



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

October 31, 2005

RESPOND BY: NOVEMBER 28, 2005

TO: Adult High School Coordinators
Basic Skills Directors

FROM: Lou Ann Parker, Coordinator, Adult High School and GED Programs

SUBJECT: Adult High School Diploma Program Procedures Manual – DRAFT

The Adult High School Taskforce, representing the Basic Skills regions, has been meeting since December 2004 to update the 1994 Adult High School Diploma Program Procedures Manual. I am sending an electronic copy of the manual to each Adult High School Program. Read over the revised draft, highlight the suggested changes, and send one copy per college to me via e-mail. We revised the manual based on state policy, not local policy. Should you have any questions, please contact me at parkerl@ncccommunitycolleges.edu, (919) 807-7214. Please send all e-mail copies to me by November 28, 2005.

Thank you for your suggestions.

E-mail Attachments

C: Presidents
Senior Continuing Education Administrators

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Adult High School Diploma Program

Procedures Manual

**Open Door
to a
High School Education**



**NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM**

Adult High School Programs
Basic Skills
Academic and Student Services Division
North Carolina Community College System
October 2005

North Carolina Community College System

ADULT HIGH SCHOOL DIPLOMA PROGRAM
PROCEDURES MANUAL

Adult High School Program
Basic Skills
Academic and Student Services Division
North Carolina Community College System
Raleigh, NC 27699-5016

October 2005

FOREWORD

The Adult High School Diploma Program Procedures Manual was developed as a result of criteria adopted by the State Board of Education in December 1992 and by the State Board of Community Colleges in January 1993 to govern the Adult High School Diploma Program. The Adult High School Taskforce met in December 2004 to revise this manual.

The North Carolina Community College System in cooperation with the Department of Public Instruction developed this manual to give policy guidance in offering the Adult High School Diploma Program. This manual is to be used within the context of existing state laws and established policies of the State Board of Education and the State Board of Community Colleges.

Standards for the Adult High School Diploma Program were revised in 2005 and published in a separate document, the North Carolina Community College System Competency-Based Adult High School Curriculum Standard and Curriculum Guide. This document is based on the public school system publication, the North Carolina Standard Course of Study.

Cooperation between the public school and community college systems is vital to the success of this program. We have a commitment to the citizens of this state who wish to complete their high school education to provide them an opportunity to do so. We can assist these citizens in overcoming barriers to employment or furthering their education by offering them a program to earn an Adult High School Diploma.

[signed]
H. Martin Lancaster, President
Atkinson,
North Carolina Community College System
Superintendent

[signed]
June St. Clair
State
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We wish to sincerely thank the following individuals for the time and effort they devoted to the development of this manual:

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Marg Young, North Carolina Community College System Office

We are committed to continuing to provide citizens of this state without a high school education an opportunity to earn an Adult High School Diploma through the cooperative efforts of the Public School and Community College Systems.

[signed]
Fred Williams, Vice President
Superintendent
Program Services
North Carolina Community College System

[signed]
Janice Davis, Deputy
Instructional Services
Department of Public Instruction

PREFACE

The purpose of this manual is to provide procedural guidance in accordance with the criteria adopted by the State Board of Education and the State Board of Community Colleges to govern the Adult High School Diploma Program. The Adult High School Diploma Program is to be administered in accordance with applicable policies of the State Board of Community Colleges and State Board of Education and within the procedures outlined in this manual.

The intent of the procedures outlined in this manual is to have consistency in the administration of the Adult High School Diploma Program within the community college system; and, yet, permit local community colleges to have the flexibility in structuring the program to recognize the uniqueness of adult students as non-traditional learners.

The desired outcome in the application of these procedures is to give those individuals who have not completed their high school education an opportunity to earn an Adult High School Diploma, and to develop, as a minimum, a range of skills which qualify them to succeed in the workforce or to enter college programs offered by local community colleges. Adult educators can facilitate this outcome by exercising their professional expertise to engage and challenge students to acquire the academic skills they need with a quality, competency-based Adult High School Diploma Program.

Suggestions to improve this manual are always welcome. This manual will be reviewed annually. Please direct your suggestions or inquiries to the AHS/GED Coordinator, Basic Skills, Academic and Student Services, North Carolina Community College System, 200 West Jones Street, Caswell Building, Raleigh, NC 27699-5016. Telephone (919) 807-7214, FAX Number (919) 807-7164.

[signed]

Lou Ann M. Parker, Coordinator of AHS/GED Programs
Basic Skills
Academic and Student Services
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ADULT HIGH SCHOOL DIPLOMA PROGRAM PROCEDURES MANUAL

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I: ESTABLISHING THE ADULT HIGH SCHOOL DIPLOMA PROGRAM

A. Adult High School Diploma Program

1. The Adult High School Diploma Program (AHS) may be established cooperatively through an Agreement of Affiliation between a local public school board of education and the trustees of a community college under paragraph (2) (d) (I) of Rule 23 North Carolina Administrative Code (NCAC) 2E.0101 PROGRAM CLASSIFICATION, Page 2.
2. The AHS program is a Basic Skills Program and is classified as consisting of classroom instruction, learning laboratory courses, distance education, or a combination of instruction designed to qualify a student for an Adult High School Diploma under an Agreement of Affiliation with the local public school system under paragraph (2) (d) (i) of Rule 23 NCAC 2E.0101 PROGRAM CLASSIFICATION, Page 2.
3. Admission of students into the AHS program shall be in accordance with Rule 23 NCAC 2C.0301 ADMISSION TO COLLEGES; and paragraphs (a) and (b) of Rule 23 NCAC 2C.0305 EDUCATION SERVICES FOR MINORS, Page 10.
4. Funding, expenditures, FTE accountability, and reporting shall be in accordance with State Board of Community Colleges and the North Carolina Community Colleges policies and procedures for the AHS program as part of the Basic Skills Program.

B. Agreement of Affiliation

1. Refer to APPENDIX A for an Agreement of Affiliation.
2. Two copies of the Agreement of Affiliation shall be filed with the Department of Community Colleges AHS/GED office for policy and procedural compliance review in cooperation with the Department of Public Instruction.
3. The Agreement of Affiliation shall be reviewed every five years and/or when changes occur by the local community college in cooperation with the local public school system. An addendum must be submitted prior to the renewal date.
4. The local community college shall notify the AHS/GED office, in writing, of the results of the review and/or forward a new Agreement of Affiliation with applicable changes.

5. The AHS/GED office shall notify the local community college of the results of the policy and procedural compliance review.

C. Criteria for the AHS Program

1. Refer to APPENDIX B for criteria adopted by the State Board of Education and by the State Board of Community Colleges to govern the Adult High School program.

Units of Credit

1. The AHS program shall have the minimum number of units of credit and specified courses adopted by the State Board of Education that is required for graduation from the public high school.
2. Refer to APPENDIX C for North Carolina high school graduation requirements.

D. Design for the AHS Curriculum

1. The design for the AHS curriculum shall be competency-based consisting of the core units required for high school graduation as determined by the North Carolina Standard Course of Study adopted by the State Board of Education.
2. Electives shall be selected from a variety of program offerings and structured so that students develop a range of skills which qualify them to succeed in the labor market or to enter technical, vocational, or college transfer programs in the local community colleges.
3. Local community colleges shall develop course electives by following the Elective Course Criteria and the North Carolina Community College System Competency Based Curriculum Standard and Curriculum Guide. (See APPENDIX D)

E. Elective Credit

1. Students may be granted elective credit for selected post-secondary continuing education and/or curriculum courses, military training, registered apprenticeship programs, training sponsored by business and industry, and other educational accomplishments from which competencies can be documented and evaluated.
2. Students may not be granted credits for remedial courses. Students may not be granted elective credit for “special education, resource, occupational courses.” (i.e. EC codes)

F. Earning Credit

1. Students shall earn credit based on mastery of established competencies.
2. Mastery shall be demonstrated using appropriate assessment techniques.
3. Students may not receive credit for courses they have paid for while enrolled in the AHS Program.

G. Methods of Instruction

1. Methods of instruction should be flexible and shall be locally determined by the community college offering the AHS program.

H. Exit Measures

1. Students enrolled in the AHS program shall be required to meet exit measures, such as the current Reading and Math North Carolina Competency Test, as established by the State Board of Education. Only AHS students are allowed to take the North Competency Test.
2. All courses must have exit measures which demonstrate master of course competencies. Competency-Based Education is defined as “a performance-based process leading to demonstrated mastery of basic and life skills . . . ” (See APPENDIX F).

I. Faculty Qualification

1. Faculty who teach AHS program courses, in accordance with the requirements of the Southern Association of Colleges and Schools, shall as a minimum have a bachelor’s degree and should have attributes or experiences which help them relate to the particular needs of the adults they teach.

J. AHS Diploma

1. The title of the AHS program credential shall be: Adult High School Diploma.
2. The AHS diploma shall be awarded in cooperation between the local boards of education and trustees with appropriate signatures representing both educational systems.
3. The credential shall be similar in appearance and quality to the regular high school diploma awarded locally.

K. Student Costs

1. Local community colleges may charge, as appropriate, costs for student textbooks, student activity fees and other fees including parking and graduation fees. Such charges shall not include registration fees or tuition.

L. Permanent Records

1. Local community colleges shall maintain permanent records of transcripts of all completed high school courses and provide transcript service to students enrolled in the AHS program.
2. Students must provide an official transcript of all completed high school courses from the Local Education Agencies (LEA).
3. Students' permanent records should include transcripts reflecting other credits earned prior to enrollment in AHS as well as courses earned in the AHS Program.

N. Set-up for Computer Information Systems (CIS)

1. Define Basic Skills jobs. Who does your LEIS, registration, grading, transcript, creation of course and section information, contracts and reports?
2. Once defined, contact your school's CIS Project Manager. He/she is the one to give access to screens needed for each job. All sections, courses, and grades must be put into the CIS system for reporting to be accurate. Official transcripts will be generated at each local community college.

II: ADMISSION AND GRADUATION

A. *Admission Policy*

1. The AHS program is designed for adults who desire to complete their high school education.
2. Admission of adult students shall be in accordance with Rule 23 NCAC 2C.0301 ADMISSION TO COLLEGES.
3. Admission of minor students shall be in accordance with paragraphs (a) and (b) of Rule 23 NCAC 2C.0305 EDUCATION SERVICES FOR MINORS. Minors may be admitted to the adult high school program between the ages of 16 and 17. (Numbered Memo CC-96-015).
4. In reference to paragraph (b) of Rule 23 NCAC 2C.0305 EDUCATION SERVICES FOR MINORS, a minor with special needs is defined as a school dropout who is not yet 18 years of age and whose educational needs cannot be met by the public, private school, or home school agency.
5. Programs must be offered to all students.

B. *Admission of Minor Applicants.*

1. The policy of the State Board of Community Colleges regarding minors is to encourage them to complete their high school education before seeking admission to local community colleges.
2. A minor, 16 and 17 years of age, may be admitted to the AHS program if the local public school or private school agency, including a home school, determines that admission to the AHS program is the best educational option. A minor who has dropped out of school and who has been out of school for at least six calendar months may be enrolled in the Adult High School Program, with a signed official withdrawal form and a notarized petition from the person or agency having legal custody or control that states the: student's residence, date of birth, date leaving school, name of school last attended, and the petitioner's legal relationship to the student. A minor who has been out of school for less than six calendar months may be admitted with the signature of the system designee, superintendent, and principal or designee of the last school system in which they were enrolled. All minors must also submit a signed official withdrawal and notarized petition.
3. Approval for admission of minor students shall be determined by the local community college.

4. Referral of minor students to the AHS program made by local public school, private school, or home school shall be made by the submission of all appropriate forms.
5. Refer to APPENDIX G for a sample release (referral) form.
6. Refer to APPENDIX H for a sample notarized petition form.

C. Screening of AHS Applicants

1. Each community college should have an intake process to pre-assess student's skill level before placement in the AHS program. (APPENDICES I AND J).

D. Admission of Out-of-State Applicants.

1. An out-of-state applicant who relocated to North Carolina and who has never been enrolled in the North Carolina public school system, home school, or in a private school, may enroll in the AHS program under the same conditions as a resident.

E. Admission of Emancipated Minors

1. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. An emancipated minor, for admission to the AHS program, is an individual who is married or who has been granted a judicial decree of emancipation.
2. A copy of the marriage certificate or judicial decree shall be required from the emancipated minor and shall be kept on file as part of the student's record.

F. Currently Enrolled High School Students

1. The AHS program is for high school dropouts or for those who have left school without earning a high school diploma. A currently enrolled high school student is not eligible to take AHS program courses.

G. Certificate of Completion

1. An individual awarded a certificate of completion from the North Carolina public school system is eligible to be enrolled in the AHS program if the pre-assessment dictates the necessary skill level. (Ninth grade competency level.)
2. An individual may be required to take a remediation course or courses (Adult Basic Education (ABE)) that lead to successful completion of the AHS program.
3. All or some of the previous high school course units completed may be awarded to the individual.

4. An individual successfully completing all AHS program graduation requirements shall graduate as an AHS program graduate.

H. Court-Referred Applicants

1. Admission of an adult court-referred individual, 18 years of age or older, shall be in accordance with Rule 23 NCAC 2C.0301 ADMISSION TO COLLEGES, as it applies to any other adult student. (APPENDICES K AND L).
2. A court-referred minor may be admitted or denied admission according to the same criteria as for any other minor student under the conditions outlined in this manual.

I. Educational Records

1. Local public, home school and private schools, and community colleges shall provide complete educational records on each student referred or transferred between local schools and colleges.

J. Admission/Intake Process

1. A student enrolling in the AHS program shall be given an orientation on the program and services available.
2. Orientation should include program goals, admission assessment, and placement, graduation requirements, methods of instruction, evaluation, class locations and times, attendance, conduct and behavior expected, grievance procedures, costs, student counseling services, and policies of the local community college.

K. Placement Testing

1. A student enrolling in the AHS program shall be assessed to determine his or her appropriate level of placement. The assessment shall be a process to diagnose the student's functional academic level so as to place the student in the program where his or her needs are best met with appropriate instruction.
2. Assessment and placement of students must be in accordance with Basic Skills procedures.

L. Graduation

1. An Adult High School Diploma will be awarded to any student who successfully completes all core courses, the appropriate number of electives, and the Reading and Math NC Competency Test or the equivalent. Students must pass the most current NC Competency Test provided to the colleges by North Carolina State University's Technical Outreach for Public Schools (TOPS). Students who would have graduated in 1980 or before will not be required to take the Reading and Math NC Competency Test.
2. Students enrolled in the AHS program must earn a minimum of 1 unit of credit before being awarded an AHS diploma.
3. A minor student who has completed all course work and requirements shall not be awarded a diploma prior to the graduation date of his or her high school class, unless the minor has reached his or her eighteenth birthday. The public school superintendent may waive this requirement in writing.
4. The class year of graduation shall be defined as when the minor student would have graduated if the student had normally passed each grade since beginning school.

III: ADULT HIGH SCHOOL DIPLOMA PROGRAM CURRICULUM

A. AHS Curriculum Standard and Guide

1. The North Carolina Community College System Competency-Based Curriculum Standard and Curriculum Guide shall be used by local community colleges for the AHS program.
2. Core courses outlined in the AHS curriculum standard and guide are required for meeting graduation requirements as determined by the North Carolina Standard Course of Study adopted by the State Board of Education.
3. Elective courses shall be selected from a variety of program offerings as defined in local agreements and structured so that students develop a range of skills which qualify them to succeed in the labor market or to enter technical, vocational, or college transfer programs in the local community colleges.

B. Development of Other Course Electives

1. Local community colleges shall develop course electives based on criteria outlined in the North Carolina Community College System Competency-Based Curriculum Standard and Curriculum Guide.
2. Each elective course shall have specific written competencies following the Elective Course Criteria. (See APPENDIX E).
3. The process to develop course electives should include input and feedback from instructors regarding proposed course competencies and methods of assessment.

C. Award of Other Elective Course Credit

1. In addition to elective courses offered in the AHS program, a student may be granted elective credits for selected post-secondary continuing education and/or curriculum courses, military training, registered apprenticeship programs, training sponsored by business and industry, and other experiences from which competencies can be documented, evaluated, and follow the criteria for an elective course.
2. For such educational accomplishments, the student may be granted elective credits under the conditions in the following two areas only:

- a. Credit for Post-Secondary Curriculum and/or Continuing Education Courses.
 - (1). A student may be granted one elective credit (one unit) for each three semester hours curriculum course successfully completed. A student may be granted credits for all elective courses required for graduation under this condition.

- (2). One elective may be awarded for CCE (Continuing Education) courses or combination of courses that have established competencies that meet a minimum of 32 contact hours.
- (3). An AHS student, 18 years or older, may take a course while enrolled simultaneously in Basic Skills or Continuing Education/Curriculum programs. The course may be transferred to AHS as an elective credit. (Tuition must be paid by another source, i.e., scholarships.)
- (4). An official transcript or documentation shall be used as the basis to award direct credit for an elective.
- (5). When transferring Continuing Education (CE) credit, such credit shall transfer with a letter grade of "C", or the final letter grade given to the student for course work completed at an accredited institution.

b. Credit for Non-Traditional Learning.

- (1). Only one elective credit may be granted to a student for non-traditional learning for the skills, knowledge or competencies she/he have acquired from their work or homemaking experience. (See APPENDIX L).
- (2). Credit granted shall relate to the AHS course of study.
- (3). The student shall be at least twenty-one (21) years of age to be eligible for award of credit for non-traditional learning.
- (4). Awarding of credit shall be documented by means of a portfolio. The student has the responsibility to present a portfolio with supporting documentation, to appropriate AHS personnel for evaluation. The decision of the personnel shall be final.
 - (a). Guidelines for the development of a portfolio are as follows:
 - (i). The portfolio shall be structured to go beyond narrative experiences. The student should distinguish between learning and experience, articulate the knowledge acquired and its utilization, and establish interconnections between academic concepts and practice in work or homemaking experience.
 - (ii). Credit shall be awarded only for learning and not experience.

- (iii). Credit should be awarded only for high school level learning.
- (iv). Credit should be awarded only for learning that has a balance between academic concepts and practical application in work or homemaking.
- (v). Refer to APPENDIX N for a model portfolio form with criteria for awarding credit.

- (b). No more than one credit shall be awarded for non-traditional learning:
 - (i). Military – Active military duty for a minimum of two years documented by Honorable Discharge, DD Form 214, and other documentation to show that the student has acquired the competencies in a high school level academic or vocational area of study.
 - (ii). Business and Industry – Full-time continuous employment with the same employer for a minimum of two years with written verification by the employer and other documentation to show that the student has the knowledge and has developed skills for the student as the knowledge and skills for entry-level employment, participation in advanced or highly skilled post-secondary vocational, technical, or college transfer programs; or has acquired the competencies in a high school level academic or vocational program area of study.
 - (iii). Homemaker – Full-time homemaker for a minimum of two years with documentation to show that the student has the knowledge and has developed the skills in the application of relationships, consumerism, housing, food and nutrition, and clothing vital to the success of a homemaker.

D. Challenge Testing

1. Local community colleges may permit a student to earn core course credit through challenge testing. Challenge testing shall be used as an indication of previously mastered material and shall be given only when there has been prior learning experience with the subject matter. It is not intended to require study and preparation, but rather to allow the student to demonstrate mastery of competencies previously learned.
2. Guidelines for challenge testing are as follows:
 - a. Challenge testing shall be permitted only at the beginning of the term only when the course is first offered to the student.
 - b. Challenge tests shall apply to core courses only.

- c. The content of the challenge test shall measure demonstrated mastery of course competencies.
- d. The challenge test shall not be dependent on any particular textbook.
- e. There shall be no program of study to prepare for the challenge test.
- f. A minimum passing grade of 85 percent is required for demonstrating mastery.
- g. A course can only be challenged one time.
- h. A maximum of two credits may be earned through challenge testing.

E. Restriction on the Use of GED Tests

1. The General Educational Development (GED) Tests shall not be used as part of the AHS program on the basis of success on all or part of the GED Tests.
2. The GED Tests are not designed, nor have they been validated, to measure discrete high school courses. Misuses of the test include: grade placement or promotion, measure of student progress, awarding academic credit (i.e., Carnegie units), or awarding alternative credentials to enrolled high school students.

F. Biology, Chemistry and Other Laboratory Courses

1. Local community colleges may use their laboratory facilities to satisfy laboratory learning outcomes.
2. A student may earn credit to satisfy the AHS program laboratory course competencies through laboratory science simulations or participating in laboratory learning experiences that will result in outcomes which will qualify the student to enter a local community college curriculum program.
3. Local community colleges and local educational agencies may enter into cooperative agreements to use public school laboratory science facilities to satisfy biology, chemistry and other laboratory learning outcomes.

4. Procedures on desired learning outcomes, costs, safety and liability for experiments conducted by the student inside and outside the classroom should be established.

G. Textbooks and Reference Materials

1. Selection of student textbooks and other reference materials shall be at the discretion of the local community college.
2. Selection of textbooks and other reference materials should be based on content that addresses course competencies. Content should be suitable for adults as non-traditional students enrolled in the AHS program.

IV: TRANSCRIPT EVALUATION

A. *Evaluation of Transcripts*

1. Acceptance of credit to meet AHS program requirements for graduation shall be made from official transcripts or other official documents in determining the acceptance of credit for courses required to meet North Carolina high school graduation requirements.
2. The process to evaluate transcripts should include the use of the North Carolina Community College System Competency-Based Adult High School Curriculum Standard and Curriculum Guide, the North Carolina Standard Course of Study, and other relevant criteria or standards in meeting requirements for graduation.

B. *Transfer of Credit*

1. Local community colleges must accept direct transfer of credit for high school courses completed by students in North Carolina public high schools, from accredited North Carolina private high schools, and from other North Carolina community college AHS programs. Remedial courses may not be used as transferred credit.
2. Accept direct transfer of credit from all accredited educational agencies which meet NC requirements.
3. Partial Credit - Half units of credit may be combined to meet the North Carolina State High School graduation requirement.

C. *Home School Credits*

1. Home school credits will be accepted if:
 - a. Registered with the Division of Non-Public Education.
 - b. An official transcript is provided. (See APPENDIX O).

D. *Foreign Schools*

1. Official transcripts of high school level courses from foreign schools with official translation into English should be accepted for credit upon determination that the courses meet North Carolina graduation requirements.

E. Correspondence Schools

1. Official transcripts of high school courses from correspondence schools accredited by a regional accrediting agency may be accepted for transfer of credit if the courses meet North Carolina high school graduation requirements. (See APPENDIX P).

V: LETTER GRADES

A. *Assignment of Letter Grades*

1. Traditional letter grades, assigned by the local community college, are earned by completing courses in the AHS program or giving credit for coursework previously taken.
2. The purpose for assigning a traditional letter grade to the AHS competency-based program is for the benefit of the student. A graduate of the AHS program enrolling in a post-secondary institution may be required to have certain traditional letter grades for matriculation purposes.

B. *Guidelines for Assigning Letter Grades*

1. The following guidelines must be used as a range by local community colleges in assigning letter grades:

A	93 – 100	Excellent
B	85 – 92	Good
C	77 – 84	Average
D	70 – 76	Below Average
F	0 – 69	Failure
I	Incomplete	
OW	Officially Withdraw	
W	Withdrawal	

VI: COUNSELING SERVICES

A. *Counseling Services*

1. Local community college counseling services shall be made available to students enrolled in the AHS program, as they are available to students enrolled in other community college programs.
2. Counseling services should be offered through the community colleges' counseling centers and/or from appropriate support staff to assist students with academic and personal concerns.

B. *Community College and Higher Education Opportunities*

1. Students should be made aware of curriculum, vocational, technical, college transfer, and other programs offered by the local community college to further their education, to prepare for jobs, or to enhance career goals.
2. Students should be counseled on the availability of financial aid, scholarships and prerequisites to enter North Carolina community college programs and admission requirements of other colleges and universities.

C. *Academic and Personal Concerns*

1. Counseling services should include, as appropriate, such areas as academic difficulties, study skills, test-taking anxiety, program and course selections, time management, career planning, and post-high-school plans.
2. Personal counseling services should include interpersonal relationships with other individuals, financial problems, childcare problems and other personal concerns.

D. *Referral to Services in the Community*

1. Counseling service should include referral to a network of related agencies such as mental health, social services, vocational rehabilitation, employment security commission, job training program agencies and other services available in the community that would be of benefit to the student.

APPENDIX A

AGREEMENT OF AFFILIATION

PURPOSE OF AFFILIATION

The purpose of the cooperative Adult High School Diploma Program is to provide the testing, guidance and instruction which will enable adult students and minor dropouts to complete the requirements for and be awarded an Adult High School Diploma.

AGREEMENT

It is mutually agreed between _____ and
(Community College)

the _____ Board of Education that the
(Administrative Unit)

policies and regulations of the State Board of Community Colleges and the State Board of Education which follow in this document shall govern the administration and supervision of the Adult High School Diploma Program and of the student and teaching personnel in the program.

If either party to the agreement wishes to withdraw or alter in any way the agreement, it is understood that notice of at least four months shall be given to the cooperating agency, and that students enrolled in the program at the time of notice shall be given the opportunity to complete the courses for which they are currently registered.

Signature of Superintendent

Signature of Community College President

Date: _____

Date: _____

DISTRIBUTION

One copy to each of the following:

1. Cooperating Board of Education
2. Cooperating Board of Trustees
3. Department of Community Colleges
4. Department of Public Instruction

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF EDUCATION

Policies and Regulations Governing Cooperative

Adult High School Diploma Program

The State Board of Community Colleges and the State Board of Education encourage local boards of trustees and education to enter into cooperative agreements to provide educational programs for students leading to the Adult High School Diploma.

The State Board of Community Colleges gives approval for an agreement of affiliation to establish an Adult High School (AHS) Diploma Program cooperatively between a local board of education and the trustees of the local community college.

FINANCES

1. Community Colleges may use state and federal funds to support the AHS program where cooperative agreements are made between local boards of trustees and local boards of education.
2. Community colleges may charge, as appropriate, costs for student textbooks, student activity fees and other fees including parking and graduation fees.

JOINT RESPONSIBILITIES OF THE PARTIES TO THE AGREEMENT

1. Any additional agreement shall be cited as an addendum and signed by both parties.
2. The parties to the agreement shall cooperatively design a suitable diploma equivalent in stature to the local high school diploma.
3. The parties shall review the agreement for policy and procedural compliance every three years or when changes occur.

FURTHER RESPONSIBILITIES OF

(Community College)

1. Develop the AHS program curriculum using the North Carolina Community College System Competency-Based Adult High School Curriculum Standard and Curriculum Guide.
3. Administer the AHS program in accordance with the Adult High School Diploma Program Procedures Manual.
4. Select the instructional and administrative staff and supervise the program.
5. Provide student textbooks for sale, rent or loan.
6. Provide instructional materials and equipment as available.
7. Evaluate transcripts to determine the acceptance of credit to meet course requirements for graduation.
8. Assess students to determine appropriate level of placement.
9. Certify to the superintendent those students who have satisfactorily completed the program and who qualify for the Adult High School Diploma.
10. Provide for an appropriate graduation ceremony.

FURTHER RESPONSIBILITIES OF

(Board of Education)

1. Provide a record of transcripts for course work completed and complete educational records on students referred to the AHS program.
2. Determine the appropriateness to refer minor student dropouts, under 18 years of age, for admission to the AHS program.

PROGRAM PROCEDURES

1. The AHS program shall not supplant the presently approved High School Diploma Equivalency program.
2. The minimum number of students required in order to begin a class shall be determined by the local community college.
3. The program of instruction shall be at the secondary level.
4. The design for the AHS program shall be competency-based consisting of the core and elective units required for high school graduation as determined by the North Carolina Standard Course of Study adopted by the State Board of Education.
5. Electives shall be selected from a variety of program offerings and structured so that students develop a range of skills which qualify them to succeed in the labor market or to further their education
6. Students may be granted elective credit for selected post-secondary continuing education and/or curriculum courses, training sponsored by business and industry, registered apprenticeship programs, military training, and other learning experiences from which competencies can be documented and evaluated.
7. Students shall earn credit based on mastery of established competencies rather than a certain number of hours of instruction. Mastery shall be demonstrated by using appropriate assessment techniques.
8. The minimum number of units of credit and specified courses shall be the same as those adopted by the State Board of Education as the requirement for graduation from the public high school.

9. While requirements for graduation shall be standardized, methods of instruction should be flexible and shall be determined by the local community colleges.
10. Minors enrolled in the AHS program who have completed their course work shall not be issued a diploma prior to the graduation date of their high school class unless they have reached their eighteenth birthday. The local superintendent may waive this requirement in writing.
11. Faculty who teach AHS program courses shall, as a minimum, hold a bachelor's degree and should have attributes and/or experiences which help them relate to the particular needs of the adults they teach (as required by the Southern Association of Colleges Schools).
12. Local community colleges shall maintain permanent records. Local educational agencies shall provide comprehensive school records on students referred to the AHS program.

GENERAL STUDENT ELIGIBILITY REQUIREMENTS

1. There shall be no residency requirement. All adults and minors who need or wish to participate in the AHS program shall be given the opportunity to do so regardless of their residency in a service area where the program is not offered.
2. Admission to the AHS program shall be in accordance with the admission policies of the State Board of Community Colleges.
3. Minors who are 16 or 17, coming from out of state and who took up residence in the state, may be admitted to the AHS program under the State Board of Community College admission policy for minors.

ADMISSION AND GRADUATION REQUIREMENTS

1. Each student applying for admission shall be assessed by the community college to determine the appropriate level of placement in one or more of the following ways:
 - a. Appropriate placement tests with standards of reliability and validity;

- b. Official transcript from a state or regionally accredited secondary school or post-secondary institution showing course work completed; and
 - c. Records of performance on academic course work, training received, or other tests.
- 2. Satisfactory completion of each course in the program shall be determined by the student's mastery of the course competencies or for any credit awarded that equates to at least D or S grade as appropriate.
- 3. Students enrolled in the AHS program shall be required to meet exit measures, such as the current North Carolina Competency Test, as established by the North Carolina State Board of Education.

RECOMMENDED CRITERIA

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM'S

ADULT HIGH SCHOOL DIPLOMA PROGRAM

- Recommendation 1: The Adult High School Diploma should represent the same quality as the regular high school diploma.
- Recommendation 2: The number of credits shall be the same as the number adopted by the State Board of Education that is required for graduation from the public high school or a policy in the Agreement of Affiliation.
- Recommendation 3: The design for the curriculum shall be competency-based consisting of the core units required for high school graduation as determined by the North Carolina Standard Course of Study adopted by the State Board of Education. Electives shall be selected from a variety of program offerings as defined in local agreements and structured so that students develop a range of skills which qualify them to succeed in the workforce or to enter or college programs in the community colleges.
- Recommendation 4: Students may be granted elective credit for selected post-secondary continuing education and/or curriculum courses, military training, apprenticeship programs, training sponsored by business and industry, and other experiences from which competencies can be documented and evaluated. Guidelines shall be established to award such credit using the American Council on Education and the Elective Course Criteria as guides to grant credit for educational accomplishments.
- Recommendation 5: Students shall earn credit based on mastery of established competencies rather than a certain number of hours of instruction. Mastery shall be demonstrated using

appropriate assessment techniques including, where possible, chapter tests and final exams.

Recommendation 6: While requirements for graduation shall be standardized, methods of instruction should be flexible and locally determined by the community colleges and public schools.

Recommendation 7: Students enrolled in the AHS program who have completed their coursework may not graduate prior to the graduation date of their high school class unless they have reached their eighteenth birthday.

- Recommendation 8: Students enrolled in the AHS program shall be required to meet exit measures, such as the current North Carolina Competency Test, as established by the North Carolina State Board of Education.
- Recommendation 9: Faculty who teach AHS program courses shall, as a minimum, hold a Bachelor's Degree and have attributes and/or experiences which help them relate to the particular needs of the adults they teach.
- Recommendation 10: Community colleges may charge, as appropriate, costs for student textbooks, student activity fees and other fees including parking and graduation fees. Such charges shall not include registration fees.
- Recommendation 11: Community colleges shall maintain permanent records and provide transcript service to students enrolled in the Adult High School Diploma Program. Local Education Agencies (LEAs) shall provide a record of transcripts on those students referred to the AHS program.
- Recommendation 12: The Department of Community Colleges, in cooperation with the Department of Public Instruction, shall develop and publish a procedures manual to address:
- a. an updated agreement of affiliation,
 - b. a process for reviewing agreements of affiliation at the state level,
 - c. A common grading system using letter grades, A, B, C, D and F which will be consistent with the policy established between the State Board of Education and the University of North Carolina system,
 - d. guidelines for developing competencies for elective courses, and other experiences,
 - e. guidelines to provide counseling and other support services,
 - f. guidelines for the format of the AHS diploma, and

- g. guidelines for record keeping, transmitting transcripts to community colleges from public schools for complete high school course work.

Recommendation 13:

The North Carolina Community College System, in cooperation with the Department of Public Instruction, shall establish a process to:

- a. review agreements of affiliation between community colleges and public schools every five years or when changes occur, for policy and procedural compliance.
- b. file agreements with the Adult High School Program in the North Carolina Community College System.

Recommendation 14: These criteria shall become effective with students entering the AHS program in the fall of 1994.

Recommendation 15: The State Board of Community Colleges and the State Board of Education adopt these criteria to govern the Adult High School Diploma in North Carolina.

HEALTH AND PHYSICAL 1 CREDIT

EDUCATION (Health/Physical Education)

CAREER TECHNICAL 4 CREDITS

(Select courses appropriate for career pathway to include a second level (advanced course))

ARTS EDUCATION (Dance, Recommend at least one credit in an arts

Music, Theatre Arts, Visual discipline and/or requirement by local

Arts) decision.

ELECTIVES OR OTHER 2 CREDITS

REQUIREMENT

requirements. TOTAL: 20 CREDITS plus any local

NORTH CAROLINA COURSE OF STUDY GRADUATION REQUIREMENTS

**APPROVED BY
STATE BOARD OF EDUCATION
AUGUST 1, 1999**

COLLEGE/UNIVERSITY PREP:

ENGLISH

4 CREDITS
(I, II, III, IV)

MATHEMATICS

4 CREDITS
(4th credit effective for first time ninth graders in 2002 – 2003. Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III.)

SCIENCE 3 CREDITS

(A Physical Science course, Biology, Earth/Environmental Science)

SOCIAL STUDIES 3 CREDITS

(Civics and Economics, US History, World History. 2 courses to meet UNC minimum admission requirements-US History & I elective.)

SECOND LANGUAGE 2 CREDITS

(In the same language.)

COMPUTER SKILLS No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)

HEALTH AND PHYSICAL 1 CREDIT

EDUCATION (Health/Physical Education)

CAREER TECHNICAL Not required.

ARTS EDUCATION (Dance, Music, Theatre Arts, Visual Arts) Recommend at least one credit in an arts discipline and/or requirement by local decision.

ELECTIVES OR OTHER 3 CREDITS

REQUIREMENTS

TOTAL: 20 CREDITS plus any local requirements.

APPENDIX E

ELECTIVE COURSE CRITERIA

Local community colleges shall develop course electives based on criteria outlined in the North Carolina Community College System Competency-Based Curriculum Standard and Curriculum Guide.

Each elective course shall have competencies which will be specific, measurable, and allow for demonstration of the mastery of the specific competencies.

Instruction should be paced to the individual's rate of learning continuing until mastery is demonstrated via testing procedures.

COMPETENCY BASED EDUCATION DEFINED

Competency-Based Education (CBE) has many definitions. A widely used one is:

“A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently as workers, family, and community members.”

COMPONENTS OF COMPETENCY-BASED PROGRAMS

1. Desired outcomes: Specific, measurable competency statements.
2. Instructional content: Based on learner goals-outcomes/competencies.
3. Amount of time provided for instruction: Learner continues until mastery is demonstrated.
4. Mode of instruction: Emphasis on instructor as facilitator of learner performance with use of a variety of instructional techniques and groups.
5. Focus of instruction: What the learner needs to learn, application of basic skills in context.
6. Instructional materials: Tests, media and real life material geared to targeted competencies.
7. Feedback on learner performance: Results reported immediately in understandable terms, i.e., student records, portfolios.
8. Pace of instruction: Instruction paced to individual rate of learning.
9. Exit criteria: Learner demonstrates mastery of specified competencies.

SAMPLE

APPENDIX G

MINOR APPLICANT

(To be completed by the Student)

RELEASE FROM _____
TO ENTER THE ADULT HIGH SCHOOL DIPLOMA PROGRAM AT
_____ COMMUNITY COLLEGE

(To be completed by Principal)

Name of Student: _____

Date of Birth:

Month/Day/Year

Address:

_____ Telephone No.:

_____ City State ZIP

Last school attended:

Address:

Street City State ZIP

Date last attended:

Month Day Year

Official withdrawal date:

Month Day Year

Suspension Yes: _____ No: _____

Expulsion Yes: _____ No: _____

Projected date of high school graduation:

Month Day Year Student School I.D. Number

Recommended approval to complete Adult High School Education Program prior to projected date of high school graduation. Yes: _____ No: _____

Transcript is attached.

Complete educational records are attached.

Signature of Principal

Date

SAMPLE

APPENDIX H

MINOR APPLICANT

(To be completed by the parent/guardian)

NOTARIZED PETITION

STATE OF _____, COUNTY OF

_____ personally appeared before me
on this
(Printed Name of Parent or Guardian)

_____ day of _____, 20____ and acknowledges that he/she
is the

parent, legal guardian or other person or agency having legal custody and control of

_____, attests that the current place of
residence of the
(Name of Applicant)

applicant is _____ and
City State

The date of the applicant's withdrawal or last attendance in school was

Month Day Year

At

Name and address of school

Parent or Guardian Signature

Witness my hand and official this

20____.

_____ of _____,

Day

Month

Signature of Notary Public/Official Seal

SAMPLE

APPENDIX H

STUDENT CONTRACT

This contract entered into this _____ day of _____, 20____,

Sets forth the conditions agreed upon by undersigned student and

_____ representative.
Name of College

_____ agrees to:
Name of College

- (1) provide quality individualized/classroom educational programming;
- (2) provide support services as needed that are available; and
- (3) provide trained personnel for offering guidance and direction as indicated.

_____ agrees to:
Name of Student

- (1) attend classes regularly and adhere to any attendance policies;
- (2) be in assigned class except during designated break times;
- (3) abide by all rules and regulations and the Student Code of Conduct for community colleges; and
- (4) maintain satisfactory academic progress.

Other:

Provided that all conditions of this contract are met on a daily basis, further stipulations will not be made. If for any reason(s) any one of these conditions is not met, further

stipulations will be made for compliance. Additional stipulations may be added to this contract without additional negotiation.

This contract will be binding for a period of:

_____.

I have read and agree to the contract.

Signature of Student

Dean of Continuing Education

Director of Basic Skills

Name of Community College

CODE OF CONDUCT

Students of the Basic Skills Program are also students of the community college and are expected to abide by all rules and standards of conduct that apply to the student body at large. This is an adult oriented program, and students are expected to exhibit adult behavior and responsibility.

1. Any student whose conduct, on or off campus premises, at or related to any college activities, becomes unsatisfactory in the judgement of college officials in the light of the foregoing statements or policies will be subject to appropriate disciplinary action. Disciplinary action can be initiated by campus police, students, staff, faculty, or administrative personnel of the college. No student will be permitted to graduate or officially withdraw from the community college while disciplinary action is pending against him/her. Unwarranted charges shall not be subject to disciplinary action.
2. A student shall refrain from:
 - a. Knowingly publishing or circulating false information which is damaging to any member of the college community (slander, lying or libel).
 - b. Using abusive, obscene, vulgar, loud, disruptive language, or conduct directed toward and offensive to a member of or a visitor to the community college.
 - c. Using any college or privately rented telephone in:
 1. Avoiding the payment of tolls or long-distance calls.
 2. Using the telephone to make harassing, intimidating, nuisance or obscene phone calls.
 - d. Harassing, abusing, or threatening another by means other than the use or threatened use of physical force.
 - e. Endangering, injuring, or threatening to injure the person or property of another.

- f. Entering halls, buildings, classrooms, or other college properties, or student properties (i.e., automobiles, lockers, or offices) without authorization.
- g. Vandalizing, destroying maliciously, damaging, or misusing public or private properties.
- h. stealing or attempting to steal, aiding or abetting, receiving stolen property, selling stolen property, or embezzling the property of another person, the college, or associated units.
- i. Illegally manufacturing, selling, using, or possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals. A student shall also refrain from buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs.

- j. Being intoxicated in public, displaying, or driving under the influence, or illegally possessing, or using, alcoholic beverages or liquors.
- k. Refusing to comply with any lawful order of a clearly identifiable college official acting in the performance of his or her duties in the enforcement of college policy.
- l. Failing to present his/her I.D. card when requested to do so by a college official.
- m. Participating in hazing or harassment of community college students.
- n. Gambling.
- o. Forging, altering, defrauding, or misusing documents, charge cards, money, checks, records, I.D. cards/activity cards of an individual, or the college.
- p. Furnishing false information to the college with intent to deceive.
- q. Violating any of the following:
 - 1. Cheating – The actual giving or receiving of any unauthorized aid or assistance or the giving or receiving of any unfair advantage on any form of an academic work.
 - 2. Plagiarism – Copying the language, structure, ideas, and/or thoughts of another and passing same as one's original work.
 - 3. Falsification – Statement of any untruth, either verbally or in writing, regarding any circumstances relative to academic work.
 - 4. Attempts – Action towards the commission of any act which would constitute an academic violation as herein (that is, cheating, plagiarism, and/or falsification) may be punishable to the same extent as if the attempted act had been completed or consummated.
- r. Possessing or using firearms, fireworks, explosive, or illegal weapon on college controlled or owned property.
- s. Withholding, with knowledge, information from the college.
- t. Failure to heed parking/traffic regulations and pay parking/traffic fines.

- u. Any other act, acts, or threat of acts either stated or implied which disrupts the educational process or peace and tranquility of the college or staff, faculty, students, or visitors.

I have read the Code of Conduct stated herein and hereby agree to follow all rules and regulations.

Signature of Student

Date

SAMPLE

APPENDIX K

PROBATION/PAROLE STUDENT INFORMATION

Date: _____

Name: _____ SSN: _____

Address: _____

Probation/Parole Officer: _____

Address: _____

Phone: _____

Supervisor: _____

Crime: _____
—

Suspended sentence: _____

Length of probation: _____

Is copy of release form attached? _____ YES _____ NO

Is copy of judgment attached? _____ YES _____ NO

Type of educational program requested: _____

Completion due date: _____

Additional comments:

Signature of Probation/Parole Officer

SAMPLE

APPENDIX L

PROBATION/PAROLE STUDENT EVALUATION

Date: _____

Client's Name: _____ SSN:

Type of Program: _____

Attendance: _____

Participation in class: _____

Attitude toward class and
instructor: _____

Progress toward completion: _____

Grades(s):

Comments:

Signature – Director of Basic Skills or AHS Coordinator

SAMPLE

APPENDIX M

(NAME OF COMMUNITY COLLEGE)
ADULT HIGH SCHOOL DIPLOMA PROGRAM

PORTFOLIO

NON –TRADITIONAL LEARNING ELECTIVE CREDIT

PART A. COVER SHEET

NAME OF STUDENT: _____

(First Name) (MI) (Last Name)

DATE OF BIRTH: _____ SSN:

ADDRESS:

TELEPHONE NUMBER:

Check the non-traditional learning area for which the portfolio is being submitted:

_____ Military _____ Business and Industry _____
Homemaker

List and attach supporting documents:

I certify that the above information is correct to the best of my knowledge.

Signature of Student

Date

APPROVED: _____
AWARDED: _____

DISAPPROVED: _____

ELECTIVE CREDIT

COMMITTEE:

Dean of Continuing Education

Date

Director of Basic Skills

Date

AHS Program Coordinator

Date

APPENDIX M
(continued)

PART B. NARRATIVE DESCRIPTION

Describe training, activities or responsibilities:

Describe learning and skills that resulted from training, activities or responsibilities:

(NAME OF COMMUNITY COLLEGE)

PORTFOLIO FOR NON-TRADITIONAL LEARNING

CRITERIA FOR AWARDING CREDIT IN THE AHS PROGRAM

Awarding of credit shall be documented by means of a portfolio. The student has the responsibility to present the portfolio, with appropriate supporting documentation, to the AHS program faculty for evaluation.

To be eligible for award of credit for non-traditional learning, the student must be at least 21 years old.

Guidelines to develop a portfolio are as follows:

1. The portfolio should be structured to go beyond narrative experiences. The student should distinguish between learning and experience, articulate the knowledge acquired and its utilization, and establish interconnections between academic concepts and practice in work or homemaking experience.
2. Credit will be awarded only for learning at the high school level and not just for experience.
3. Credit will be awarded only for learning that has a balance between academic concepts and practical application in work or homemaking.
4. Determination of competence level and award of credit will be made by appropriate faculty and their decision will be final.
5. No more than one credit will be awarded for non-traditional learning
 - a. Military – Active military duty for a minimum of two years documented by Honorable Discharge, DD Form 214, and other documentation to show that the student has acquired the competencies in a high school level academic or vocational area of study.
 - b. Business and Industry – Full-time continuous employment with the same employer for a minimum of two years with written verification by the employer and other documentation to show that the student has the knowledge and has developed skills for the student as the

knowledge and skills for entry-level employment, participation in advanced or highly skilled post-secondary vocational, technical, or college transfer programs; or has acquired the competencies in a high school level academic or vocational program area of study.

- c. Homemaker – Full-time homemaker for a minimum of two years with documentation to show that the student has the knowledge and has developed the skills in the application of relationships, consumerism, housing, food and nutrition, and clothing vital to the success of a homemaker.

APPENDIX O

HOME SCHOOLS

Excerpt from a brochure on information about home schools in North Carolina published by the Division of Non-Public Education, Office of the Governor:

- I. *Under North Carolina law, a home school is defined as a non-public school in which a child receives his academic instruction from:*
 - a. His Parent;
 - b. His legal guardian; or,
 - c. A member of the household in which the child resides.
Two-household schools are permitted.

- II. Parents/legal guardians residing in North Carolina and desiring, in lieu of conventional school attendance, to home school their children who are at least age 7 but not yet age 16 must:
 - a. File with the Division of Non-Public Education (DNPE) a Notice of Intent to Operate a School. It shall include the name and address of the school, along with the name of the school owner and its chief administrator;
 - b. Present documentation to DNPE that those providing instruction hold at least a high school diploma or its equivalent;
 - c. Elect to operate under either Part 1 of Article 39 of N.C. non-public school law as a religious school, or under Part 2 as a non-religious school. Requirements are identical:
 1. Operate the school "...on a regular schedule, excluding reasonable holidays and vacation, during at least nine calendar months of the year.
 2. Maintain at the school disease immunization and annual attendance records for each student;
 3. Have a nationally standardized achievement test administered annually to each student. The test must involve the subject areas of English Grammar, Reading, Spelling, and Mathematics. Records of the test results must be retained at the school for at least one year and made available to DNPE when requested;
 4. Notify DNPE when the school is no longer in operation.

- III. The following agency of state government is authorized by state law to receive school notices of intent to begin initial operation and to terminate operation; and to annually inspect the school's student attendance, disease immunization and nationally standardized achievement test result records:

Office of the Governor
20301 Mail Service Center
Raleigh, North Carolina 27669-0301

OTHER GENERAL INFORMATION

- I. A DNPE representative periodically inspects the records of each home school to verify each school's continuing compliance to state law.
- II. If a home school does not meet all legal requirements for such a school, DNPE notifies the local public school superintendent that the North Carolina compulsory school attendance law is not being satisfied. The local public school superintendent then takes appropriate action.
- III. A home school which has met the legal requirements for such a school qualifies as a private school. Consequently, a photocopy of the student's cumulative record from his previous school may be obtained and kept at the site of the home school if the parent so desires. The last public or private educational institution, which the student attended, should retain the original record.
- IV. DNPE suggests that before finalizing plans for establishing a home school, you first consult with the chief administrator of the local conventional school (public or private) which your child would otherwise be attending. Ask him how he would handle the grade placement of your child should you decide later to terminate your home school and enroll your child in that school. The initial point of student entry into the N.C. Public School System is the kindergarten level.
- V. When submitting your Notice of Intent to DNPE, please attach to it diploma documentation for all persons named on lines 6 and 7 of the form. Be sure to include on line 7 the name of the parent/legal guardian who is usually with the student during the day while other area children are normally attending local schools.
- VI. In a school involving two families/households, please submit diploma evidence for at least one person from each family/household.
- VII. Do not withdraw your child from his present school or begin your school until you have met items A and B under item II of the Legal Requirements section of this publication and have received written acknowledgement from DNPE that your completed "Notice of Intent to Operate a School" form has been received.
- VIII. Keep in mind that in ordering textbooks and curriculum materials from a publishing company, you should allow from six to ten weeks for delivery.

APPENDIX P

Registered/Accredited/Approved Non-Public Schools

North Carolina Department of Non-Public Education

Website: www.ncdnpe.org