



COLLEGE & CAREER READINESS

DISTANCE LEARNING MANUAL 2021-2022



Table of Contents

Definition of Distance Learning Programs	2
Counting Distance Education Hours	3
Curricula for Clock Time Use	4
Distance Learning Clock-Time Course Approval Application	5
ALPaCa - Alternative Learning Packet Course via Teacher Verification.....	7
Alternative Learning Packet Course Approval Request Form	10
Example Scope and Sequence for ALPaCa Course Approval	11
Curricula for Mastery & Teacher Verification Hours.....	15
Piloting a Distance Ed Course to Determine Proxy Hours.....	16
Essential Elements of a Proxy Hour Study	17
Submitting the Proxy Hour Study to the System Office	18
Learning Management Systems & Web Conferencing Apps	19

Definition of Distance Learning Programs

Distance learning programs are “non-classroom based” learning programs. In distance learning programs, students work alone, but have access to online, video, and/or print materials. Some distance programs are set up so that students work totally on their own, but there is another type of program known as “hybrid,” meaning, “instruction that mixes face-to-face classroom learning with distance education methods.”

Distance education is a formal learning activity in which students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance learners must be assessed under the same guidelines as all adult learners in the state. All components of the NC CCR Assessment Policy apply to distance education students. Students in distance education must have at least 12 hours of contact with the program before they can be reported to the NRS.

Counting Distance Education Hours

The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, teacher verification or learner mastery. (Proxy hours are hours where exact time spent on various activities cannot be directly verified but are calculated, based on an approved distance education curriculum and a specific model for estimating time.) North Carolina will use all three models, depending upon which curriculum is used. (See attached chart to determine which model is used with each curriculum.)

The clock time model may only be used with curricula that track the time the student interacts with the software and which also contain a mechanism to log students out of the program after a specified period of inactivity. One hour of clock time will be reported as one hour of instructional time.

- The teacher verification model is based on the state assigning a predetermined number of proxy hours for completing activities (such as viewing a videotape and completing workbook lessons). North Carolina will use this model for most curriculum that is not tracked by clock time. If a program selects curriculum which is not counted by clock time, then the program must first pilot the curriculum and conduct research on the hours that it takes students to finish the units, etc. Then the program would apply for permission to the System Office thirty days prior to offering the curriculum. For example, students could keep logs of how long it takes them to complete assignments in a specific curriculum. Once that information is gathered, the program may be able to get an average length of completion time per assignment. The program could then apply to use that curricula, using the average length of time per unit for the contact hours.

Curricula for Clock Time Use

The following software programs have been approved by the System Office for use as Clock Time Distance Ed programs by all basic skills/adult ed programs in NC:

1. **Achieve – Spark 3000**
2. **ACT WorkKeys**
3. **Apex**
4. **Aztec**
5. **Burlington English**
6. **Common Core Achieve Online**
7. **Connect Ed**
8. **Conover Online**
9. **EdReady/NROC (National Repository of Online Courses)**
10. **Edgenuity**
11. **ESL Library**
12. **Essential Ed**
13. **Get This Write**
14. **Gradpoint**
15. **I-pathways**
16. **IXL**
17. **Kahn Academy**
18. **Learning Upgrade**
19. **New Reader’s Press Online**
20. **NorthStar Digital Literacy**
21. **Odysseyware**
22. **Paxen Focus**
23. **Plato/Edmentum**
24. **Reading Horizons**
25. **USA Learns**
26. **Voxy & Voxy EnGen**

Providers may use software programs not listed here for distance education with prior approval of the System Office. In order to receive approval, the software must have the ability to track time, to produce a detailed time-stamped login/logout report for each student, and to log students out after a maximum of 15 minutes of inactivity.

Please complete and submit The **Clock Time Program Approval Application**. This form can also be found as a Word document on the [NCCC CCR Website](#) under *Distance Education*.

Distance Learning Clock-Time Course Approval Application

Distance Learning Clock-Time Course Approval Application
Name of Software:
Name of Provider:
Date Submitted:
Applicant Name:
Applicant's Email Address:
Applicant's phone number:
Give a brief overview/description of the software:
Does the software have a feature allowing instructors to run time-stamped Student Login/Logout Reports? Submit an example of the time-stamped Student Login/Logout Report with the application.
After how many minutes of inactivity will the software log off the inactive student? Please also submit documentation of this from the publisher.
Describe the methods which will be used for supporting learners at a distance:

Which NRS assessments will be used and how will they be administered?

Briefly describe student orientation:

Briefly describe student recruitment:

**Mail or Email Report to:
Daniel Loges
Director of Professional Development and Distance Education, CCR
North Carolina Community College System Office
5016 Mail Service Center
Raleigh, NC 27699-5016
Email: logesd@nccommunitycolleges.edu**

ALPaCa - Alternative Learning Packet Course via Teacher Verification

In 2020, in response to the pandemic and in an attempt to reach those students who had limited access to online instruction, the Alternative Learning Packet method was developed. One year later, during spring 2021, we have learned from those who responded to the *Course Design During the Pandemic Survey* that as the pandemic is drawing to an end and students are able to return to face-to-face classes, there is no longer a need for the widespread use of Alternative Learning Packets. **The approval for all ALPS approved from March 2020 through June 30, 2021 expires on June 30, 2021.**

We are replacing the emergency Alternative Learning Packets with a similar paper-based distance ed option entitled **Alternative Learning Packet Courses (ALaPCa)**. The **ALPaCa** is designed to be an eight-packet course of differentiated instruction and each course should be tailored to the needs of the individual student. Students studying via an **ALPaCa** are limited to one packet per week. The **ALPaCa** can be either Math or Language Arts.

The **ALPaCa** is a temporary solution designed to transition out of the pandemic and away from paper-based distance learning. An **ALPaCa** may be utilized only for a maximum of eight weeks per student. The eight-week **ALPaCa** serves as a bridge during which time the provider can arrange a device and internet access or an appropriate face-to-face class for the student.

The decision to transition away from paper-based distance education was informed by Consideration 7 of WIOA's 13 Considerations:

Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. Programs must have distance learning software available to support the instruction of adult learners.

The **ALPaCa** has a *scope and sequence* requirement which is to ensure that quality instruction is maintained throughout the course. The scope describes the material covered in the course and the sequence describes the order. Like a lesson plan, the scope and sequence give direction for the course to follow. The scope and sequence will not be as detailed as a lesson plan, though, because it only needs to show the benchmarks to be taught. Not how they will be taught. It is important for the scope and

sequence to demonstrate a thoughtful progression of the course utilizing the content standards and contextualized instruction. Please see the example scope and sequence on pages 11 - 14.

Important details to understand about **ALPaCa**:

- 1) Each lesson in an **ALPaCa** must be designed to be equal to three hours of instruction.
- 2) Math and Language Arts are the only subjects for which an **ALPaCa** can be utilized.
- 3) Students studying via an **ALPaCa** are limited to one Math and one Language Arts course per week.
- 4) Students are only permitted to study via **ALPaCa** for eight-weeks.
- 5) The **ALPaCa** instructor must meet individually with each student in-person, virtually, or by phone for thirty minutes each week. These weekly meetings are intended to be intentional, individualized instructional time devoted to each student. The thirty minutes are included in the three-hour value of an **ALPaCa**.
- 6) An **ALPaCa** must contain only open-source or original materials. Copy-written materials cannot be included in an **ALPaCa**.
- 7) An **ALPaCa** cannot be used in a hybrid learning environment. **ALPaCa** are intended to be utilized only by students with no access to technology and who cannot attend a face-to-face class.
- 8) **ALPaCa** students may not be registered to any other class while studying via **ALPaCa**.
- 9) Colleges are required to create an **ALPaCa** only section titled **ALPaCa** –
- 10) The **ALPACA** distance education option will expire on June 30, 2022.

Alternative Learning Packet Course Request Requirements:

- 1) Indicate the NRS level of the course – one NRS level per **ALPaCa**.
- 2) Indicate the subject (Math or Language Arts) of the course – one subject per **ALPaCa**.
- 3) Include a scope and sequence for the course.
- 4) Include only original or open-source materials. An **ALPaCa** cannot contain copy-written material.
- 5) The **ALPaCa** must be aligned to the College and Career Readiness Content Standards. The CCR Content Standards must be cited.
- 6) Indicate the Instructional Benchmarks of the **ALPaCa**.
- 7) Include thirty minutes of instructor facilitated learning each week.
- 8) Include sufficient learning activities to meet the stated learning objectives.

9) Include an Informal assessment of mastery of learning objectives.

In order to have an **Alternative Learning Packet Course** approved, directors should submit the Alternative Learning Packet Course Approval Request Form through the CCR Moodle Portal under the **ALPaCa** Moodle Course. The **ALPaCa** Request Form (as a Word document) and example *Scope and Sequence* along with a very brief video detailing the requirements for an Alternative Learning Packet Course Submission can be found on the [NCCC CCR Distance Ed Webpage](#).

** The ALPaCA Moodle Course and Instructional Video are not yet live. All directors will be registered to the ALPaCa Moodle Course by July 1, 2021. The instructional ALPaCA video will also be released prior to July 1, 2021.*

Additional Digital Literacy Resources:

[NCCCS Digital Literacy Resources](#)

[LINCS Digital Literacy Resources](#)

Alternative Learning Packet Course Approval Request Form

Alternative Learning Packet Course Approval Request Form

The Alternative Learning Packet Course is an approved distance learning method for students who have no access to online instruction. Students are permitted to study via ALPACA for a maximum of eight weeks.

Instructions for completing the form:

One approval request form should be submitted per NRS level and subject. Please submit this form as a **WORD** document along with a scope and sequence for the course and the answers to the narrative questions. All submissions must come from the program director and must include the following:

Please follow this link to identify [CCR Content Standards, Learning Objectives, and Instructional Activities](#) that align to the specified NRS Levels.

Director:	Date Submitted:
Program:	
Learning Packet NRS Level:	
Learning Packet Subject:	
Date Received by System Office:	
Approved By:	
Date of Approval:	

Along with the sample lesson plan a narrative must be included that answers the following:

1. How is course aligned to the CCR content standards?
2. Please list the learning objectives AND CCR content standards for the course.
3. How is the material appropriate for the stated NRS level?
4. How will the student have access to faculty for instructional support & assistance?
5. How will faculty provide feedback for completed packets?
6. Describe the process for maintaining documentation of student packets.

Complete this form and submit it along with the scope and sequence and required narrative in The ALPACA Course in the CCR Moodle Portal.

**Alternative Learning Packet Course approval will require
30 calendar days from date of submission.
Once approved this form will be returned to you as
a pdf and should be kept with the class file.**

Example Scope and Sequence for ALPaCa Course Approval

Example Scope and Sequence for ALPaCa Course Approval

Course Title: ALPaCa Math Level 2	Content Area: Math	NRS Level: 2	
Course Content: ALPaCa Math Level 2 delivers instruction on i) number sense and operations ii) measurement iii)geometry iv) data analysis, statistics, and probability and v) algebra through contextualized and meaningful lessons and activities.			
Unit Title (one week)	Content Standard and Benchmark Number	Student Engaged Activity	Instructional methods and assessment
Number Sense and Operation 1	M.1.2.1	Counting exercise and number line activities,	Direct instruction on place value, number line and grouping. Contextualized instruction placing numbers in rank order. Check writing exercise Assessment through 30 minute teacher/student conferences.
Number Sense and Operations 2	M.1.2.9	Scenarios of shopping and paying bills when place value and time influence decision making,	Direct instruction on place value, estimation and mental math. Contextual examples from workplace and daily life situation

			Assessment through 30 minute teacher/student conferences.
Measurements	M.2.2.3	<p>Students list different things that get measured, Students estimate time, size, weight of different events and items.</p> <p>Create a plan to use time and materials to complete a project. (Baking a cake or mowing a yard)</p>	<p>Direct instruction on problem solving with measurements and intervals of time.</p> <p>Contextualized instruction through examples of reading schedules, reading appointment times, setting alarm clocks, following recipes, and building a deck.</p> <p>Assessment through 30 minute teacher/student conferences.</p>
Geometry	M.3.1	Draw examples of different geometric shapes.	<p>Direct instruction on geometric properties and relationships and geometric thinking and problem solving.</p> <p>Contextualized instruction through examples from real life and workplace uses such as stocking a grocery shelf, wrapping</p>

			<p>presents, packing a trunk.</p> <p>Assessment through 30-minute teacher/student conferences.</p>
Geometric Measurements	M.2.2.5	<p>Students recognize areas and different ways it is used in work and daily life. Students calculating the perimeter and square feet or a room. Using a measuring tape or stick.</p>	<p>Direct instruction on definitions of area, unit squares and plane figures. Guided practice calculating area and unit squares. Contextualized instruction for laying carpet and flooring, wallpaper and laying dirt for a garden.</p>
Data Analysis, Statistics, and Probability	M4.2.1	<p>Students make a list of minutes of watching television, talking on a cell phone, and playing video games. They then use that data to make a chart and bar graph.</p>	<p>Direct instruction on creating a graph from numbers, have students create graphs with given numbers. Contextualized instruction - looking at COVID data over a period of time to see what the graphs mean and discuss how the information can inform decision making.</p>
Algebra	M5.2.1	<p>Students solve contextualized one</p>	<p>Direct instruction on word problems</p>

		and two step word problems, students create a budget for a party with supplies, cost and budget provided.	with different situations with unknowns in all positions. Contextualized Instruction standing in line with a twenty-dollar bill and three items of different cost. And planning a trip for distance and gas usage and prices.
Arithmetic Patterns	M.5.2.8	Students will design a necklace with beads or design a tile layout to redo a floor. They must follow a pattern recognized from a set of numbers, shapes, or sizes.	Direct instruction - explain and show patterns in adding numbers. (an even number times an even number is an even number), any number multiplied by 4 can be divided by 2. Contextualized - demonstrate how patterns work in design, construction and transportation.

Curricula for Mastery & Teacher Verification Hours

Proxy hours may also be used for selected curricula in North Carolina. The following chart lists the proxy hours for materials to be used in North Carolina. (Note: If your program wants to use materials that are not on this chart or that use clock-time plus workbook/other activities, then you must conduct a pilot for determining proxy hours. See “How to Pilot a Distance Course to Determine Proxy Hours.”)

Number of Proxy Contact Hours for Approved Curricula in North Carolina			
Curriculum	Model	Criteria for Awarding Proxy Contact Hours	Proxy Contact Hours Credit
Crossroads Café	Mastery	Passed unit test @ $\geq 70\%$	10 hours per unit; total possible PCH = 260
HSE in the Community	Teacher Verification	Successful Completion of Unit @ $\geq 70\%$	8 hours per unit. Total possible PCH = 80
GED Connection	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines work completed Internet Module: teacher validates w/questioning whether student has engaged Practice Tests: online and print based	Video: .5 hours Workbook: $\geq 75\%$ of activities completed = 4 hours; 50-74% = 2 hours Internet Activities: 1 hr per activity; total possible PCH = 43 Modules: 3 hours per module; total possible PCH = 15 Tests: 1 hr per; total possible PCH = 22
GEDi (GED Illinois)	Mastery	Passed unit test	50 minutes per unit completed
Workplace Essential Skills**	Teacher Verification	Video: student self-report to teacher Workbook: teacher determines % of work completed Internet Activities: teacher determines % of work completed Preview and Review Tests: print based	Video: .5 hours Workbook: $\geq 75\%$ of activities completed = 2 hours; 50-74% = 1 hours; total possible PCH = 48 Internet Activities: $\geq 75\%$ of activities completed = 2.5 hours; 50-74% = 1.5 hours; total possible PCH = 60 Tests: 1 hr per; total PCH possible = 8

Piloting a Distance Ed Course to Determine Proxy Hours

Providers that would like to use curriculum which are not on the above chart or that use clock-time plus workbook/other activities, must conduct a **Proxy Hour Study**.

Once the type of distance education curricula is selected, program staff should conduct a pilot project using the curricula to determine how many proxy hours should be counted. One way to determine contact hours is to have students keep a log of the time that students work on each activity, then get an average per all students who worked on the activity. While the study is being conducted, providers will not count contact hours for the students involved in the study. After the study is conducted, providers must submit a **“Distance Learning Proxy Hour Study Report”** to Dan Loges for approval. Final approval will include the number of contact hours to be awarded per unit.

Upon receipt of the proxy hour study at the NCCC System Office, the Proxy Hour Committee will review the study and respond to the initiating provider within 90 days from the date of the submission.

Essential Elements of a Proxy Hour Study

A study provides a research basis for assigning proxy contact hours. Here are the basic steps required to conduct a proxy hour study.

1. Contact Dan Loges before beginning a proxy hour study.
2. The study must involve two groups of students. Each group must have a minimum of ten student participants who complete the study.
3. The first group will be doing the proposed distance education curriculum from home by themselves.
4. The second group will be doing the proposed curriculum in a seated class. The classroom teacher will track how long they spend teaching the curriculum content in the classroom, on a unit by unit basis. The classroom teacher will need to keep and submit time records for each lesson/unit.
5. Students in the group working from home are required to keep a record of the times that they spend working on each lesson/unit.
6. All student and teacher time records must be submitted as part of the proxy hour study. Programs have the flexibility to create time records that best meet their needs for the proxy hour study that is being conducted. However, time records **must** be used. Below is an example of the type of time record that could be used for a proxy hour study:

Student ID: _____

Student Group: _____

LESSON	DATE	BEG TIME	END TIME	TOTAL TIME WORKED
EX: LESSON 1	07/21/19	6:23 pm	8:23 pm	2 Hours

7. Each activity and/or lesson must be aligned to the NC Adult Education Content Standards. The content standards must be cited for each activity/lesson.
8. After the first group has completed each lesson, average the time reported for each lesson.
9. Compare the average time reported for each lesson done at home with the time reported by the classroom teacher.'
10. Submit for approval the number of proxy hours you recommend for each lesson based on your findings from the comparison of the work done at home and the work done in the seated classroom.

Submitting the Proxy Hour Study to the System Office

Submit a Proxy Hour Study Report which includes the following:

- 1) Name of provider that conducted the proxy hour study.
- 2) Date of submission.
- 3) Names of all staff members involved in the proxy hour study.
- 4) Dates that the proxy hour study was conducted.
- 5) Name of the proposed course.
- 6) Brief overview of the course including materials, products, and curriculum to be used.
- 7) Describe the process that will be implemented for the delivery and exchange of the distance ed course.
- 8) Requested number of proxy hours for each lesson/unit.
- 9) Rationale for requested number of proxy hours.
- 10) All time records on which the number of proxy hours requested is based.
- 11) All of the actual lessons students will be studying along with the NC Adult Ed Content Standards citations.
- 12) Describe the methods that will be used for supporting learners at a distance.
- 13) Describe how students will be recruited for this distance ed course.
- 14) Explain the orientation process for students recruited for this course.
- 15) Describe which NRS assessments will be used, and how will they be administered.

Mail or email the final report to:

Daniel Loges
Director of Professional Development and Distance Education, CCR
North Carolina Community College System Office
5016 Mail Service Center
Raleigh, NC 27699-5016
Email: logesd@ncccommunitycolleges.edu

Learning Management Systems & Web Conferencing Apps

Basic Skills courses can be taught via any LMS that offers a built-in student activity time feature and/or can produce time-stamped student login-logout reports. Learning Management Systems and Web Conferencing Apps **do not need to be submitted** for approval.

Below is a list of some of the LMS and Web Conferencing Apps that may be used to teach Synchronous Distance Ed Classes. This list is not all inclusive.

1. Adobe Connect
2. Blackboard
3. Blackboard Collaborate
4. Canvas
5. Collaborate Ultra
6. Google Hangouts
7. Google Meets
8. Moodle
9. MS Teams
10. WebEx
11. Zoom



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Thomas A. Stith III
President

ALAMANCE COMMUNITY COLLEGE
ASHEVILLE-BUNCOMBE TECHNICAL
COMMUNITY COLLEGE
BEAUFORT COUNTY COMMUNITY COLLEGE
BLADEN COMMUNITY COLLEGE
BLUE RIDGE COMMUNITY COLLEGE
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CAPE FEAR COMMUNITY COLLEGE
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CATAWBA VALLEY COMMUNITY COLLEGE
CENTRAL CAROLINA COMMUNITY COLLEGE
CENTRAL PIEDMONT COMMUNITY COLLEGE
CLEVELAND COMMUNITY COLLEGE
COASTAL CAROLINA COMMUNITY COLLEGE
COLLEGE OF THE ALBEMARLE
CRAVEN COMMUNITY COLLEGE
DAVIDSON-DAVIE COMMUNITY COLLEGE
DURHAM TECHNICAL COMMUNITY COLLEGE
EDGEcombe COMMUNITY COLLEGE
FAYETTEVILLE TECHNICAL COMMUNITY
COLLEGE
FORSYTH TECHNICAL COMMUNITY COLLEGE
GASTON COLLEGE
GUILFORD TECHNICAL COMMUNITY COLLEGE
HALIFAX COMMUNITY COLLEGE
HAYWOOD COMMUNITY COLLEGE
ISOTHERMAL COMMUNITY COLLEGE
JAMES SPRUNT COMMUNITY COLLEGE
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PIEDMONT COMMUNITY COLLEGE
PITT COMMUNITY COLLEGE
RANDOLPH COMMUNITY COLLEGE
RICHMOND COMMUNITY COLLEGE
ROANOKE-CHOWAN COMMUNITY COLLEGE
ROBESON COMMUNITY COLLEGE
ROCKINGHAM COMMUNITY COLLEGE
ROWAN-CABARRUS COMMUNITY COLLEGE
SAMPSON COMMUNITY COLLEGE
SANDHILLS COMMUNITY COLLEGE
SOUTH PIEDMONT COMMUNITY COLLEGE
SOUTHEASTERN COMMUNITY COLLEGE
SOUTHWESTERN COMMUNITY COLLEGE
STANLY COMMUNITY COLLEGE
SURRY COMMUNITY COLLEGE
TRI-COUNTY COMMUNITY COLLEGE
VANCE-GRANVILLE COMMUNITY COLLEGE
WAKE TECHNICAL COMMUNITY COLLEGE
WAYNE COMMUNITY COLLEGE
WESTERN PIEDMONT COMMUNITY COLLEGE
WILKES COMMUNITY COLLEGE
WILSON COMMUNITY COLLEGE

MEMORANDUM

TO: College and Career Readiness Directors, Vice Presidents of Instruction,
Chief Academic Officers, Continuing Education Deans

FROM: Arbyon Cooper-Gibbs, Coordinator of Compliance and IELCE

DATE: March 18, 2021

SUBJECT: Career READY Policy for Contact-Hour Courses, Membership Courses,
and Proxy Contact Hours (PCH)

The College and Career Readiness Section, Career READY initiative prepares adult learners to complete their Adult High School (AHS), or High School Equivalency (HSE) diploma and, concurrently, complete the mastery-based learning activities required to enroll into a certificate, diploma, degree, or Continuing Education program at a postsecondary level. Adult learners that complete the BSP Transition Courses will have the knowledge and academic skills required to enroll in gateway courses. The memo below outlines the policies and procedures for operating a course using both the contact-hour and membership modes of delivery. Additionally, the memo includes guidance and procedural information for awarding Proxy Contact Hours.

Mathematics Course BSP-4003

Providers may facilitate the mathematics course as membership or contact hour. Providers are permitted autonomy to facilitate the classes in a manner that fits their needs. Providers may facilitate separate sections with different modes of delivery (membership and contact hour). Please note, membership hour courses will need a defined start and end date. Students that complete the membership hour courses may not be excused to start a new course until the conclusion of the membership course.

English Course BSP-4002

The BSP-4002 English may be facilitated as contact hour, membership, or Proxy Contact Hour. Regarding the Proxy Contact Hour procedures for the BSP 4002 course, students **must** complete each unit and may only be awarded credit after they have scored an 80 on both the unit tests and writing assessments.

Providers may award 12 proxy contact hours per English unit. Additionally, providers may facilitate the English course as a hybrid model. Providers may offer

(4) hours face-to-face and (4) hours completely at a distance. As the provider, you will need to determine how much work the student should complete when awarding the (4) hours completely at a distance. Assignments completed outside of traditional classroom hours should be documented.

In Progress Grade Assignment

If a student does not complete a tier in the BSP 4002-03 courses, providers are permitted to assign a grade of In Progress (IP). To deter programs from being punitive, CCR only assigns a grade of Repeat (R) for students that stop attending courses regularly. Providers have been permitted local autonomy to determine when the grade of R should be assigned.

C: Gilda Rubio-Festa, Associate Vice President of College and Career Readiness
Nancye Gaj, Assistant State Director of College and Career Readiness