## Understanding Course Codes

Planning student schedules and access to the courses needed to obtain their diploma is one of the most important ways schools can ensure student success. High school policy 2.103 allows for additional flexibility and consideration when planning for students with disabilities. This document is intended to support schools in understanding course codes, endorsements, and the provision of IEP services.

Course codes identify the content, aligned to standards, that should be taught during the duration of the course.

Teacher endorsements, high quality instructional materials (HQIMs), and assessments (if any) are aligned to the content to ensure the content is effectively taught with fidelity.
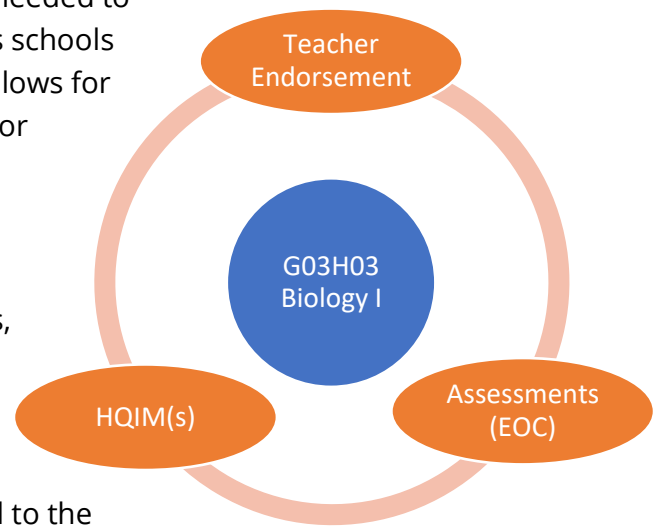
Course Codes vs. IEP Services

The student's schedule in the student information system (SIS) lists the courses, therefore, the schedule indicates the content the student will be taught within the semester. The schedule is not intended to be an accounting of the student's IEP service(s). IEP services are provided to ensure the student is able to access the content.

> Example: The least restrictive environment (LRE) for many students with disabilities may be the general education environment with "push-in" services. In a "push-in" model, the special education teacher, related services provider, and/or paraprofessional are providing the student with IEP services within the general education classroom, concurrent with the student receiving their general education content instruction. The general education teacher, whose endorsement correlates to the course code, is the teacher of record. The special education teacher, related services provider or paraprofessional are not indicated on the SIS report.

The example illustrates that a student's schedule may not include the special education services even when the student is receiving those services in accordance with the IEP. The student's schedule communicates the content instruction the student will receive.

Ensuring Access

It is critical that schools ensure students receive both grade-level, rigorous instruction and **the special education and related services needed to provide** access to that instruction. Course codes have been developed to ensure students have full access to their LRE **_and_** to the content.

Some students require highly modified instruction. There are course codes to clearly articulate that the content is modified. These include the Alternate Academic Diploma (AAD) codes or comprehensive codes in all the core subjects (English language arts (ELA), math science, and social studies).

General Education Course Codes	Comprehensive Program (Modified Replacement of Grade Level Instruction) Course Codes	Alternate Academic/Assessment Course Codes
All students should be considered for this course first. Only if the team agrees this is not the most appropriate option, should they consider one of the other options.	Students who have an IEP and require modified instruction as a replacement to general education core instruction and participate in **TNReady** or **End of Course (EOC)** assessments may be considered for a modified replacement of grade level instruction (comprehensive) course code.	Students who have an IEP and require *significantly* modified instruction and participate in the **alternate assessments** (TCAP-Alt and MSAA).

Summary

The student's enrollment in the course reflects their instruction, not their special education services. The student must also receive their special education and related services from the appropriate professional(s) in order to access their instruction, as outlined in the

student's IEP. This means the course schedule may not sufficiently describe the student's day.

Additionally, the student needs a transcript that clearly articulates the student's skills and strengths. Use the course codes that most accurately reflect the instructional expectations to facilitate the appropriate needed supports in postsecondary education and training programs, employment, or other postsecondary adult services or programs.

Frequently Asked Questions:

1. ***Why do the course codes designed for students who will participate in the alternate assessment include correlations to both special education teachers and general education teachers?***
   Students with the most significant cognitive disabilities who are eligible for participation in the alternate assessment must be provided the full continuum of services, including access to instruction in their LRE. The inclusion of both special education and general education endorsements ensures access to both content and LRE.

2. ***What is the difference between the interventionist (144/145) endorsement, comprehensive (461) and modified (460)?***
   The Special Education Interventionist Endorsements (144 and 145) provide teachers with a foundation in special education content and pedagogy for high-incidence disabilities. This is important to ensure each student receives individualized service according to the IEP.

   This endorsement is specific to the teacher, not a setting. For example, educators with these endorsements might work in general education settings supporting students by providing inclusive services (i.e. coteaching) or in a special education setting (i.e. skills-based intervention).

   The Special Education Comprehensive Program (461) indicates the teacher has specialized content and pedagogy expertise for serving students with the most significant disabilities. Again, this endorsement is specific to the teacher, not a setting. This is important so that each student received individualized service according to the IEP. For example, educators with this endorsement may provide inclusive services within general education settings, intervention in a variety of pull-out and push-in models, and/or highly modified instruction in a separate setting.

The Special Education Modified K-12 (460) endorsement is retired. The educator preparation program for the modified program most resembles the interventionist preparation programs. Teachers who currently hold a 460 endorsement will continue to do hold this endorsement as long as their license remains active. If the educator's license expires, they may be eligible to apply for one or both of the interventionist endorsements (144/145).

3. ***Why do the alternate assessment or alternate academic diploma courses include a note that students should receive services from personnel qualified to deliver highly specialized services? (see example below)***

   Excerpt from an Alternate Assessment Course Code Note:

   The 144/145/190/191 endorsement describes the educator with the specialized training to provide instruction aligned to comprehensive courses (commonly referred to as extended resource). While this setting may be the LRE for a student who is assessed on the alternate assessment, the course code only refers to the content. The student must also receive their special education services provided by personnel qualified to deliver highly specialized services specifically for students with significant cognitive disabilities.

   The course code indicates the content taught, not the IEP services. Districts need to ensure that they have staff who are experts in teaching the content **and** staff with the expertise to adequately support student needs and IEP services. The Special Education Comprehensive Program (461) indicates the teacher has specialized content and pedagogy expertise for serving students with the most significant disabilities. This note on the alternate academic courses is a reminder that students will require services from qualified personnel beyond their course assignments.

4. **How do we determine which personnel are "qualified to deliver highly specialized services specifically for students with a significant cognitive disability?"**
   District leadership should be engaging with their educator preparation program (EPP) partners to understand how programming is or is not aligned to the specific needs of students. The following are a few suggestions for consideration when determining the best personnel to meet the needs of students with a significant cognitive disability/

   - How do we ensure students are taught appropriately modified content using research-based strategies for students with significant cognitive disabilities?
   - Which educator(s) have specialized training in selection and use of extensive, substantially adapted materials and strategies?
   - Which endorsements had training and preparation in the use of age-appropriate, highly modified literacy and mathematical strategies including adaptation, accessibility, and foundational literacy? Does their training align to

the ages/grades of students in the school (i.e., high school, late-teen/early twenty-year-old)?
- Which educator(s) have an in-depth understanding of the relationship between language acquisition and learning?
- Which endorsements included preparation and training in the use and fading of physical, pictorial, and verbal prompting?
- Which educator(s) know how to support and integrate augmentative assistive communication and assistive technology?
- Which educator(s) are prepared to support students with self-help and independence skills, social skills, developing sustained relationships, and complex behavioral needs?

5. *Can an educator who currently holds a modified (460) endorsement acquire a comprehensive (461) endorsement?*
   Yes, adding a comprehensive (461) endorsement is possible through a test only option. The teacher would need to submit qualifying scores on the required content assessments, including any required literacy assessment. For more information, review the *Educator Licensure and Preparation Operating Procedures* guide.

6. *Is there a free option to help teachers who are not eligible to add a comprehensive (461) through a "test-only" option?*
   Yes, the department is providing a Special Education Additional Endorsement Grant in partnership with Trevecca Nazarene University and University of Tennessee, Knoxville. For more information, contact Amy.Galloway@tn.gov.

7. *Why do we need to use the alternate assessment or AAD course codes if the student's LRE is the general education setting?*
   Course codes indicate the content taught and are used by the department to populate, the state assessments (I.e. order and prefill demographic information). The general education course codes are correlated with the TNReady and End of Course (EOC) assessments. The alternate assessment or AAD course codes are correlated with the alternate assessments TCAP-Alt and MSAA. If a student is enrolled in the wrong course code, they will receive the wrong statewide assessment.

8. *Should we use the comprehensive course codes for students who are receiving all or a majority of their core content instruction in a special education setting?*
   The course code indicates the content taught, not the setting. The courses with "comprehensive" in the course name are intended for students who require highly modified instruction but are also participating in the general education assessments, TNReady or EOC.

9. ***Can a teacher be assigned two course codes at the same time?***
    Yes, teachers may have more than one course code assigned to them at the same time. For example, if a student earning the AAD is receiving instruction in the general education classroom, the teacher would have the general education course code and the AAD code assigned to them at the same time.

10. ***How do we help our students earn the AAD if our school does not offer all 17 of the high school AAD courses?***
    The 17 AAD courses are available to support students in achieving the AAD; however, it is not required that students complete the AAD courses. Students must earn 22 credits in accordance with the high school policy 2.103, and the credits may be a combination of general education and special education credits. An AAD Course Planning Guide is available at the end of this document

11. ***How do we determine which of the three Work-Based Learning (WBL) course codes is most appropriate for a student?***
    The regular education course should always be the first consideration for students. If that is not the most appropriate course, then teams may consider the two special education course codes. The table below provides considerations to guide the selection of the most appropriate WBL course.

C25H16 Work-Based Learning: Career Practicum	S25H05 AAD Work-Based Learning	S25H01 Work-Based Learning: Special Education Transition
1 credit	1 credit	0 credit
All students should be considered for this course first. Only if the team agrees C25H16 is not the most appropriate option, should they consider one of the other WBL courses.	Students who participate in the alternate assessment may be considered for S25H05. Review the course requirements to ensure students complete the capstone project as needed to earn course credit.	This course is available to any student who has a current IEP and for whom participation in C25H16 is not appropriate even when provided accommodations and/or modifications in accordance with their IEP.

12. ***Where can I find more information?***
    Information is available on the [low incidence webpage](#), or you may contact Alison.Gauld@tn.gov.

TN Department of Education

Math: 4 credits required
 Algebra I, II, Geometry and a fourth higher level math course _(Students must be enrolled in a mathematics course each school year.)_

Date completed		*(Indicate one)*		Replacement Course _(review policy for options)_
	Algebra I	(General or AAD)	or	
	Geometry I	(General or AAD)	or	
	Algebra II	(General or AAD)	or	
	Applied Math	(General or AAD)	or	

Science: 3 credits required
Biology, Chemistry or Physics (or a replacement lab science), and a third lab course

Date completed		*(Indicate one)*		Replacement Course _(review policy for options)_
	Biology I	(General or AAD)		
	Chemistry or Physics		or	
	Additional Lab Science _____	(General or AAD)	or	

English Language Arts (ELA): 4 credits required

Date completed		*(Indicate one)*
	ELA I	(General or AAD)
	ELA II	(General or AAD)
	ELA III	(General or AAD)
	ELA IV	(General or AAD)

Social Studies: 3 credits required + Personal Finance: 0.5 credit required

Date completed		*(Indicate one)*
	U.S. History and Geography	(General or AAD)
	World History and Geography	(General or AAD)
	U.S. Government and Civics	(General or AAD)
	Economics	(General or AAD)
	Personal Finance	(General or AAD)

Alternate Academic Diploma Planning Guide
Total Credits Required: 22

PE and Wellness: 1.5 credits required

Date completed		(Indicate course name and credits earned)
	Wellness	
	PE	

World Language: 2 credits required
(policy allows waiving world language for electives)

Date completed		(Indicate course name and credits earned)

Fine Arts: 1 credit required
(policy allows waiving fine arts for elective(s))

Date completed		(Indicate course name and credits earned)

Elective Focus: 3 credits required
Math and Science, Career and Technical Education, Fine Arts, humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Date completed		(Indicate course name and credits earned)

Assessment and Additional Requirements

Date completed	
	Alternate Assessment—Biology *(grade 10)*
	Alternate Assessment—ELA *(grade 11)*
	Alternate Assessment—Math *(grade 11)*
	Civics assessment *(must score ≥70%)*
	Transition assessment—employment
	Transition assessment—education and training
	Transition assessment—community involvement
	Transition assessment—independent living