.

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 between postsecondary institutions. 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 does not 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 for high school graduation provided under 704 KAR 3:305. 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.

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 to determine 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.

English as a Second Language (ESL)

Q: Do the ESL Special Topics courses in social studies, science and mathematics count as required social studies, science and mathematics courses within the Minimum Graduation Requirements?

A: No, the ESL Special Topics courses do not count as required social studies, science and mathematics credits. They serve as elective credits and may supplement or support courses in social studies, science and mathematics aligned to the Kentucky Academic Standards.

Intervention

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

A: Per KRS 158.6459(1), “[a] high school student whose highest score on the college admissions examination under KRS 158.6453(5)(b)5. in English, reading, or mathematics is below the systemwide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course with supplementary academic support shall be provided the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation.”

An intervention course code is used when a school multi-tiered system of supports (MTSS) includes an actual course scheduled into the school day as an option for intervention services, as opposed to extra time provided within a scheduled class period or a scheduled intervention/enrichment block for all students. 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 Infinite Campus (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.

Documentation requirements can be found under the following:

- [KRS 158.305](#) and [703 KAR 3:095](#) define intervention documentation requirements for schools and districts.
- Mathematics Achievement Fund (MAF) requirements are defined in [KRS 158.844](#).
- Read to Achieve (RTA) requirements are defined in [KRS 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 grade 4 and grade 5 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 provided above, both the grade 4 code and grade 5 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 grade 4 and grade 5 students?

A: The state course code would align with the grade level standards used for instruction. In the case of a grade 4 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 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 accelerated 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. Grade 1 Mathematics Gold - 703066, Grade 3 Mathematics Blue – 703066.

Q: What state course code should be used for mathematics enrichment courses?

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 purpose of the course.

Q: What state course code should be used for middle school 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 the 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. "Grade 6 Mathematics Intervention," or "Grade 8 Mathematics Enrichment."

Q: What if students who completed high school Algebra in middle school are not prepared for Algebra 1 in high school?

A. KRS 158.622(3)(b) requires that each school district shall accept for credit toward graduation and completion of high school course requirements an advanced placement, a high school equivalent, or a Kentucky Virtual High School course taken by a student in grades 5, 6, 7 or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board AP examination or a grade of "B" or better in a high school equivalent or a Kentucky Virtual High School course."

Per [KRS 158.140\(1\)](#), “[a]ny promotions or credits earned in attendance in any approved public school are valid in any other public school to which a pupil may go, but the superintendent or principal of a school, as the case may be, may assign the pupil to the class or grade to which the pupil is best suited. In case a pupil transfers from the school of one (1) district to the school of another district, an assignment to a lower grade or course shall not be made until the pupil has demonstrated that he or she is not suited for the work in the grade or course to which he or she has been promoted.

If the 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 and is therefore not 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. However, if the student received a grade of “B” or better in high school algebra while attending middle school, the school district must accept the credit toward graduation as required pursuant to [KRS 158.622\(3\)\(b\)](#).

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. This state course code should only be used for supplemental mathematics courses and should be used in addition to a student’s general education 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. Intervention courses of this type would not qualify as one of the four required math credits provided in [704 KAR 3:305](#).

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 standards within the Kentucky Academic Standards for Mathematics.

Q: What state course codes are available as a fourth-year mathematics elective?

A: Per [704 KAR 3:305](#), Section 4, students must complete four credits of mathematics, including two foundational credits (Algebra I and Geometry) to include the content contained in the Kentucky Academic Standards for Mathematics and two additional personalized mathematics credits that include the content contained in the Kentucky Academic Standards for Mathematics and are aligned to the student’s individual learning plan. For additional guidance on mathematics course requirements, 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 credit toward high school graduation in mathematics as required under [704 KAR 3:305](#).

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 one credit each?

A: For students entering high school in 2019-2020 and after, Section 4 (4)(c) of [704 KAR 3:305](#) requires two foundational credits in mathematics (Algebra I and Geometry) to include the content contained in the Kentucky academic standards for this content area. Section 4 (5)(b) of [704 KAR 3:305](#) further requires two personalized credits, including “[t]wo (2) additional mathematics credits that include the remaining content contained in the Kentucky academic standards for this content area and are aligned to the student’s individual learning plan.” Therefore, four total 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 support 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).

Please note: The Integrated Science series of courses will be deprecated beginning in the 2026-2027 school year.

Q: Which science courses meet minimum graduation requirements?

A: Per 704 KAR 3:305, students must complete three credits of science, including two foundational credits that must incorporate lab-based scientific investigation experiences that include the content contained in the Kentucky Academic Standards for Science and one additional personalized science credit that include the content contained in the Kentucky Academic Standards for Science and are aligned to the student’s individual learning plan. For additional guidance, refer to the [Minimum Graduation Requirements FAQ](#).

When determining a possible course sequence, schools and districts must ensure that students have access to learn the Kentucky Academic Standards for Science in their entirety.

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 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. 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 provided under [704 KAR 3:305](#) 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.

Additionally, [KRS 158.141](#) requires students **entering grade 9 in the 2025-2026 academic year** to successfully complete either a one-half (1/2) credit course in civic literacy or a civics test, as determined by the local school district, to graduate with a regular diploma from a Kentucky

public high school. Districts may implement a standalone civics course option in addition to the existing three social studies credits currently required for graduation. The Kentucky Department of Education has issued guidance to assist schools and districts in implementing the new civics requirement.

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

A: Per [704 KAR 3:305](#), students must complete three credits of social studies, including two foundational credits that must include the content contained in the Kentucky Academic Standards for Social Studies and one additional personalized social studies credit that must contain the content provided in the Kentucky Academic Standards for Social Studies and are aligned to the student’s individual learning plan. For additional guidance, refer to the [Minimum Graduation Requirements FAQ](#).

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 the needs of their students. 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 provide access to all adopted standards during the course sequence.

Additionally, [KRS 158.141](#) requires students **entering grade 9 in the 2025-2026 academic year** to successfully complete either a one-half (1/2) credit course in civic literacy or a civics test, as determined by the local school district, to graduate with a regular diploma from a Kentucky public high school. Districts may implement a standalone civics course option in addition to the existing three social studies credits currently required for graduation. The Kentucky Department of Education has issued guidance to assist schools and districts in implementing the new civics requirement.

Visual and Performing Arts

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

A: Most visual and performing arts teachers are certified K-12. Though course descriptions may be identical, teachers should use the *Kentucky Academic Standards for Visual and Performing Arts* appropriate for their grades.

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

A: 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 Visual and Performing 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 offers gender-specific courses, such as choral music. If we use the 500926- Vocal Ensemble course code, do we have to name the course Vocal Ensemble? Similarly, 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 Kentucky Academic Standards for Visual and Performing Arts associated with the course.

Q: Do we have to cover all of the visual and performing arts disciplines in 500111- High School Survey Course of the Visual and Performing Arts?

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

Q: Does an art/music/theater/dance class count as the high school graduation requirement?

A: A visual and performing arts course that shows continuity with the student's ILP and includes the standards contained in the Kentucky Academic Standards for Visual and Performing Arts may count for the visual and performing arts credit required under [704 KAR 3:305](#).

Per 704 KAR 3:305, students must complete one credit of visual and performing arts to include the content contained in the KAS for Visual and Performing Arts or a standards-based specialized arts course based on the student's individual learning plan. For additional guidance, refer to the [Minimum Graduation Requirements FAQ](#).

A visual and/or performing arts course that shows continuity with the student’s individual learning plan and includes the standards contained in the Kentucky Academic Standards for Visual and Performing Arts for a specialized art form may also count for the visual and performing arts credit.

Q: Do students have to take a survey course of the visual and performing arts in order to graduate?

A: Course code 500111 High School Survey Course of the Visual and Performing Arts is one option for the visual and performing arts requirement. Students also may receive credit through the completion of a visual and performing arts course that covers the Kentucky Academic Standards for Visual and Performing Arts and is based on the student’s individual learning plan.

Q: Can an Advanced Placement (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 lower grade level student is fully prepared to successfully complete the rigorous coursework and associated summative assessment, then the school could place the student in an advanced placement course. Other rigorous course options schools may consider, include:

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

Q: The visual and performing arts course codes are the same for both elementary primary and intermediate grades. Is there really any difference?

A: The Kentucky Academic Standards for Visual and Performing Arts are grade-level specific. 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: Select the state course code identified for the content taught in the course. When entering the course information, designate the instructional method as “immersion.”

Q: How many hours of instruction are required to award one world language credit?

A: 704 KAR 3:305, Section 7(1), establishes that “[a] local board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the Kentucky academic standards, established in 704 KAR Chapter 8, and a rigorous performance standards policy established by the local board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met.”

Section 7(2) further provides that a local board of education shall award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one (1) subject; or

(b) A performance-based credit based on standards, regardless of the number of instructional hours in one (1) subject.