



How to Create a Local Course Index

Grades K-12

2017

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I. Introduction

The Minnesota Common Course Catalogue (MCCC) is a course classification and data collection system that describes the courses offered in Minnesota schools, the teachers who teach them and the students who complete them. The course classification system is based on a national model, the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) developed by the National Center for Education Statistics (NCES). When complete, the MCCC will cover grades P-12.

The MCCC will not limit or dictate local course offerings. Districts, and in some cases individual schools, will classify local courses under MCCC classifications and document contextual information about each course. MDE is implementing the MCCC in response to federal and state legislation, including:

- a. Federal HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System
- b. Minnesota Statutes, section 120B.35, Student Academic Achievement Growth
- c. Minnesota Sessions Law 2009, Chapter 96, Article 2, Section 60 – Implementing Rigorous Coursework Measures Related to Student Performance

All fifty states are complying with this federal legislation.

Information collected through the MCCC data collections will support:

- A statewide, longitudinal student course-taking and achievement information system.
- Use of course-taking information in the evaluation of and research about student achievement.
- Standardization of student course-taking information for agencies that conduct research or evaluate student transcripts for postsecondary admission.
- Comparison of course offerings among school districts.
- Use of data to inform education policy and practice to better align K-12 standards and curricula with postsecondary education and career opportunities.
- Reduction of individual data reporting requirements to MDE.

The MCCC is also an essential component in updating and modernizing MDE's data collection systems.

II. Data Collections

There are four data collections associated with the MCCC. The information reported through these collections is stored in a secure database at MDE and is accessible only by designated school district and Minnesota Department of Education personnel. A brief description of each collection is listed in the table below.

Collection Number	Collection Name	Information Collected
1	Local Course Index	List of local courses offered described according to MCCC course classifications and documentation elements
2	Calendar Information	Selected scheduling information to locate course sections at a point in time
3	Staff Course Records	Which educators taught specific course sections of local courses
4	Student Course Records	Which students completed what coursework , including marks and credits (if credits are awarded)

Federal legislation requires the collection of student marks and credits. The **local student transcript** will always be the **official student transcript**, and the local system will always determine if students have **met requirements to graduate** based on local requirements.

Please Note: Whether a school system needs to create a Local Course Index depends upon the types of coursework the school system offers. Only **Scheduled** and **Independent Study** coursework types must be indexed. Please see the four types of coursework listed below to determine if your school system must create and submit a Local Course Index.

- **Scheduled:** These courses are defined by the school and offered at a scheduled time during a specific timeframe such as a semester or trimester. All students begin and complete courses at the same time. This is the traditional rotating classroom school model.
- **Independent Study:** These courses are defined by the school but the timeframe for beginning and completing the course is determined by the student. This is often called rolling enrollment. Independent study MCCC classifications must be used when indexing these courses. These classifications are full year. If you need to submit by different terms please report the coursework as scheduled.
- **Project-Based Learning:** The course of study is designed by the student and the timeframe for beginning and completing the coursework is also determined by the student. Project-Based Learning coursework cannot be indexed because the student designs the course of study.
- **Off-Site PSEO:** Students register for and complete these postsecondary courses either online or at a college campus. These courses are not part of a local high school’s course offerings and, therefore, cannot be indexed.

III. MCCC Subject Areas

The MCCC has 23 subject areas; each is identified by a two-digit code. Each subject area is divided into categories and each category has multiple course classifications with brief descriptions. Below is a table of the 23 subject areas and their two-digit codes:

Subject Area Code	Subject Area Title
01	English Language and Literature
02	Mathematics
03	Life and Physical Science
04	Social Sciences and History
05	Visual and Performing Arts
06	Foreign Language and Literature (Reporting Year 2017 and 2018 only)
07	Religious Education and Theology
08	Physical, Health and Safety Education
09	Military Science
10	Computer and Information Sciences
11	Communications and Audio/Visual Technology
12	Business and Marketing
13	Manufacturing
14	Health Care Sciences
15	Public, Protective and Government Services
16	Hospitality and Tourism
17	Architecture and Construction
18	Agriculture, Food and Natural Resources
19	Human Services
20	Transportation, Distribution and Logistics
21	Engineering and Technology
22	Family & Consumer Science
23	Academic and Career Development (Includes special education and English language learner classification categories.)
24	Foreign Language and Literature (Replacing Subject Area 06 completely for reporting year 2019.)

Note: To quickly see the categories in each subject area and lists of course classification titles without descriptions, please see the [MCCC Course Classification Catalogue K-12](http://education.state.mn.us/MDE/dse/datasub/MCCC/) (<http://education.state.mn.us/MDE/dse/datasub/MCCC/>).

IV. Overview of the Elements of a Local Course Index

Each school district will create an encoded, electronic Local Course Index of its unique course offerings by:

- Classifying local courses using the MCCC course classifications
- Documenting additional, contextual information about each classified course

Every course offered at the local level of the scheduled and independent study coursework type must be classified and documented or no information about that course will be reportable to MDE. (See definitions of coursework types on Page 2.) Courses “offered” means those for which the local system provides instruction and awards end-of-course marks and/or credits, including curriculum articulation agreement and dual/concurrent enrollment courses offered at the local school through a postsecondary institution. Dual/Concurrent enrollment courses in this context are defined as the college-in-the-schools type courses generally taught at the local high school site by a high school teacher in which students receive both local high school credit and college credit. While elementary and some middle school classrooms are not typically thought of as “courses,” MCCC contains classifications for single and multi-grade level instruction.

The elements of grades K-12 course code in the Local Course Index include:

1. Local site number (identifying a course as either district-wide or school site specific)
2. Local school system course number or code
3. Local school system course title
4. MCCC classification number (State Course Code) (NCES SCED Code)
5. Course level
6. Course sequence (sequence number and sequence range)
7. Standard addressed in the course, if any
8. Fulfillment indicators:
 - a. Graduation requirement
 - b. End of course assessment requirement
9. Dual/concurrent enrollment and articulation agreement courses only need to report:
 - a. Federal School code of postsecondary institution
 - b. College course number/code
 - c. College course credits

Explanation of individual elements of grades K-12 course code:

1. The **local site number** identifies the course as specific to a single school site or as a district-wide course for districts with multiple school sites. For more information, see “Appendix A: Determining Local Site Number.” **Do not index courses twice, once as site-specific and another time as district-wide. They are either one or the other.**
2. The **local school course number/code** is unique to the local district or school and corresponds to the local student registration handbook or index of courses offered.
3. The **local school course title** is unique to the local district or school and corresponds to the district or school student registration handbook or index of courses offered.

4. The **MCCC classification number** is the number of the classification in the Minnesota Common Course Catalogue that best describes the local course offering. MCCC classifications are broad “umbrellas” for classifying local courses and may be used as many times as necessary to index all local courses.
5. The local school system also assigns one or more of eight different **Course Levels** listed in the table below to each classified course. For complete definitions and more information, see “Appendix B: Determining Course Level.”

Level Code	Level Type
B	Basic or remedial courses (less rigorous than regular courses)
G	General or regular courses
E	Enriched, honors or advanced courses identified as such at the local level
D	Dual/concurrent enrollment courses most often offered at the high school site through a postsecondary institution
A	Articulated curriculum courses offered in agreement with a postsecondary institution
C	Industry/occupational certification courses
N	No credit
X	Not applicable (Use for courses that do not fall within in one of the above categories. Also use for Special Education and English as a Second Language courses.)

6. **Sequence** identifies the order and number of courses in a consecutive series of courses. The first number indicates where the course falls in the sequence, for example first, second, third and so on. The second number identifies how many total courses are in the sequence. There are other “rules” associated with sequence. For more information, see “Appendix C: Sequence Information.”
7. **Standards addressed** in the course indicate which standards or benchmarks are used, if any, to assess student learning in the course. Choices include:
 - N** – National
 - S** – State
 - L** – Local
 - C** – Combination of national, state and/or local
 - A** – None addressed
8. **Fulfillment indicators** include courses that meet the requirements to fulfill:
 - a. A local graduation requirement with the exception of elective requirements. Do not document courses as “true” if they fulfill an elective requirement only.
 - b. An end of course assessment. Currently, the only course(s) that should be marked “true” is the course that designates students as prepared to take the state high school science assessment when they complete it. This is usually a high school biology course.

9. **Dual/concurrent enrollment and articulation agreement courses only (course level “D” or “A”)** require the following information:
 - a. Federal School Code for the postsecondary institution
 - b. College course number/code
 - c. Number of college credits awarded for successful completion of the course

Example of Data Elements in a Local Course Offering

000463KnowYourPlantsandAnimals03051G23Struetruefalsefalse

Note: This is not a dual/concurrent enrollment or articulated curriculum course. If it was, the local course code would include an additional three sets of numbers: a) Federal School Code, b) college course number/code and c) number of college credits available if the student successfully completes the course.

Breakdown of local course code:

- 000** – District-wide course; site specific courses will carry three-digit school org number
- 463** – Local course code/number
- KnowYourPlantsandAnimals** – Local course title
- 03051** – Classification number from MCCC that best describes local course
- G** – A general or regular level course
- 2/3** – The second course in a sequence of three trimesters
- S** – State standards are addressed in this course
- true** – This course fulfills a local graduation requirement
- true** – This course fulfills the end of course requirements for state science assessment

V. Getting Started at the Local Level

Step 1: Assemble a team. The local team should include curriculum and data members who will work together to build and submit the local index of district and/or school site specific course offerings.

- Curriculum members, such as curriculum coordinators, specialists, counselors and principals who have general knowledge about and structure of courses offered and a willingness to consult department chairs or teachers when more specific course content knowledge is needed to classify and document a course.
- Data members, such as data managers; specialists; and DIRS, STAR, and MARSS coordinators who have general knowledge about how MDE reporting systems work and a willingness to learn MCCC submission formats.

Step 2: Attend MDE WebEx trainings or view recorded WebEx sessions. Registration information for live MCCC WebEx sessions is posted on the [MCCC webpage](#). For information about indexing courses if live training sessions are no longer available, contact mde.mccc@state.mn.us.

Step 3: Classify course offerings. The curriculum team does the work of classifying courses. Required items to complete the task:

- Your local student registration handbook or an index of grade K-12 courses.
- The *MCCC Course Classification Catalogue K-12* and the *MCCC Annotated Classification Title Index K-12*. Both can be found on the MCCC webpage.

You must **classify every course** of the **scheduled** and **independent study** coursework type **offered at the local level** or no information about the teachers who teach them and the students who take them will be reportable to MDE. (See definitions of coursework types in this booklet.) Courses “offered” means those for which your local school provides instruction and awards end-of-course marks and/or credit. **Please use MCCC classifications in Subject Area 23 to classify special education and English as a second language courses.**

Note: Do not classify or include in your Local Course Index any courses which represent courses completed and transferred into your system from other secondary schools.

There is no one correct way to record the information you must gather to create your Local Course Index. **However, please check with your student information vendor to determine what kind of support it will offer your district in preparing MCCC course information for submission to MDE.** The upload of a course .XML-formatted file is the only way to submit the local course index information to MDE and different vendors are doing this work differently. In some instances it does not matter how the information is recorded, but in other instances it does. Before you put a great deal of work into gathering and recording the information, check with your vendor.

Here are two ways you can gather course information. Your MCCC team might use your school’s student registration handbook and write the information about each course in the handbook and pass the information along to someone else to enter into your vendor system. Other schools maintain their own lists of courses on spreadsheets, and your MCCC team might simply add columns for each piece of information required. Use whatever method works best for your team and for your vendor. At this point you are simply recording the MCCC classification number and contextual information (documentation elements) for each course your local system offers.

Begin your work in one of the academic areas, such as language arts, math, science or the arts. These areas are the easiest in terms of finding MCCC classifications. Technical education courses are more challenging, and it helps to have some experience with classifications before working with them. When you begin working in a curricular area, please read “III. Directions for making accurate classifications” at the beginning of the corresponding Subject Area in the *MCCC Course Classification Catalogue K-12*. These directions include helpful classification information and may suggest other subject areas in which appropriate classifications for specific local courses might be found. It is also helpful to skim through the *MCCC Annotated Classification Title Index K-12* to familiarize yourself with the course classifications in a particular subject area.

Work course-by-course through your local registration handbook or index of courses, finding the MCCC classification that best describes each local course. Remember MCCC classifications are broad umbrellas and several local courses may sit under one umbrella. **You may use a single MCCC classification as many times as necessary to index all local courses.**

For a traditional course such as English Grade 9, there is no need to read the course description in the *MCCC Course Classification Catalogue K-12*. Use the *MCCC Annotated Classification Title K-12* to find the appropriate classification number. Accurately classifying other local courses, especially social studies and career and technical education courses will require a close reading of classification descriptions in the *MCCC Course Classification Catalogue K-12*.

You may not find a one-to-one local course to MCCC classification description match. Most MCCC course classifications begin with a general description of the types of courses included in the classification, followed by a list of topics, skills and/or concepts often included in these types of courses. In “good” classifications, the MCCC classification generally describes the local course and half or more of the topics, skills and/or concepts listed are included in the local course. In “adequate” classifications the description roughly describes the local course and about a fourth to half of the topics, skills and/or concepts listed are included in the local course. Often the MCCC classification includes a list of topics, skills and/or concepts that **may be** included. These topics, skills and concepts are optional. If the general description of the MCCC classification adequately describes the local course and some of the optional topics, skills and concepts are included in the local course, it is still an “adequate” classification.

If no MCCC classification roughly describes the local course and none of the topics, skills and concepts, even the optional ones, are part of the local course, classify the local course under “Particular Topics” if the Subject Area has a “Particular Topics” classification. If the Subject Area does not have a “Particular Topics” classification, use the “Other” classification. All subject areas have “Other” classifications either in each category or at the end of the subject area. If you use the “Other” classification, you will need to add a brief description of the course content to the course documentation. **As a rule, you should be able to classify 95 percent or more of your local courses to existing (not “Other”) MCCC classifications.**

Step 4: Document courses. Curriculum team members add contextual information for each classified course. Review “III. Overview of Elements of a Local Course Database” in the booklet and have “Appendix G: Brief Description of Documentation Choices” available to remind you of the choices for each documentation element.

1. How do I determine course level? Read “Appendix B: Determining Academic Level.” A course may be assigned more than one level.
2. How do I document course sequence? Read “Appendix C: Sequence Information.” Each course must be labeled with a two-digit code to document sequence. In vendor systems, each number will have its individual field.
3. How do I document standards? Label the course with the type of standards, if any, addressed and used to assess student learning. A course may have only one of the standards addressed choices:
 - N** – National
 - S** – State
 - L** – Local
 - C** – Combination of national, state and/or local
 - A** – No standards addressed

4. How do I document fulfillment indicators? Read “Appendix D: Understanding Fulfillment Indicators.” Each course should be labeled “true” or “false” for the two fulfillment indicators—graduation requirement and end of course assessment.
5. When do I add college level information? Only course levels of dual/concurrent enrollment and articulation agreement courses require college information, which includes:
 - Federal School Code for the postsecondary institution.
 - College course number/code.
 - The number of college course credits available if students successfully complete college course requirements.

For information, see “Appendix E: Documenting Dual/Concurrent Enrollment and Articulation Agreement Courses.” For Federal School Codes, see “Appendix F: Federal School Codes for Some Minnesota Postsecondary Institutions.” If the postsecondary institution associated with your local course is not listed in Appendix F, you can search on the [FAFSA Website](#).

Appendix A: Determining Local Site Number

The local course index can reference MDE site numbers in three different ways. Each local course must be labeled with either the district-wide triple zeroes or the specific three-digit school organization (org) unit number.

Please Note: Do not index a course twice, once as site specific and another time as district wide. They are either one or the other. Any use of district wide (000) will delete all courses for an entire district at course load time.

1. The index is built for all district-wide courses. All courses are district wide if the district has a common course catalogue from which all school sites in the district choose courses. Although all sites may not offer all courses, all sites do use the same course number or code to identify courses and all courses follow the same curriculum when they do offer courses selected from the district-wide course catalogue. District-wide courses are labeled with the three zeroes (000).
2. The index is built site by site. Individual school sites within the district offer courses with unique course numbers and curriculum that is specific to each of the sites. Site specific courses are labeled with the three-digit school org unit number that represents that site in the MDE system.
3. The index is a mixture of district-wide and site-specific courses. District-wide course offerings have the same course number and follow the same curriculum in more than one school site while one or more specific sites have their unique course numbering system and course curriculum. District-wide courses are labeled with three zeroes and site specific courses are labeled with the three-digit school org unit number that represents that site in the MDE system.

Appendix B: Determining Course Level

Note: Courses may be assigned more than one level. However, courses that are labeled D (dual/concurrent enrollment), A (articulation agreement) or C (industry/occupational certification courses) should not also be labeled B (basic), G (general) or E (enriched). The D, A, or C will suffice. If a course is labeled X, it may not be labeled as any other level.

B = basic or remedial. These courses are less rigorous than regular courses and are often intended to prepare students for regular courses. They provide instruction that focuses primarily on developing age- or grade-appropriate skills, knowledge and/or concepts.

G = general or regular. These courses typically meet state or district expectations of scope and difficulty for mastery of content. They provide instruction that focuses primarily on skills, knowledge and/or concepts appropriate for the grade level(s).

E = enriched, honors or advanced. These courses provide advanced instruction and/or additional content not found in general courses. They augment the rigor of general courses and are designated as such in the course title, description or by additional requirements (beyond simple pre-requisites) at the local level. Label pre-IB and pre-AP as well as official IB and AP courses with an E.

D = dual/concurrent enrollment. These courses are most often offered at the high school site under the auspices of a postsecondary institution that trains and supervises the high school teacher or a postsecondary instructor works with a high school teacher to teach the course. Students receive both high school credit toward graduation and the opportunity to earn college credit from the postsecondary institution.

A = articulation agreement. Articulation agreement courses are offered at the high school site through an articulated curriculum agreement with a postsecondary institution, and students receive documentation they have completed the course. These agreements are structured by individual high schools and postsecondary institutions and vary considerably. Typically, an agreement awards postsecondary credits at the particular postsecondary institution or may wave all or part of the tuition cost for the course if the student attends that particular postsecondary institution and takes that specific course.

C = industry/occupational certification. Certification courses prepare students to take examinations for certificates recognized by an industry or occupational field. If a series of courses prepare students for the examination, label only the course that completes the series and qualifies the student to take the examination with a "C."

N = no credit. These courses carry no credit toward graduation at the local level.

X = not applicable. These courses cannot appropriately be designated as one of the above levels. English as a Second Language (ESL) and Support Services/Special Education (SPED) courses should be labeled X. If a course is labeled X, it may not be labeled with any other level letter.

Appendix C: Sequence Information

Sequence is cited as two numbers. The first number identifies where a course sits in a consecutive series of courses, for example first, second or third. The second number identifies the number of courses in the entire series. If a course is not part of a sequence, it is documented as 1/1, a stand-alone course. (In the MDE or vendor submission systems, these two numbers will be separate fields.) The sequence documentation for the same course can vary from one school or district to another, depending on the local course scheduling system.

Courses in a sequence must always have the same MCCC course number. For World Language, although French I, French II and French III are obviously a sequence, each level is classified under a different MCCC course number and should be documented as a sequence only if a level. For example, French I, is offered trimester by trimester or semester by semester.

An example of how local systems require different documentation is a yearlong biology course that is classified under MCCC science classification number 03051. If the local system lists the course as three separate trimester courses, each with a different local course number (and students must take the three courses in the order listed), they are documented as a sequence. The first trimester course is 1/3, the second as 2/3 and the third as 3/3. If, however, the local system lists the course as one yearlong course with only one course number, it is documented as 1/1, a stand-alone course.

Sequence does not speak to pre-requisites. For example, a local system might offer three auto courses. Know Your Car is a pre-requisite for the other two courses, Auto Maintenance and Auto Mechanics. It may even be suggested that students take Auto Maintenance before they take Auto Mechanics. But because each of these three courses is classified under a different MCCC classification, they do not constitute an MCCC course sequence and each is documented as 1/1.

Not all courses classified under the same MCCC classification number comprise a sequence. A local system may offer four different, quarter-long literature courses—one in poetry and others on the essay, the short story and the novel. All four courses are correctly classified under the MCCC classification 01061 Literature of a Genre, but there is no sequential order to these courses. Each is documented 1/1.

Appendix D: Understanding Fulfillment Indicators

Select **True** or **False** for each of these fulfillment indicators:

1. Course satisfies a local graduation requirement: This indicator applies to all courses required for high school graduation at the local level with the exception of electives. Local requirements often go beyond state course requirements and include, for example, a community service course or a senior project course. If students can choose one course from a list of multiple options to meet local course requirements for graduation, all options should be labeled “true.” Do not select “true” for a course that meets only an elective course requirement in your system.
2. Course satisfies end of course assessment requirements: Currently this indicator applies only to the state high school science assessment. Local school systems determine when students have received all the instruction necessary to qualify them to take the state high school assessment in science. There is usually one course (often a biology course) in the local system that marks the end of the required instruction, but if multiple courses mark the end of instruction and qualify students to take the state science assessment, all should be labeled “true.”

Appendix E: Documenting Dual/Concurrent Enrollment and Articulation Agreement Courses

If the local school system labels a course with the course level (D) Dual/Concurrent Enrollment or (A) Articulation Agreement, the following information must be submitted to MDE for those courses:

1. The Federal School Code: The Federal School Code is a universal six-character code used nationally and internationally to identify postsecondary institutions. Appendix F lists Federal School Codes for some Minnesota colleges and universities that often work in collaboration with Minnesota secondary schools. If the postsecondary institution associated with a local course is not listed, most often it can be determined by calling the institution's financial aid office or doing a school search at FAFSA.gov.
2. The college course number or code: Although there is often a local school system number for (D) Dual/Concurrent Enrollment or (A) Articulation Agreement courses, the number that needs to be reported here is the postsecondary institution's course number or code.
3. The number of postsecondary credits available: This is the number of college credits available to the student if he or she successfully completes the college course requirements.

Appendix F: Federal School Codes for Some Minnesota Postsecondary Institutions

Note: If the postsecondary institution associated with your local course is not in this table, you will find it searching the [FAFSA webpage](#).

College Type/Name	Code
Technical Colleges	Federal School Codes
Alexandria Technical & Community College	005544
Anoka Technical College	007350
Dakota County Technical College	010402
Hennepin Technical College	010491
MN State Southeast Technical (Red Wing, Winona)	002393
Northwest Technical College (Bemidji)	005759
Pine Technical College	005535
St. Cloud Technical & Community College	005534
South Central College (Faribault, Mankato)	005537
State Community Colleges	Federal School Codes
Anoka-Ramsey (Coon Rapids, Cambridge)	002332
Fond du Lac Tribal & Community College	031291
Inver Hills Community College	009740
Itasca Community College	002356
Leech Lake Tribal and Community College	030964
Normandale Community College	007954
North Hennepin Community College	002370
Rainy River Community College	006775
Vermillion Community College	002350
State Universities	Federal School Codes
Bemidji State University	002336
Metropolitan State University	010374
Minnesota State University/ Mankato	002360

College Type/Name	Code
Minnesota State University/Moorhead	002367
St. Cloud State University	002377
Southwest State University	002375
Winona State University	002394
University of Minnesota	Federal School Codes
University of Minnesota/Crookston	004069
University of Minnesota/Duluth	002388
University of Minnesota/Morris	002389
University of Minnesota/Rochester (same as Twin Cities Campus)	003969
University of Minnesota/Twin Cities Campus	003969
Private Colleges and Institutions	Federal School Codes
American Indian Opportunities Industrialization Centers (OIC)	016346
Bethel College	009058
Bethany Lutheran	002337
College of St. Catherine	002342
College of St. Scholastica	002343
College of Visual Arts	007462
Concordia - Moorhead	002346
Concordia University – St. Paul	002347
Crossroads College (Rochester)	002366
Crown College (St. Bonifacius)	002383
Dunwoody Institute	004641
Gustavus Adolphus College	002353
Hamline University	002354
Macalester College	002358
Martin Luther College	002361
Minneapolis College Of Art & Design	002365
North Central University (Minneapolis)	002369

College Type/Name	Code
Northwestern College (St. Paul)	002371
Oak Hills Christian College	016116
Presentation College – Fairmont	003467
St. Mary's University of Minnesota	002380
Summit Academy Opportunities Industrialization Centers (OIC)	015950
University of St. Thomas	002345
Community and Technical Colleges	Federal School Codes
Central Lakes College (Brainerd)	002339
Century College (White Bear Lake)	010546
Hibbing Community College	002355
Lake Superior College	005757
Mesabi Range Community & Technical College	004009
Minneapolis Community & Technical College	002362
Minnesota State Community & Technical College (Fergus Falls, Detroit Lakes, Moorhead, Wadena)	005541
Minnesota West Community & Technical College (Canby, Granite Falls, Jackson, Pipestone, Worthington)	005263
Northland Community & Technical College (Thief River Falls, East Grand Forks) Northland Community & Technical College (Thief River Falls, East	002385
Ridgewater College	005252
Riverland Community College	002335
Rochester Community & Technical College	002373
St. Paul Technical College	005533

Appendix G: Brief Descriptions of Documentation Choices

1. Course Level

B – Basic or remedial course (less rigorous than a regular course)

G – General or regular course

E – Enriched, honors, advanced course identified as such at local level

D – Dual/concurrent enrollment course most often offered at the high school site through a postsecondary institution

A – Articulation agreement course offered in agreement with postsecondary institution

C – Industry/occupational certification course

N – No credit

X – Not applicable (Use for special education and English as a second language courses which should be indexed using classifications in Subject Area 23.)

2. Sequence

- First number indicates where the course sits in a sequence of courses.
- Second number indicates number of courses in the sequence.
- 1/1 is a stand-alone course.

Note: Courses are a sequence if students register. For example, trimester by trimester for a yearlong course or quarter-by-quarter for a semester course.

- Rule 1: All courses in a sequence must sit under the same MCCC classification number. If local courses are classified under different MCCC classifications, they cannot be a sequence.
- Rule 2: Not all local courses with the same MCCC classification number are a sequence.
- Rule 3: Sequence does not speak to local prerequisites.

3. Standards addressed, if any:

N – National

S – State

L – Local

C – Combination

A – None addressed

4. Fulfillment Indicators for courses that satisfy or meet:

- Graduation Requirement T/F
- End of Course Assessment Requirement T/F

Appendix H: Table Format – Abbreviated Steps for Creating a Local Course Index

Note: Additional information contained in this booklet, *How to Create a Local Course Index*, may be necessary to follow these abbreviated steps and create an accurate Local Course Index, which includes the appropriate use of the *MCCC Annotated Classification Title Index K-12* to classify local courses.

Indexing Courses	Requirements	Information
Step 1: Identify local courses	<p>Must record local course number or code for every course offered.</p> <p>Must record local course title for every course offered.</p> <p>Every course offered will either be district wide (000) or site specific (three-digit school org number).</p>	<p>“Course offered” means those for which the local system provides instruction and or awards end-of-course mark and/or credit. See <i>“Appendix A: Determining Local Site Number.”</i></p>
Step 2: Determine MCCC classification number for each local course	<p>Must record an MCCC classification number for each local course. (May not select more than one classification number for a single course. MCCC classifications may be used multiple times.)</p> <p>The content of all local courses classified as “Other” must be briefly described. (1500 character limit in submission system.)</p>	<p>Before you begin classifying in a MCCC Subject Area, read the “II. Directions for Making Accurate Classifications” section at the beginning of each MCCC Subject Area in the complete MCCC.</p> <p>Note: 95 percent of local courses should fall under described classifications (not “Other”). See previous information in this booklet for information about “good” and “adequate” classifications.</p>

Indexing Courses	Requirements	Information
Step 3: Documenting course level	<p>May select more than <i>one except for X</i>:</p> <p>B – Basic/Remedial, G – General/Regular, E – Enriched/Honors, D – Dual/Concurrent Enrollment, A – Articulation Agreement, C – Industry Certification</p> <p>N – No Credit</p> <p>X – Not applicable (use for SPED and ESL). Do not label D, A, or C courses with B, G or E. The D, A, or C will suffice. See “Appendix B: Determining Course Level” for more information.</p>	<p>If D or A is selected, must enter:</p> <p>Federal School Code</p> <p>Postsecondary course code.</p> <p>Number of postsecondary credits available.</p> <p>See “Appendix E: Documenting Dual/Concurrent Enrollment and Articulated Agreement Courses.”</p>
Step 4: Document Sequence	<p>Select one number to represent the place a course holds in a sequence: 1, 2, 3, 4 (up to 16)</p> <p>Select one number for the range of courses in the sequence: 1, 2, 3, 4 (up to 16)</p>	<p>Stand-alone courses are documented as 1/1. See “Appendix C: Sequence Information.”</p>
Step 5: Document standards addressed	<p>Must select only one:</p> <p>N – national, S – state, L – local</p> <p>C – combination of any above</p> <p>A – none addressed</p>	<p>The actual placement of state standard/benchmark is not being required in this phase of implementation; it will be required in a future phase.</p>
Step 6: Document fulfillment indicators	<p>Select <i>true</i> or <i>false</i> for each of these fulfillment indicators:</p> <p>Satisfies a graduation requirement.</p> <p>Meets end of course assessment requirement (applies to state high school science assessment only at this time).</p>	<p>For more information see “Appendix D: Understanding Fulfillment Indicators.”</p>