

Core Code Data
December 9, 2010
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Objective: Participants will be able to describe course data structures and relate its significance to their job functions.

Introduction

My background

<http://www.youtube.com/watch?v=7on-ctBeza8>

Why Man Creates – segment at 6:12 <http://www.youtube.com/watch?v=M3FtapkiKWI>

Context: Why data? Where does it come from? What is its function?

1. An understanding of current data relating to (1) core codes for specific courses, how courses come into being, and how codes are assigned, (2) procedures relating to maintenance of the codes, e.g. deletion, inactive codes, etc., (3) assigned responsibilities for the codes - the players and their roles
 - a. 11 Digit Core Codes - http://www.schools.utah.gov/curr/main/Core_Codes/default.htm
 - b. [USOE CACTUS Course Addition Request](#)
 - c. [USOE CACTUS Course Change Request](#)
 - d. The Players:
 - i. Teachers, Administrators
 - ii. Paul Peterson, Jennifer Lambert
 - iii. USOE Teaching and Learning Specialists, Syd Dickson
 - iv. IMC specialist – Alan Griffin
 - v. Tech team – Jeff Porter, Kent Lundquist

Steps for adding a new Core Code (Course)

1. Check the Core Code Listing at http://www.schools.utah.gov/curr/main/Core_Codes/default.htm to see if the course already exists
2. Fill out a USOE CACTUS Course Addition Request, with signatures from your LEA office
3. Submit the form to the Data Analyst at USOE before November 1 of the year previous to the beginning date
4. Approval by Specialist
5. Number assigned by specialist

2. A discussion of a single location for the core - uniting the efforts of UEN and USOE to support a single database from which authentic data can be retrieved and formatted for designated uses.
 - a. [USOE Core Curriculum by Subject](#)
 - b. [UEN K-12 Core Curriculum](#)
 - c. [Career and Technical Education](#)

d. CACTUS codes

Questions for Consideration:

1. Why are these codes important? What are the consequences of efficient management of the core codes?
2. What is the impact of the codes? On USOE? On the educational community? On Publishers? Others?
3. Are there ways you can see that the management of these codes could be made to be more efficient? Can there be electronic linkage between the CACTUS database of course codes, USOE's listing, RIMS, On-Track and UEN?
4. How and when are core code updates made?
5. What are inactive codes?
6. Are USOE's core codes unique? Do other states use a similar system?
7. Are there advantages to a centralized database?
8. What directions do you see in the future for the use of core codes? Should they be modified? If so, how?