



Adult High School Implementation Guide

2022

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Adult High School Implementation Guide

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This document contains the policies and procedures that govern the implementation and operation of an Adult High School program in North Carolina

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Chapter 1 Program Governance

A. WIOA-Title II – Core Purpose

In accordance to Section 202 of the Workforce Innovation and Opportunity Act (WIOA), Title II-Adult Education and Family Literacy Act (AEFLA), it is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, to:

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that--
 - (A) are necessary to becoming full partners in the educational development of their children; and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and**
- (4) assist immigrants and other individuals who are English language learners in--
 - (A) improving their--
 - (i) reading, writing, speaking, and comprehension skills in English; and
 - (ii) mathematics skills; and
 - (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

To meet the purpose outlined in WIOA-Title II, Section 202(3), North Carolina offers an Adult High School program.

- Adult High School (AHS)
 - The Adult High School program is offered cooperatively with a local public school system to offer adults and minors ages 16-17 an opportunity to earn an Adult High School diploma. Participants must be able to master the course standards at the level and rigor at which they are presented. Course and graduation requirements are in alignment with the standards established by the State Board of Education, the local education agency, and the local community college. The AHS diploma is issued in cooperation between the local boards of education and community college trustees with appropriate signatures representing both educational systems (See Attachment F).

B. State Board of Community Colleges

ID SBCC 200.3 Program Classification

(2)(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

C. Adult High School (AHS)-Recommendations

The principles that govern the issuance of an Adult High School diploma were adopted by the North Carolina State Board of Education in December 1992, and by the North Carolina State Board of Community Colleges in January 1993.

Recommendations:

1. The AHS diploma and transcript shall represent the same quality and appearance as issued by the local education agency. The names of both educational agencies shall be listed on the official AHS diploma.
2. The minimum number of graduation credits shall be the same as the number adopted by the State Board of Education. Community colleges will follow the graduation requirements as documented in the Future Ready Core graduation requirements (See Attachment A); however, NC Department of Public Instruction policy states that high school students may complete the course and credit requirements that were in effect the year they first entered ninth grade, provided that the student was enrolled in a North Carolina high school within the past 5 years.
3. The AHS curriculum shall be competency-based, consisting of the core and elective credits required for high school graduation. Electives shall be selected from a variety of program offerings as defined in the local Agreement of Affiliation and structured so that students develop a range of skills which prepare them to succeed in the labor market or to enter technical, vocational, or college transfer programs.
4. Students may be granted elective credit for post-secondary courses, military training, apprenticeship programs, business and industry training from which competencies can be documented and evaluated.
5. Students shall earn credit based on mastery of competencies demonstrated through assessments evaluated by the local community college. A student must earn at least one credit from the community college for an AHS diploma to be awarded.
6. While graduation requirements shall be standardized, methods of instruction can be offered face-to-face, online, or hybrid and will be determined by the local community college.
7. Faculty or instructors who teach AHS courses shall, at a minimum, hold a baccalaureate degree and have the knowledge and skills that enable them to meet the needs of adult learners.
8. Local community colleges may charge, as appropriate, costs for student textbooks, student activity fees and other fees including parking and graduation fees. Charges shall not include fees for registration.
9. Community colleges shall maintain permanent records for AHS graduates and provide transcript evaluation services for incoming or returning AHS students. Incoming students are required to provide community colleges with an official high school transcript signed by a principal or administrative designee to gain credit for previously earned credits.
10. The North Carolina Community College System shall provide an Adult High School Implementation Guide. This document will be distributed to the Department of Public Instruction, the community college, and the local education agency.
11. The North Carolina Community College System, in cooperation with the NC Department of Public Instruction, shall establish a process to:
 - Review Agreements of Affiliation between community colleges and local education agencies every even year, or when changes occur, for policy and procedural compliance
 - File Agreements of Affiliation with the North Carolina Community College System
 - Maintain a list of AHS graduates by college each program year

D. State Board of Community Colleges Code References

SBCCC	NAME
1D SBCCC 200.3 (2)(D)(I)	Program Classification/Basic Skills/High School Equivalency
1G SBCCC 200.94 (E)	Adult High School Diploma/Work Experience

Date	Citation	Comments
Dec. 1992	State Board of Education	Adult High School diploma program criteria adopted
Jan. 1993	State Board of Community Colleges	Adult High School diploma program criteria adopted
Apr. 1994	Numbered Memo CC94-129	Adult High School Procedures Manual adopted
July 2016	Memo to Colleges	Adult High School Implementation Guide updated
July 2018	Memo to Colleges	Adult High School Implementation Guide updated

E. Agreement of Affiliation

The purpose of the AHS diploma program is to provide a curriculum of instruction that will enable an individual to earn the Adult High School diploma secondary credential. The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, must include the development of career pathways to provide access to employment and training services for individuals in the Adult High School program. The principles that govern the AHS diploma program were adopted by the North Carolina State Board of Education in December 1992 and by the North Carolina State Board of Community Colleges in January 1993. Cooperation between the local education agency and the community college is vital to the success of this program. Accordingly, local education agencies may have an Agreement of Affiliation with only one community college. The Agreement of Affiliation must be signed by both educational systems to operate an Adult High School diploma program. This agreement must be reviewed, signed, and submitted to the System Office every even year (2022, 2024, etc.) on October 1st. (see Attachment C).

Below are the minimum components that must be provided in the Agreement of Affiliation:

- Required template for signatures
- Attribution of both parties assuring that the AHS diploma and transcript will represent the same appearance and quality as issued by the local education agency (LEA) (See Attachment F)
- Total number of credits needed to graduate including any additional local exit requirements
- Attestation that both parties have a copy of the current *Adult High School Implementation Guide*

If either party to the agreement wishes to withdraw or alter in any way the Agreement of Affiliation document, 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 enrolled.

Charter Schools

Agreements of Affiliation can be developed between traditional Local Education Agencies as well as individual charter schools. For a complete list of DPI's charter schools, please go to: <https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/schools>.

Level One Service Agreements

Per North Carolina State Board of Education GCS-Q-000, LEAs can only enter into one community college Agreement of Affiliation. Not all community colleges offer AHS programming. As such, a community college may enter into an Agreement of Affiliation with an LEA outside of the college's service area only if a Level One Service Agreement is executed.

Information can be found here: <http://www.nccommunitycolleges.edu/sbcccode/1d-sbcc-3006-instructional-service-agreements>

F. Fiscal Management

Books for Adult High School

Colleges may suggest that Adult High School students purchase textbooks but should make free books available for classroom use. Programs do not have to provide free books for students to write in, only to read. It is highly recommended that all books used are made available in a laboratory or library setting for students to use outside of class.

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Below is a sampling of publishers who have developed textbooks aligned to the Common Core State Standards in Mathematics, English/Language Arts, and Literacy in these content areas: History/Social Studies, Science, and Technical Subjects.

	English & Language Arts	English Language Learners	Health	History/Social Studies	World Languages	Mathematics	Science
Cenage Learning							
Discovery Education							
Enslow Publishing							
Follett Education Services							
Houghton Mifflin Harcourt							
McGraw Hill Education							
Pearson Education							
AGS							
Globe							

- <https://www.discoveryeducation.com/>
- <http://classroom.folletlearning.com/>
- <https://www.mheducation.com/prek-12/home-guest.html>
- <https://www.savvas.com/index.cfm?locator=PS2cJ9>
- <https://www.hmhc.com/search?term=%22common+core%22>

School Publishers Directory: <https://www.publishersglobal.com/directory/subject/school-publishers/>

Tuition for Adult High School Courses

Colleges may not require students to pay tuition or registration for other college programs and transfer credits into the Adult High School program.

Chapter 2 Program Operational Guidelines

A. Student Eligibility Criteria

Eligible Individual – WIOA Definition

All students enrolled in an Adult High School diploma program must meet the WIOA-AEFLA definition of “eligible individual” as reference in Section 203(4) of the Act.

The term “**eligible individual**” means an individual—

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; **and**
- (C) who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent and has not an equivalent level of education; **or** (iii) is an English language learner.

Below are considerations for documenting this student eligibility criterion:

- State regulations require that individuals under 18 years of age must provide proof of withdrawal from their last high school attended to enroll in an Adult High School. As such, minors age 16 or 17, must provide two verification documents:
 - Minor Release Form – This verifies they meet the requirement of not being enrolled or required to be enrolled in secondary school under State law. This form, at a minimum, contains the following information: name, address, date of birth, last school attended, and official withdrawal date. This form is signed by school superintendent, or designee.
 - Minor Applicant Notarized Petition – This form must be completed by the person or agency having legal custody of the student seeking enrollment into the program. This form acknowledges that the minor has withdrawn from high school and provides the student’s intent of enrolling in a community college.
- Emancipated minors, age 16 or 17, do not have to provide a Minor Applicant Notarized Petition to verify eligibility. Instead, they must provide one of the following official documents: 1) marriage certificate or 2) judicial decree of emancipation.
- Colleges must consult with the local public school superintendent or designee, to establish a procedure for verifying eligibility for minors who have never been enrolled in the local public school system in North Carolina.
- Individuals who were previously enrolled in the Occupational Course of Study (OCS) pathway in the North Carolina Department of Public Instruction may be eligible for the Adult High School program.
- Individuals, age 18 or older, are not required to obtain proof of withdrawal from their last high school attended to enroll in an Adult High School.

Residency and Citizenship Requirements

Proof of residency or citizenship is not required to enroll in AHS. Note the following:

- Minors may enroll in an AHS program without regard to a particular public school administration area. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Provisions with respect to admission of minors are set forth in Section 1D SBCCC 200.95:
<http://www.nccommunitycolleges.edu/1d-sbccc-20095-education-services-minors>

- Individuals who are in this country on a student F-1 visa are not allowed to participate in a federally-funded adult education program. Section 625 of Public Law 104-208, which took effect on November 30, 1996, states, *"The law prohibits the issuance of F-1 visas to attend publicly funded adult education programs. Publicly funded adult education is defined as: 'Education, training or English as second language programs operated by, through, or for a local public school district, system, agency or authority, regardless of whether such a program charges fees or tuition.' Programs under this definition cannot accept students in F-1 status, even if tuition is charged."* <https://www2.ed.gov/policy/adulted/guid/97-17-foreign-students.pdf>
- For students who are undocumented and plan to continue their education, programs are encouraged to keep in mind that under State Board Code 1D 400.2, students who receive the High School Equivalency Diploma are not eligible to enroll in the community college. *"(1) Community colleges shall admit an undocumented immigrant **only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law;**"* Because of this, in these cases, it is recommended that students complete the Adult High School program as opposed to the High School Equivalency program.

B. Enrollment and Registration Procedures

High School Transcript Evaluation

To enroll in an AHS diploma program, an incoming student is required to provide the college with an official high school transcript signed by a principal or administrative designee. If no transcript is available, the student may be admitted as needing all credits required for graduation, unless otherwise noted in the local Affiliation of Agreement. The following information may be considered when evaluating the transcript.

- The withdrawal date from the previous high school is required for schools that implement a six-month waiting period. This date may be found on the referral form from the school.
- The date the student first entered 9th grade will determine the graduation requirements, if student attended high school in the past five years.
- Credits may be awarded for all previously earned high school courses with a grade of D or better, or credits given the grade of "P", "P-19", or "S". Core credits must meet Future Ready Core graduation requirements. Other courses may yield elective credit.
- Partial credits may be combined to yield a full core or elective credit as stated above.
- Official transcripts of high school courses from accredited out-of-state high schools and post-secondary adult high school programs may be accepted for direct transfer of credit if the courses meet Future Ready Core graduation requirements.
- Official transcripts of high school level courses from foreign schools with official translation into English may be accepted for credit upon determination that the courses meet Future Ready Core graduation requirements.
- Official transcripts from approved home schools may be accepted for credit upon determination that the courses meet Future Ready Core graduation requirements. While homeschool approval varies from state-to-state, North Carolina homeschools must be registered with the Department of Non-Public Instruction.
- Official transcripts of high school courses from correspondence schools, deemed valid and acceptable by the local LEA, may be accepted for transfer credit if the courses meet Future Ready Core graduation requirements.
- Students admitted to the Adult High School program without a high school transcript will be assigned to classes based on initial placement.
- Students with no previous high school experience must complete all high school credits as required upon initial admission into the program.
- Credits with an incoming grade of "P", "PC-19", or "S" shall be given credit as an "S" (for Satisfactory) on the AHS transcript, but will not count towards the cumulative GPA calculation.

Initial Placement for AHS

The program (AHS or non-AHS) that the student first enrolls in during the reporting period determines the student's initial placement. Note that the initial placement does not change for the reporting year regardless of whether the student moves to or from the AHS program during the reporting period.

- If the student's original enrollment for the reporting year is the AHS program, the student's initial placement is based on AHS Credits.
- If the student's original enrollment for the reporting period is in a CCR program other than AHS, the student's initial placement is based on NRS assessments.

The percentage of completed required graduation credits threshold set by the state shall determine the placement level as either ABE Level 5 or ABE Level 6 when students enter the AHS program.

1. NC State Threshold policy:
 - a. Students entering below the 75% threshold are placed at ABE Level 5 (Adult Secondary Low - ASEL).
 - b. Students entering at or above the 75% threshold are placed at the ABE Level 6 (Adult Secondary High - ASEH).

Students initially placed as AHS will not have placement levels based upon assessments and will not be awarded pre/post-test gains for that program year. AHS students are removed from the post-testing calculations for Table 4B and the associated state performance measures.

C. Maintenance of Records Requirement

North Carolina Records Retention Schedule

The information that the college retains serves as evidence of functions executed and activities performed. Quality maintenance of records is paramount in the effective management of the AHS diploma program. Maintained student records are to be authentic, reliable, and complete. Page 21 below references the Adult High School records retention requirements as denoted in *The North Carolina Records Retention & Disposition Schedule for Colleges* located at http://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/ccr/ncccs_colleges_final_7-26-16.pdf.

3. CONTINUING EDUCATION RECORDS			
ITEM #	RECORDS SERIES TITLE	DISPOSITION INSTRUCTIONS	CITATION
1.	ADULT HIGH SCHOOL DIPLOMA COURSE FILE Records concerning students enrolled in adult high school programs. File includes attendance, transcripts, and other related records.	Retain in office permanently.	Confidentiality: 20 USC § 1232g

3. Continuing Ed

AHS Transcript

The AHS transcript shall represent the same appearance and quality as issued by the local education agency. This is most easily accomplished using Degree Audit. Colleges may issue transcripts created through **ADVANSYS**, Degree Audit or an AHS Transcript Template in Microsoft Excel, which can be provided to colleges by request; however, handwritten transcripts are not permitted. All transferred-in credits from a student's prior school(s) showing on their

transcript, and all credits earned at the adult high school program must be listed with the earned grade, whichever transcript creation method is utilized. Incoming credits with a grade of "P", "PC-19", or "S" shall be given credit as an "S" (for Satisfactory) on the AHS transcript, but will not count towards the cumulative GPA calculation.

Adult High School Excel Transcript Template

The Adult High School Diploma Excel Transcript Template provides a uniform transcript for colleges that are not using Degree Audit. The template automatically calculates the GPA from the numbers entered under the column labeled "Points" (4.00, 3.00, 2.00, 1.00). The GPA is not derived from the letter grades (A, B, C, D). Once the transcript is completed, signed, and printed, the school should stamp it with the school seal under the Director/Dean's name. The template has example classes in the B and C columns. If a grade of "S" is given, you will need to leave the numeric column blank so it will not be calculated in the cumulative GPA. Request this template in an email from Adult High School coordinator at the System Office.

Calculating Cumulative GPA

Transferred credits may be awarded for all previously earned high school courses with a grade of D or better, or credits given the grade of "P", "P-19", or "S". Core credits must meet Future Ready Core graduation requirements. Other courses may yield elective credit.

As students complete an adult high school course, a letter grade is assigned by their instructor. At the conclusion of the semester, each of the grades for the student are entered onto the Excel transcript template. Quality Points are as follows: A = 4.00; B = 3.00; C = 2.00; D = 1.00; F = 0.

If a student fails an adult high school class, he or she earns 0 quality points, and the credit value of the course is recorded and added into the total GPA. When the student repeats the course, the new grade replaces the original failing grade (NCSBOE Policy CCRE-001: Course for Credit, 7.4). If a student drops a class without penalty or with appropriate withdrawal from the class, it is not included in the GPA calculation.

Future-Ready Core Graduation Requirements

Periodically the State Board of Education changes graduation requirements to better reflect the skills and knowledge that students need for success in the 21st century. The NC Department of Public Instruction's policy states that high school students may complete the course and credit requirements that were in effect the year they first entered ninth grade. The intent of this policy is to grandfather students into the graduation requirements of their graduating class cohort, provided that the student was enrolled in a North Carolina high school within the past 5 years. Graduation Requirements can be found at <https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>. The *Future-Ready Core Course and Credit Graduation Requirements Table* is provided in Attachment A.

Department of GCS-Q-000: W2T Coding for Transfer Students

Effective March 2015, the North Carolina State Board of Education adopted Policy GCS-Q-000 allowing students withdrawing from a public school and enrolling in a community college Adult High School (AHS) diploma program to be coded "W2T" as transfer students rather than as drop outs. Visit the FAQ link below for details and take note of questions 13 and 14 for specifics and guidance on how to work with your LEA for reporting purposes. <https://files.nc.gov/dpi/documents/dropout/adult-high-school/w2t-faq.pdf>

D. Program Accountability Reporting Requirements

National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. It embodies the accountability requirements of the Workforce Innovation and Opportunity Act

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(WIOA, the Act) for the adult education and literacy program (Title II) and reporting under WIOA. Adult High School programs enter student information on standardized LEIS forms to ensure that federal and state required information is collected for NRS reporting purposes. Interactive NRS trainings and technical assistance can be found at <https://www.nrsweb.org/training-ta>.

Literacy Education Information System (LEIS) Documentation: Adult High School EFL Progression

Numbers 13-18 on page 2 of the LEIS form pertain to the AHS program as noted below. Collection of this information is required to track AHS student progress towards the Adult High School diploma. Additional clarification is provided below.

Adult High School Only (update #15 - #17 each program year)

13. HS credits required to graduate	<input type="text"/>
14. # AHS credits transferred in	<input type="text"/>
15. # AHS credits earned this program year (July 1 – June 30)	<input type="text"/>
16. Date first AHS course was attempted this program year	<input type="text"/>
17. Date first AHS course was completed this program year	<input type="text"/>
18. Date AHS Diploma was earned	<input type="text"/>

13. HS credits required to graduate
The total number of high school credits that are needed to graduate based on the local Agreement of Affiliation.

14. # AHS credits transferred in
The number of high school credits accepted as transfer as well as AHS credits accepted as transfer. This number is the difference between the number of credits required and the number of credits remaining.

15. # AHS credits earned this program year (July 1 – June 30)
The number of Adult High School credits a student earns that count toward obtaining an Adult High School diploma between July 1 and June 30 of the current program year. This is to be updated each program year. These credits can be updated in Colleague each semester and the system will check the dates for the program year that the credits apply to.

16. Date first AHS course was attempted this program year ____/____/_____
The date (month/day/year) a student begins the first Adult High School course between July 1 and June 30 of the current program year. This is to be updated each program year. For Colleague to properly place AHS students who may be given a pre-assessment as a part of their AHS program, the following date entered in Colleague **must be on or before** their pre-assessment date:

- AHS Program start date
- Date first AHS class was attempted this program year.

For additional guidance, go to http://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/ccr/ahs_new_placement_guidance_5-23-18_rf.pdf

17. Date first AHS course was completed this program year ____/____/_____
The date a student is credited with completing the first AHS course between July 1 and June 30 of the current program year. This is to be updated each program year.

18. Date AHS diploma was earned ____/____/_____
The date in which a student officially completes all his/her Adult High School requirements as determined by the local affiliation agreement. For a student to come up in the LEIS file, this date must be in a semester in which a student is registered to and attending a class.

Measurable Skill Gain (MSG)

Students in the AHS Program do not have placement levels based upon an NRS assessments and will not be awarded pre/post-test gains. AHS students are removed from the post-testing calculations for Table 4B and related state performance measures.

1. AHS Students at the ABE Level 5 (ASEL) may earn an MSG by the following methods:
 - a. AHS Credit - once the student reaches the 75% threshold through AHS credit(s) attainment, the student is awarded an MSG and advances to the ASE Level 6 (ASEH)
 - b. AHS Diploma
 - c. HSE Credential
 - d. Exit Adult Education program, then enter Post-Secondary
2. AHS Students at the ABE Level 6 (ASEH) may earn an MSG by the following 3 methods:
 - a. AHS Diploma
 - b. HSE Credential
 - c. Exit Adult Education program, then enter Post-Secondary

For a student to achieve an automatic level gain based on AHS credits, the information must be entered correctly and updated each program year.

Chapter 3 Teaching and Learning

A. Curriculum Standards

Required Program of Study

The required program of study for an Adult High School diploma program will be the same as North Carolina's *Standard Course of Study* that defines the appropriate content standards for each grade level and each high school course. These standards can be accessed at <http://www.ncpublicschools.org/curriculum/>.

While the *Standard Course of Study* is set by the State, local community colleges will utilize the North Carolina Adult Education Content Standards <http://www.nccommunitycolleges.edu/college-and-career-readiness/adult-education-content-standards> for developing curriculum materials used for instruction. Adult High School programs should align the *Standard Course of Study* with each core credit to ensure consistency and rigor.

Career and College Promise, Basic Skills Plus, and Continuing Education Classes

Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise. AHS students who are interested in post-secondary coursework may enroll in Basic Skills Plus which provides structured pathways and is tuition free for eligible students. Information for Basic Skills Plus can be found at <http://www.nccommunitycolleges.edu/college-and-career-readiness/transitions-and-career-pathways>. Adult High School students may also enroll in continuing education courses, outside of Basic Skills Plus, that are identified as eligible for Title II post-secondary transition. Adult High School programs will need to assign a letter grade for each completed continuing education course. Local programs should work with the continuing education department to create a 10-point grading scale for each course. Eligible continuing education courses should be credited as elective credits. Registration fees for these courses may be paid by the college by using appropriate funding methods such as: College Foundation Scholarships, Continuing Education Scholarships, Golden Leaf Funds, private donations, registration fee waivers.

Integrated Education and Training (IET)

IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Basic Skills Plus is a program which provides structured pathways and is tuition free for eligible Adult High School students. Information for Basic Skills Plus can be found at <http://www.nccommunitycolleges.edu/college-and-career-readiness/transitions-and-career-pathways>

Course Content and Delivery Methods

The framework for AHS courses shall be competency-based and reflect the skills and knowledge students need to meet the content standards of the required program of study. As denoted in WIOA considerations, eligible providers are to ensure that the AHS program:

- (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
- (B) uses instructional practices that include the essential components of reading instruction;

Colleges must have on file a course plan for all course offerings. At a minimum, course plan must include the following: course title, course description, student learning outcomes, and evaluation methodologies.

Methods of instruction should be flexible and determined by the local community college. Methods may include, but are not limited to direct instruction, a lab setting, or distance learning.

Students shall earn credit based on mastery of established competencies. Credit will not be earned through Carnegie units or on a pre-determined number of instructional hours. As such, the number of hours of instruction per course offering may vary from college to college.

The minimum number of students enrolled in a class shall be determined by the local community college.

Technology

Under WIOA guidelines, colleges shall consider whether the eligible provider's activities effectively utilize technology in a manner to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

B. Awarding Credit

The AHS student shall complete the minimum number of credits and specified courses adopted by the State Board of Education that is articulated in the Agreement of Affiliation. An Agreement of Affiliation may require additional credits. These requirements differ depending on when students first entered ninth grade. Students may follow the graduation requirements of their high school cohort up to five years from the beginning date of their first enrollment into ninth grade. Beyond that time frame, all AHS students will follow the current Future-Ready Core graduation requirements. To determine course and credit requirements, see Attachment A. Credit is based on mastery of established competencies rather than on a certain number of instructional hours. Review North Carolina mathematics Graduation Requirements located in Attachment B. Adult High School students should meet, at a minimum, the requirements to enter directly into a career after high school.

Units of Credit – Electives

A student may be granted elective credit from a variety of sources for which competencies can be documented 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 community colleges.

Military Elective credit may be awarded for military experience as documented by Department of Defense Form 214.

Advanced Placement – Honors Courses

The AHS program does not offer advanced placement (AP) or honors courses. Colleges may award credit for previously earned AP or honors courses. Please note that Degree Audit cannot calculate weighted grade point averages.

Occupational Course of Study Transfer Credits

Individuals who were previously enrolled in the Occupational Course of Study (OCS) pathway in the North Carolina Department of Public Instruction may be eligible for the Adult High School program. While OCS Pathway core credits that are aligned with future-ready North Carolina Standard Course of Study are transferable, the OCS pathway is not available in the AHS program. Other OCS credits may be transferred into the AHS program as elective credits.

Challenge Testing

Local community colleges may permit a student to prove mastery of a core course through challenge testing. Challenge tests shall apply to core courses only and shall measure demonstrated mastery of course competencies. A minimum passing grade of 80/B is required for demonstrating mastery. The grade earned on the challenge test may be used as the assigned grade for the core course. A maximum of two courses may be challenged for core credits.

Biology, Chemistry and Other Laboratory Courses (Optional)

- Local community colleges may use their laboratory facilities to satisfy laboratory learning outcomes.
- 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.
- 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.
- Procedures on desired learning outcomes, costs, safety and liability for experiments conducted by the student inside and outside the classroom should be established.

C. Common Grading System

The North Carolina State Board of Education voted on January 8, 2015, to implement a 10-point grading scale for all high school students beginning in fall 2015. To be consistent with the Department of Public Instruction (DPI), as of January 1, 2016, all adult high school programs implemented the 10-point grading scale. This new numeric system replaces the seven-point grading scale. The NC Department of Public Instruction states that the new grading scale may not be applied retroactively to grades from prior years. However, incoming student transcripts could list both numerical scores and letter grades and note that the seven-point grading scale was used through the 2014-15 school year.

Standard scale — Numeric Grades with a letter grade legend.

90-100 = 4.0	80-89 = 3.0	70-79 = 2.0	60-69 = 1.0	< 59 = 0.0	WF = 0.0
FF = 0.0	WP = 0.0	INC = 0.0	AUD = 0.0	P = 0.0	

Traditional letter grades shall be assigned by the local community college where the student has taken or is given credit for course work in the Adult High School diploma program.

Below are the numeric grades with a letter grade legend:

A	90-100
B	80-89
C	70-79
D	60-69
F	< 59
I	Incomplete
W	Withdrawal

Attachments

Attachments

- A. Future-Ready Core Course and Credit Graduation Requirements
- B. North Carolina Mathematics Graduation Requirements Option Chart for the 2021-2023 School Year
- C. Agreement of Affiliation - Template
- D. Numbered Memo CC11-035
- E. Numbered Memo CC94-129
- F. Sample AHS Diploma & AHS Transcript
- G. Translation Services
- H. Multiple Pathways to High School Equivalency (MPHSE)

Future-Ready Course of Study (22 credits): Students entering Grade 9 between 2014-15 and 2019-20		
CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	4 Credits English I, II, III, IV	4 Credits English I*, II*, III*, IV*
Mathematics	4 Credits Math I, II, III 4th Math Course to be aligned with the student's post high school plans*** <i>A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy or due to the transition in standards.</i>	3 Credits Introduction to Mathematics Math I* Financial Management
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Applied Science Biology*
Social Studies	4 Credits American History: The Founding Principles, Civics & Economics** World History American History I American History II	2 Credits American History I American History II
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	1 Credit Health/Physical Education <i>Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.</i>	1 Credit Health/Physical Education

Continued from Previous Page

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
Electives or other requirements	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> - Career and Technical Education (CTE) - Arts Education - World Languages 4 elective credits from the following (four-course concentration recommended): <ul style="list-style-type: none"> - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theater arts, visual arts) - Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses) 	6 Credits Occupational Preparation I, II, III, IV***** Elective credits Additional requirements: <ul style="list-style-type: none"> - Completion of IEP Objectives - Career Portfolio
Career/Technical		4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

* OCS Pathway courses aligned with North Carolina Standard Course of Study in English I, II, III, IV; Math I and American History I, II, and Biology.

** This course must follow the NCSCOS in its entirety and may not be satisfied by an Advanced Placement (AP), International Baccalaureate (IB) or Cambridge International Examination (CIE) courses, dual enrollment or any other course that does not fully address the NCSCOS.

*** Refer to the North Carolina Mathematics Graduation Requirements Options Charts for the 2021-2022 School Year in attachment B.

<p align="center">Future-Ready Course of Study (22 Credits): Students entering Grade 9 in 2020-2022</p>		
<p align="center">CONTENT AREA</p>	<p align="center">FUTURE-READY CORE Course of Study Requirements</p>	<p align="center">FUTURE-READY OCCUPATIONAL Course of Study Requirements</p>
<p>English</p>	<p>4 Credits English I, II, III, IV</p>	<p>4 Credits English I, II, III, IV</p>
<p>Mathematics</p>	<p>4 Credits NC Math 1, 2, and 3 4th Math Course to be aligned with the student's post high school plans** <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i></p>	<p>3 Credits Introduction to Mathematics NC Math I Financial Management</p>
<p>Science</p>	<p>3 Credits A physical science course, Biology, Earth/Environmental Science course</p>	<p>2 Credits Applied Science Biology</p>
<p>Social Studies</p>	<p>4 Credits Founding Principals of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance American History World History</p>	<p>2 Credits American History: Founding Principles, Civics & Economics American History I or American History II</p>
<p>World Languages</p>	<p>Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.</p>	<p>Not required</p>
<p>Health and Physical Education</p>	<p>1 Credit Health/Physical Education <i>Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.</i></p>	<p>1 Credit Health/Physical Education <i>Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.</i></p>

Continued from Previous Page		
CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
Electives or other requirements	6 Credits 2 Elective credits of any combination from either: <ul style="list-style-type: none"> – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits from the following (four-course concentration recommended) <ul style="list-style-type: none"> – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English) 	6 Occupational Preparation Credits: Preparation I, II, III, IV* Elective credits Additional requirements: <ul style="list-style-type: none"> – Completion of IEP Objectives – Career Portfolio
Career/Technical		4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

*Completion of 150 hours of school-based training with work activities and experiences that align with student’s post-school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.

**Refer to the North Carolina Mathematics Graduation Requirements Options Charts for the 2021-2022 School Year in attachment B.

North Carolina Mathematics Graduation Requirements

Options Charts for students who entered high school: *during the* 21-23 school year

<p>1. Admission into a UNC System Institution <i>The following courses will fulfill the NC graduation requirements for mathematics and meet the UNC System Institution Minimum Course Requirements for admission. For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admissions office for requirements and recommendations.</i></p>	<p>Students must earn credit for:</p> <ul style="list-style-type: none"> ● 2109 – NC Math 1 ● 2209 – NC Math 2 ● 2309 – NC Math 3 <p>And <u>1</u> credit from the following:</p>
<p>NC SCOS – 4th Level Math Courses</p> <ul style="list-style-type: none"> ● 2401 – Discrete Mathematics for Computer Science ● 2403 – Precalculus ● 2409 – NC Math 4 	<p>Advanced Placement Courses</p> <ul style="list-style-type: none"> ● 2A00 – AP Calculus AB ● 2A01 – AP Calculus BC ● 2A03 – AP Statistics
<p>Community College Course</p> <ul style="list-style-type: none"> ● 2C01 – MAT 143 – Quantitative Literacy ● 2C02 – MAT 152 – Statistical Methods I ● 2C03 – MAT 171 – Precalculus Algebra ● 2C04 – MAT 172 – Precalculus Trigonometry ● 2C05 – MAT 263 – Brief Calculus ● 2C06 – MAT 271 – Calculus I ● 2C07 – MAT 272 – Calculus II ● 2C11 – MAT 252 – Statistics II ● 2C12 – MAT 273 – Calculus III ● 2C13 – MAT 280 – Linear Algebra ● 2C14 – MAT 285 – Differential Equations ● 2C15 – MAT 141 – Mathematical Concepts I ● 2C16 – MAT 142 – Mathematical Concepts II ● 2C20 – MAT 167 – Discrete Math 	<p>International Baccalaureate Courses</p> <ul style="list-style-type: none"> ● 2I06 – IB Analysis and Approaches SL ● 2I07 – IB Analysis and Approaches HL ● 2I08 – IB Applications & Interpretations SL ● 2I09 – IB Applications & Interpretations HL <p>Cambridge Courses</p> <ul style="list-style-type: none"> ● 2V00 – CIE Mathematics AS ● 2V01 – CIE Mathematics A ● 2V02 – CIE Mathematics & Mechanics AS ● 2V03 – CIE Mathematics & Mechanics A ● 2V04 – CIE Mathematics & Probability/Statistics AS ● 2V05 – CIE Mathematics & Probability/Statistics A

North Carolina Mathematics Graduation Requirements

Options Charts for students who entered high school: *during the* 21-23 school year

<p>2. Admission into Community College or enter directly into a Career after High School <i>The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.</i></p>	<p>Students must earn credit for:</p> <ul style="list-style-type: none"> ● 2109 – NC Math 1 ● 2209 – NC Math 2 ● 2309 – NC Math 3 <p>And <u>1</u> credit from the following:</p>
<p>Additional Mathematics Courses</p> <ul style="list-style-type: none"> ● 2090 – Foundations of NC Math 1 ● 2091 – Foundations of NC Math 2 ● 2092 – Foundations of NC Math 3 ● 2013 – CCRG Mathematics 	<p>Advanced Placement and International Baccalaureate Courses</p> <ul style="list-style-type: none"> ● 2A02 – AP Computer Science ● 2I00 – IB Computer Science SL ● 2I01 – IB Computer Science HL
<p>CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation</p> <ul style="list-style-type: none"> ● 0A02 – AP Computer Science Principles ● AP44 – Horticulture II Landscaping <i>New</i> ● BA10 – Accounting I ● BA20 – Accounting II ● BM20 – Microsoft Excel ● FA31 – Apparel & Textile Production I ● FA32 – Apparel & Textile Production II ● FH10 – Culinary Arts and Hospitality I ● IC21 – Carpentry I ● IC61 – Drafting I ● IC62 – Drafting II Architectural ● IM41 – Metals Manufacturing Technology I ● IM42 – Metals Manufacturing Technology II ● IV22 – Drafting II Engineering ● TP11 – PLTW Introduction to Engineering Design ● TP12 – PLTW Principles of Engineering ● TP21 – PLTW Digital Electronics ● TP22 – PLTW Computer Integrated Manufacturing ● TP23 – PLTW Civil Engineering and Architecture ● TP25 – PLTW Aerospace Engineering ● TP27 – PLTW Environmental Sustainability ● TP31 – PLTW Engineering Design and Development 	<p>CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation</p> <ul style="list-style-type: none"> ● FI21 – Interior Design Fundamentals AND FI23 Interior Design Technology <i>New Paired Option</i> ● IC11 – Masonry I AND IC12 – Masonry II ● IC22 – Carpentry II AND IC23 – Carpentry III ● IC41 – Electrical Trades I AND IC42 – Electrical Trades II ● IM21 – Woodworking I AND IM22 – Woodworking II ● TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design



Adult High School Agreement of Affiliation

Contact Information

E-mail: tilleym@nccommunitycolleges.edu

Community College

Local Education Agency

The purpose of the Adult High School (AHS) program is to provide a curriculum of instruction that will enable an individual to earn the Adult High School diploma secondary credential. The principles that govern the AHS diploma program were adopted by the North Carolina State Board of Education in December 1992 and by the North Carolina State Board of Community Colleges in January 1993. The following recommendations address the programmatic federal funding updates for adult literacy education and the state policies that govern the operation of an AHS program.

Recommendations:

1. The AHS diploma and transcript shall represent the same quality and appearance as issued by the local education agency. The names of both educational agencies shall be listed on the official AHS diploma.
2. The minimum number of graduation credits shall be the same as the number adopted by the State Board of Education. Community colleges will follow the graduation requirements as documented in the Future Ready Core graduation requirements; however, NC Department of Public Instruction policy states that high school students may complete the course and credit requirements that were in effect the year they first entered ninth grade, provided that the student was enrolled in a North Carolina high school within the past 5 years.
3. The AHS curriculum shall be competency-based, consisting of the core and elective credits required for high school graduation. Electives shall be selected from a variety of program offerings as defined in the local Agreement of Affiliation and structured so that students develop a range of skills which prepare them to succeed in the labor market or to enter technical, vocational, or college transfer programs.
4. Students may be granted elective credit for post-secondary courses, military training, apprenticeship programs, business and industry training from which competencies can be documented and evaluated.
5. Students may earn up to two core credits based on mastery of competencies demonstrated through challenge exams adopted and evaluated by the local community college.
6. A student must earn at least one credit from the community college for an AHS diploma to be awarded.
7. While requirements for graduation shall be standardized, instruction may be offered through face-to-face, online, or hybrid and will be determined by the local community college.
8. Faculty or instructors who teach AHS courses shall, at a minimum, hold a Bachelor's Degree and have the knowledge and skills that enable them to meet the needs of adult learners.
9. Local community colleges may charge, as appropriate, costs for student textbooks as well as student activity fees and other fees including parking and graduation fees. Charges shall not include fees for registration.
10. Community colleges shall maintain permanent records for AHS graduates and provide transcript evaluation services for incoming or returning AHS students. Incoming students are required to provide community colleges with an official high school transcript signed by a principal or administrative designee in order to gain credit for previously earned credits.
11. The North Carolina Community College System shall provide an AHS Implementation Guide. This document shall be distributed to the Department of Public Instruction, the community college, and the local education agency.
12. The North Carolina Community College System, in cooperation with the Department of Public Instruction, shall establish a process to:
 - Review Agreements of Affiliation between community colleges and local education agencies every two years on even years (2022, 2024, etc), or when changes occur, for policy and procedural compliance
 - File Agreements of Affiliation with the North Carolina Community College System
 - Maintain a record of AHS graduates by college each program year

Agreement of Affiliation

It is mutually agreed between _____ Community College and the _____ Board of Education that the policies and recommendations of the State Board of Community Colleges and the State Board of Education which are documented in the Adult High School Implementation Guide shall govern the administration and supervision of the cooperative Adult High School program, students, and instructors. If either party to the agreement wishes to withdraw or alter in any way this cooperative 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: _____

Signature of Director or Coordinator of AHS program

Date: _____

Required Attachment:

Local core course and credit requirements required for the Adult High School diploma

Distribution: The community college will electronically submit the *Agreement of Affiliation* to the North Carolina Community College System via a designated Learning Management System (Moodle).

Copies:

1. Cooperating Board of Education
2. Cooperating Community College and Board of Trustees



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Dr. R. Scatt Ralls, President

December 23, 2011

TO: Presidents
Chief Academic Officers
Senior Continuing Education Administrators

FROM: Dr. Sharon E. Morrissey, Senior Vice President and Chief Academic Officer
Academic and Student Services

Dr. Sandra W. Williams, Senior Vice President and Chief Technology and
Workforce Development

SUBJECT: Enrollment of High School Students in Noncredit Courses

This memorandum is a follow-up to a memorandum sent to you on November 14, 2011, on the subject "High School Students Taking Continuing Education Courses. "In that memorandum, we informed you that the System Office was pursuing legislative clarification to address high school students' ability to take continuing education courses.

On December 8, 2011, the Governor signed into law HB 796 (Session Law 2011-419), which amends G.S. 115D-20 to allow high school students 16 years and older "to take noncredit courses, except adult basic skills, subject to rules promulgated by the State Board of Community Colleges."

Pending the development of State Board rules to support this legislation, colleges may continue to enroll high school students 16 years and older in noncredit courses. High school students must pay registration fees for continuing education courses, except for students who qualify for a public safety agency fee waiver as defined by G.S. 115D-5(b).

SEM/SWW/

c: Kennon Briggs
Jennifer Haygood
Jennifer Willis
Shante Martin
Barbara Boyce
Van Wilson

CC11-035
Email



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
200 W. JONES STREET
RALEIGH, NC 27603-1837

ROBERT W. SCOTT
System President

919-733-7051

April 27, 1994

MEMORANDUM

TO: Presidents
Superintendents

FROM: Robert W. Scott, President of Community College System
Bob Etheridge, State Superintendent of Public Instruction

SUBJECT: Procedures Manual for the Adult High School Program

We are pleased to provide you with the attached Adult High School Diploma Program Procedures Manual that will give you guidance in implementing the new standards adopted by our respective state boards to govern the Adult High School Diploma Program. The new standards are to become effective with students entering this program in the fall term of 1994.

The manual was developed by the Department of Community Colleges in cooperation with the Department of Public Instruction. The Agreement of Affiliation also has been updated to reflect the new standards. We are requesting that where the Adult High School Diploma Program is being offered, the local community college staff confer with their counterparts in the cooperating public school system on the procedures to implement the new standards.

Those students who will not complete their program of study by the fall term of 1994 may be permitted to qualify for graduation by the end of the 1995 summer term in accordance with the conditions of the Agreement of Affiliation under which they enrolled. In meeting graduation requirements under the new standards, students may be given credit for course work completed prior to the fall term of 1994.

We thank you for your continued cooperation and commitment to offer an opportunity to the citizens of this state who wish to complete their high school education.

DWB
Attachment

CC 94-129
Paper copy

South Piedmont Community College
Board of Education, Union County Schools
Monroe, North Carolina



This Certifies That



*Has Satisfactorily Completed The Course Of Study Prescribed By The Union County Board of Education
In Cooperation With South Piedmont Community College And Is Therefore Entitled To This*

HIGH SCHOOL DIPLOMA

Presented on this 10th day of May, 2013.

Superintendent, Union County Schools

President, South Piedmont Community College

Chairman, Board of Education

Chairman, Board of Trustees

ABC Community College ADULT HIGH SCHOOL DIPLOMA PROGRAM College Address, City, State, Zip Phone: 123-456-7890									
TRANSCRIPT									
NAME: First, Middle, Last					DATE OF BIRTH: 1/01/1111				
ADDRESS Address, City, State, Zip									
TELEPHO 000-000-0000			SOCIAL SECURITY #: XXX-XX-XXXX			SEX:			
LAST SCH Local County High School or Home School					GRADE ATTENDED:				
A. Placement Tests									
		Score	Form		Level				
CASAS	Math								
CASAS	Reading								
B. The following courses have been transferred by evaluation of previous high school credit:					C. The following courses have been taken and passed at Wilkes Community College:				
		Units					Units		
Subject		Earned	Grade	Points	Subject		Earned	Grade	Points
1. English 1		1.00	B	3.00	English 4		1.00	A	4.00
2. English 2		1.00	C	2.00	Math 3		1.00	B	3.00
3. English 3		1.00	A	4.00	Math 4		1.00	B	3.00
4. Math 1		1.00	D	1.00	Elective Name (i.e. Financial Literacy)		1.00	A	4.00
5. Math 2		1.00	B	3.00	World History		1.00	C	2.00
6. Earth Science		1.00	B	3.00					
7. Health/PE		1.00	A	4.00					
8. Art 1		1.00	A	4.00					
9. American History 1		1.00	A	4.00					
10. American History 2		1.00	A	4.00					
11. Art 2		1.00	A	4.00					
12. Spanish 1		1.00	B	3.00					
13. Biology		1.00	B	3.00					
14. Physical Science		1.00	S						
15. Spanish 2		1.00	C	4.00					
16. Art 3		1.00	D	1.00					
17. Civics		1.00	A	4.00					
18.									
19.									
20.									
Units Transferred In 17		Units Earned At ABC 5			Total Units Earned: 22		GPA: 3.05		
Date of AHS Completion:									
_____ Program Director/Dean's Signatur					_____ Date				

Adult High School – Implementation Guideline

Attachment F

Page: 1 of 1

Brunswick Community College
50 College Road
Boliva NC 28422
910-755-7300

Adult High School Transcript

Name: [REDACTED]
Address: [REDACTED]
Phone: [REDACTED]
Issued to: [REDACTED]
Address: [REDACTED]

SSN: XXX-XX-XXXX
DOB: [REDACTED]
Gender: M
ID: [REDACTED]

Last School Attended: Private Lincoln

Start Date:

End Date:

Transfer Credit

COURSE	TITLE	UNITS	GRADE	COURSE	TITLE	UNITS	GRADE
AHS-BALLET2	Ballet & Progressions II	1.00	A	AHS-THEATR2	Theatre Arts II	1.00	A
AHS-DANCE4	Modern Dance IV	1.00	A	AHS-BALLET3	Ballet & Progressions III	1.00	A
AHS-TECHAP	Information Technology Apl	1.00	A	AHS-FE1	Body Wellness	1.00	A
AHS-THEATR3	Theatre Arts III	1.00	A	AHS-ENG1	English 1 - HONORS	1.00	A
AHS-WHIST	World History	1.00	A	AHS-GECM	Geometry - HONORS	1.00	A
AHS-DANCE2	Modern Dance II	1.00	A	AHS-USHIST	US History - HONORS	1.00	A
AHS-ALG1	Algebra I	1.00	A	AHS-ENG2	English 2 - HONORS	1.00	A
AHS-EASCI	Earth Science	1.00	A	AHS-ALG2	Algebra II - HONORS	1.00	A
AHS-PHYSC	Physical Science	1.00	A	AHS-BIO	Biology - HONORS	1.00	A
AHS-HEH&PE	Health & P.E.	1.00	A	AHS-ENG3	English 3 - HONORS	1.00	A
AHS-GOVEC	Government & Economics	1.00	A	AHS-SOCSTUD	Spec Intr - Bible History	1.00	A

Total Units Transferred: 22.00

Institutional Credit

TERM	COURSE	TITLE	UNITS	GRADE	TERM	COURSE	TITLE	UNITS	GRADE
2016CE3	AHS-SSC	AHS Student Success Class	0.00	S	2016CE3	AHS-FRNCH2	French II	1.00	A
2016CE3	AHS-ENG4	English 4	0.00	CS	2017CE1	AHS-PRECALC	Pre-Calculus	1.00	A
2016CE3	AHS-ENG4	English 4	1.00	A	2017CE1	AHS-PSYCH	Psychology	1.00	A
2016CE3	AHS-FRNCH1	French 1	1.00	A	2017CE2	AHS-MEDIA	Media Literacy	1.00	A
2016CE3	AHS-FRNCH1	French 1	0.00	CS					

HRS ATT: 6.00 HRS CMP: 6.00 Grade Point: 24.00 GPA: 4.000

TOTALS: CUM ATT = 6.00 CUM CMP = 28.00 CUM PTS = 24.00 CUM GPA = 4.000

NC Competency Tests

Math: Waived
Reading: Waived
Writing: Waived

Diploma: Adult High School Diploma
Completion Date: 05/11/17
Diploma Issue Date: 05/17

Certifying Official

Translation Services

Translation of incoming transcripts is appropriate when a student is seeking admission to the Adult High School program. For any possible transfer credit, a transcript must be evaluated by an accredited evaluation service. Example services are listed below, but my no means are the only options.

When submitting a translation of a document, the English translation and the document in the original language must be submitted together. Original documents can be returned to the applicant after copied/scanned upon request.

Translators should be certified by the American Translators Association. For a complete list of members, visit www.atanet.org or the local chapter, Carolina Association of Translators and Interpreters at www.catiweb.org

Some local organizations include:

[Global Translation Systems, Inc.](#)

www.globaltranslation.com

920B M.L. King, Jr. Blvd., Suite 212

Chapel Hill, NC 27514

Tel: [919-967-2010](tel:919-967-2010)

Email: info@globaltranslation.com

[Fluent Language Solutions](#)

www.fluentls.com

P.O. Box 563308

Charlotte, NC 28256

Tel: [704-532-7446](tel:704-532-7446)

[CHICLE](#) (Spanish & others)

www.chi-cle.com

109 Conner Drive, Suite 2200

Chapel Hill, NC 27514

Tel: [919-933-0398](tel:919-933-0398)

Email: chicle@chi-cle.com

[Bilingual Communications, Inc.](#)

www.bicomms.com

315 N. Academy Street, Ste 156

Cary, NC 27513

Tel: [919-380-7066](tel:919-380-7066)

Fax: 919-380-1263

www.bicomms.com

Multiple Pathways to High School Equivalency (MPHSE)

Multiple Pathways to High School Equivalency (MPHSE) is not an Adult High School Diploma. Instead, it is an alternative path to earning a high school equivalency diploma. Through a combination or repackaging of currently established academically valid elements, students can document achievement in specifically determined content areas rather than using a single testing instrument or path to completion.

MPHSE is optional. Participating community colleges shall designate two persons (the Chief CCR Administrator and the authorized MPHSE Transcript Evaluator as determined by Chief CCR Administrator) who will be responsible for reviewing the documents presented by students who are seeking to determine if content area credit may be awarded based on the Multiple Pathways option. Both individuals from a school must be trained before a college is eligible to graduate students through MPHSE.

Colleges interested in participating in the Multiple Pathways option should refer to the Multiple Pathways to High School Equivalency Implementation Guide located on the North Carolina Community Colleges System Office website. Contact the HSE State Administrator for more information.