



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

**Study of Weighted Quality Point
System for North Carolina Public
Schools**

*Session Law 2003 – 284, Section 7.36
(House Bill 397)*

December 15, 2003
Report # 23
DPI Chronological Schedule

STUDY OF THE WEIGHTED QUALITY POINT SYSTEM FOR NORTH CAROLINA PUBLIC SCHOOLS

Legislative Requirement

During the 2003 legislative session, the following provision was passed:

CREDIT FOR HIGH SCHOOL STUDENTS TAKING COMMUNITY COLLEGE COURSES

SECTION 7.36 The State Board of Education shall study the issues of weighted grades for high school students who take university and community college courses. The State Board of Education shall report the results of the study and its recommendations on the issue to the Joint Legislative Education Oversight Committee by December 15, 2003.

Study Questions

Studying the issue of weighted grades for high school students who take university and community college courses is a complex undertaking. In order to address the specific provision about community college and university courses, all aspects of the weighted quality point policy must be considered. Such a study requires deliberation about the following questions.

1. How many high school students now take community college and university courses while enrolled in high school?
2. How are community college and university courses taken by high school students viewed when students apply for admission to colleges and universities?
3. How many community college and university courses are available to students throughout North Carolina, e.g. rural areas vs. urban areas?
4. What impact, if any, would the awarding of extra quality points to community college and university courses have on Advanced Placement courses offered at the high school level? How will elective high school courses be affected?
5. What should be the purpose of awarding extra quality points to any course, regardless of where it is taught?
6. How do you determine comparability between a class taken at a community college or university with a course taken at a high school?

Making recommendations about community college and university courses and weighted credit requires a simultaneous review of the current weighted quality point policy, statutorily developed by the institutions of higher education in the early 90s. Adjusting one aspect of the policy may create inequities to students, especially to those who are enrolled in small or rural schools.

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The Study Process

A series of steps were undertaken to address the issue of weighted grades for high school students who take university and community college courses. These steps included:

1. Review of enrollment of high school students in community college courses 1997-2002.
2. Study of the Comprehensive Articulation Agreement existing between the Community College System and the University of North Carolina. This document lists 680+ courses eligible for transfer between community colleges and public universities.
3. Review of university admission procedures as related to the role of community college and university courses in determining admission to public universities.
4. Review of the current policy for weighted quality points.
5. Review of five previous studies about weighted quality points.
6. Establishment of a Weighted Quality Points Committee to recommend options and provide feedback.
7. Review of input from public school personnel, public and private universities, local boards of education, and students.
8. Extensive discussion and debate about proposed options at State Board of Education meetings in November and December 2003. Discussion will continue at the January 2004 State Board of Education meeting.

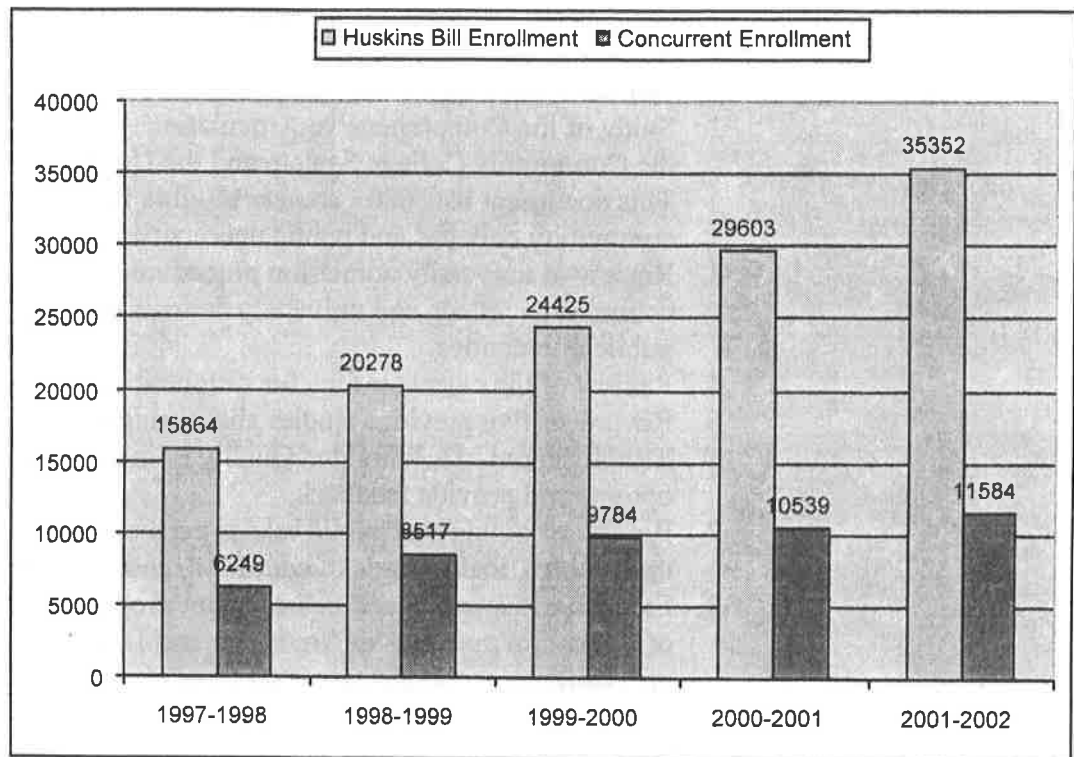
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Major Findings

Community College and University Enrollment of High School Students

According to the State's Common Follow-Up System, 23.2 percent of 2000-01 high school seniors enrolled in a community college course or public university course (22.6 percent were enrolled in a community college course.)



The enrollment of high school students in community college courses continues to grow - - from 22,113 students in 1997-98 to over 46,936 in 2001-2002, despite most community college and university courses being ineligible for weighted credit under current policies.

Comprehensive Articulation Agreement

Listed in the Comprehensive Articulation Agreement between community colleges and universities are approximately 680 courses. Community college students who take one or more of these courses are eligible to transfer these credits to a university, once they are accepted by a college or university.

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Major Findings, con't.

These courses reflect general education and pre-major requirements or electives and include an extensive range of curriculum areas. (See Appendix 1.)

In order to get one unit of credit for high school graduation, a course must have 135 hours of instruction for block schedules and 150 hours for traditional schedules. Each course in the *North Carolina Standard Course of Study* has competency goals and objectives that must be used to deliver the 135 or 150 hours of instruction.

College level courses at community colleges and universities have course descriptions but not standard objectives or course outlines.

Without substantial funds and research, it is impossible to do a study comparing the content of the 300+ high school courses to the 680+ community college courses and to the 600+ public and private university courses.

Use of Community College/University Courses in Determining Admission

The University of North Carolina General Administration has reported that community college and college courses taken by high school students are not considered as a part of the admission process. These courses are viewed as college level courses, not high school courses. As a result, these courses do not count “for” or “against” students when they are seeking college admission. Students receive college credit for these courses once they are admitted to a college/university.

Potential Impact of Extra Quality Points

Having a wide array of high school, community college, and university courses eligible for extra quality points favors students who attend large high schools or who live in proximity to community colleges and universities. The number of courses available for extra weight has a direct impact on students' grade point averages.

On the other hand, Advanced Placement courses are available to all high schools through online opportunities. At least 13 Advanced Placement courses are available online to North Carolina high school students. Federal funds have been targeted to provide AP courses to rural schools.

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Major Findings, con't.

All Advanced Placement courses have standards and tests developed by the College Board. There is disagreement about whether students should be required to take the tests to get extra quality points. See Appendix 2.

Weighted Quality Points Committee Deliberations

In collaboration with the Community College System, UNC-General Administration, and the North Carolina Independent Colleges and Universities, Superintendent Mike Ward appointed a committee to study weighted quality point issues. The committee had representatives of public and private universities, community colleges, superintendents, Department of Public Instruction staff, local school district central office staff, principals, arts education, and career-technical education directors.

After two meetings and extensive discussion, most of the committee members supported the recommendation of awarding weighted credit only to Advanced Placement and International Baccalaureate courses.

Review of Input

Current Weighted Quality Point System

In 1992, the General Assembly passed legislation that requires a standardized transcript for all public school students. The transcript must include grade point average, class rank, end-of-course test scores and uniform course information. The legislation also requires that the "grade point average and class rank be calculated by a standard method to be devised by the institutions of higher education."

The current system has these major components:

- Any AP/IB course is eligible for extra weighting of two points
 - Any high school course (except Algebra I, career-technical education, and most arts courses) is eligible for extra weighting of one point as long as the following conditions are met:
 - A standard of the same course is offered to students
 - The course has greater depth and breadth
 - Advanced Mathematics, non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year are considered inherently honors. Therefore, they receive an extra weighting of one. (See Appendix 7.)
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Review of Input, con't.

Findings from Previous Studies

Counting the development of the initial weighted point policy, at least five studies have been completed to resolve the issues surrounding weighted grades. These studies have included:

1. Linking the Advanced Placement Examination to Weighted Credit, 2003 (Appendix 2)
2. Task Force Report for Cooperative High School Education Program, 2000 (Appendix 3)
3. Weighted Quality Points Study, 2000 (Appendix 4)
4. Honors Credit Matrix, 1998-99 (Appendix 4)
5. Report on Programs for High School Students Offered by the Public Schools, Community Colleges, and Universities, 2000 (Appendix 5)
6. Final Report for House Bill 1246, 2003 (Appendix 6)

See appendices for previous studies and their recommendations.

These studies have raised the following issues:

1. The purpose of weighted grades, e.g., recruitment, rigorous course work, predictability of student success in college.
2. The lack of standards for any honors courses.
3. Availability of honors courses in small school systems versus large school systems.
4. Role of community colleges and universities in offering honors courses that would count as meeting high school graduation requirements.
5. Exclusion of career-technical and some arts courses.
6. The requirements of offering a standard course as a condition for offering an honors course.

A common theme among all these studies is dissatisfaction with the current weighted point system. Another point of contention is the lack of standards for the 300+ high school courses eligible for honors credit. (Note: Some arts courses have established standards.)

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Options for Addressing Weighted Quality Points

Overview

Different options for weighted quality points have been discussed with student council groups, local boards of education representatives, Superintendents' Advisory Council, central office leaders, local superintendents, and the Weighted Quality Points Committee.

Proposals

As a result of feedback from these different groups, options have narrowed to the following proposals:

Proposal 1. Award an extra weighted quality point to AP/IB only and require students to take the AP test.

Proposal 2. Award an extra weighted quality point to AP/IB only without requiring the AP test.

Proposal 3. Award two extra weighted quality points to AP/IB courses and allow one extra weighted quality point to honors courses that align with the minimum courses required for university admission.

Proposal 4. Award two extra quality points to AP/IB courses and require students to take the AP test. Award one extra weighted quality point to the minimum courses required for university admission.

Proposal 5. Same as #3, but add two arts education courses as being eligible for honors credit.

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Options for Addressing Weighted Quality Points, con't.

Feedback about Proposals

Feedback from the various groups is reflected in the pros and cons for each proposal.

Proposal 1. Award an extra weighted quality point to AP/IB only and require students to take the AP test.

Proposal 2. Award an extra weighted quality point to AP/IB only without requiring the AP test.

Pros

- Provide standard for performance.
- Specify exactly what courses are eligible for weighting.
- Have major support from the Weighted Quality Points Committee.
- Have substantial support from representatives of the local boards of education, Superintendents' Advisory Committee.
- Treat courses in community colleges, universities, and high schools in the same manner.
- Have support from private universities.
- Minimize students taking courses just to enhance GPAs.

Cons

- Test results not available until July of each year (Proposal #1).
- Costs for students from middle and upper income students (Proposal #1).
- Students' belief that weight should not depend solely on one grade (Proposal #1).
- AP courses typically not available until 11th grade.

Note: Proposal 1 has support from the Community College System President.

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Options for Addressing Weighted Quality Points, con't.

Proposal 3. Award two extra weighted quality points to AP/IB courses and allow one extra weighted quality point to honors courses that align with the minimum courses required for university admission.

Pros

- Narrows number of courses eligible for honors, thereby minimizing inequities.
- Allows DPI to develop standards for 18 honors courses.
- Minimizes inequity between large and small districts.
- Aligns honors courses with minimum course requirements for university admission.
- Treats electives in all subjects the same (English, social studies, second languages, arts, career-technical education, JROTC, science, and mathematics).
- Has support from student council representatives, central office staff, and some local boards of education representatives.
- Makes GPAs more meaningful when reviewed by postsecondary institutions.
- Makes explanation of weighted system easier to explain and interpret.

Cons

- Lacks support from some arts education and other elective areas.
- May lack support from community college system.

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Options for Addressing Weighted Quality Points, con't.

Proposal 4. Award two extra quality points to AP/IB courses and require students to take the AP test. Award one extra weighted quality point to the minimum courses required for university admission.

Pros

- Provides standard for performance
- Specifies exactly what courses are eligible for weighting
- Treats courses at community colleges, universities, and high schools in the same manner

Cons

- Costs for students from middle and upper income families (Federal funds are available for students from low income families.)

Proposal 5. Same as #3, but add two arts education courses as being eligible for honors credit.

Pros

- Same as #3.
- Is acceptable to the public university system.
- Has support of some arts educators.

Cons

- Allows one elective area to receive weighted credit, while other areas would not have opportunity.
- Confuses issue about the treatment of arts courses offered through community college programs.
- Does not treat all electives in the same way.
- Lacks support from the Community College System.

Common Views

In all discussions, people agree that

- the current system is not serving high schools well.
- the list of eligible courses should be narrowed.
- lead time to implement any change should be sufficient to accommodate student scheduling and SIMS/NCWISE adjustments.

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Recommendations from the State Board of Education The State Board of Education is discussing and continuing to address the weighted quality point issue. A goal is to reach agreement among the institutions of higher education; therefore, the State Board will finalize recommendations in March and April 2004 after more discussions with the entities having the statutory authority to make changes in the current system.

The State Board of Education believes that high school students and public school personnel must understand how the Community College System and University of North Carolina System view college courses as admission decisions are made. This effort must involve public schools, community colleges, and public and private universities.

COMPREHENSIVE ARTICULATION AGREEMENT

Transfer Course List

as of April 25, 2002

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>
ACC 120 Principles of Accounting I	Pre-Major/Elective
ACC 121 Principles of Accounting II	Pre-Major/Elective
ANT 210 General Anthropology	GEN ED: Social/Behavioral Science
ANT 220 Cultural Anthropology	GEN ED: Social/Behavioral Science
ANT 221 Comparative Cultures	GEN ED: Social/Behavioral Science
ANT 230 Physical Anthropology	GEN ED: Social/Behavioral Science
ANT 230A Physical Anthropology Lab	GEN ED: Social/Behavioral Science
ANT 240 Archaeology	GEN ED: Social/Behavioral Science
ART 110 Introduction of Art	Pre-Major/Elective
ART 111 Art Appreciation	GEN ED: Humanities/Fine Arts
ART 113 Art Methods and Materials	Pre-Major/Elective
ART 114 Art History Survey I	GEN ED: Humanities/Fine Arts
ART 115 Art History Survey II	GEN ED: Humanities/Fine Arts
ART 116 Survey of American Art	GEN ED: Humanities/Fine Arts
ART 117 Non-Western Art History	GEN ED: Humanities/Fine Arts
ART 121 Design I	Pre-Major/Elective
ART 122 Design II	Pre-Major/Elective
ART 130 Basic Drawing	Pre-Major/Elective
ART 131 Drawing I	Pre-Major/Elective
ART 132 Drawing II	Pre-Major/Elective
ART 135 Figure Drawing I	Pre-Major/Elective
ART 140 Basic Painting	Pre-Major/Elective
ART 171 Computer Art I	Pre-Major/Elective
ART 212 Gallery Assistantship I	Pre-Major/Elective
ART 213 Gallery Assistantship II	Pre-Major/Elective
ART 214 Portfolio and Resume	Pre-Major/Elective
ART 222 Wood Design I	Pre-Major/Elective
ART 223 Wood Design II	Pre-Major/Elective
ART 231 Printmaking I	Pre-Major/Elective
ART 232 Printmaking II	Pre-Major/Elective
ART 235 Figure Drawing II	Pre-Major/Elective
ART 240 Painting I	Pre-Major/Elective
ART 241 Painting II	Pre-Major/Elective
ART 242 Landscape Painting	Pre-Major/Elective
ART 243 Portrait Painting	Pre-Major/Elective
ART 244 Watercolor	Pre-Major/Elective
ART 245 Metals I	Pre-Major/Elective
ART 246 Metals II	Pre-Major/Elective
ART 247 Jewelry I	Pre-Major/Elective
ART 248 Jewelry II	Pre-Major/Elective
ART 250 Surface Design: Textiles	Pre-Major/Elective
ART 251 Weaving I	Pre-Major/Elective
ART 252 Weaving II	Pre-Major/Elective
ART 260 Photography Appreciation	Pre-Major/Elective
ART 261 Photography I	Pre-Major/Elective
ART 262 Photography II	Pre-Major/Elective
ART 263 Color Photography	Pre-Major/Elective
ART 266 Videography I	Pre-Major/Elective

ART 267	Videography II	Pre-Major/Elective
ART 271	Computer Art II	Pre-Major/Elective
ART 274	Lettering Design	Pre-Major/Elective
ART 275	Intro to Commercial Art	Pre-Major/Elective
ART 281	Sculpture I	Pre-Major/Elective
ART 282	Sculpture II	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective
ART 285	Ceramics III	Pre-Major/Elective
ART 286	Ceramics IV	Pre-Major/Elective
ART 288	Studio	Pre-Major/Elective
ART 289	Museum Study	Pre-Major/Elective
ASL 111	Elementary ASL I	GEN ED: Humanities/Fine Arts
ASL 112	Elementary ASL II	GEN ED: Humanities/Fine Arts
ASL 181	ASL Lab 1	Pre-Major/Elective
ASL 182	ASL Lab 2	Pre-Major/Elective
ASL 211	Intermediate ASL I	GEN ED: Humanities/Fine Arts
ASL 212	Intermediate ASL II	GEN ED: Humanities/Fine Arts
ASL 281	ASL Lab 3	Pre-Major/Elective
ASL 282	ASL Lab 4	Pre-Major/Elective
AST 111	Descriptive Astronomy	GEN ED: Natural Science
AST 111A	Descriptive Astronomy Lab	GEN ED: Natural Science
AST 151	General Astronomy I	GEN ED: Natural Science
AST 151A	General Astronomy I Lab	GEN ED: Natural Science
AST 152	General Astronomy II	GEN ED: Natural Science
AST 152A	General Astronomy II Lab	GEN ED: Natural Science
AST 251	Observational Astronomy	Pre-Major/Elective
BIO 110	Principles of Biology	GEN ED: Natural Science
BIO 111	General Biology I	GEN ED: Natural Science
BIO 112	General Biology II	GEN ED: Natural Science
BIO 120	Introductory Botany	GEN ED: Natural Science
BIO 130	Introductory Zoology	GEN ED: Natural Science
BIO 140	Environmental Biology	GEN ED: Natural Science
BIO 140A	Environmental Biology Lab	GEN ED: Natural Science
BIO 143	Field Biology Minicourse	Pre-Major/Elective
BIO 145	Ecology	Pre-Major/Elective
BIO 146	Regional Natural History	Pre-Major/Elective
BIO 150	Genetics in Human Affairs	Pre-Major/Elective
BIO 155	Nutrition	Pre-Major/Elective
BIO 163	Basic Anatomy & Physiology	Pre-Major/Elective
BIO 165	Anatomy and Physiology I	Pre-Major/Elective
BIO 166	Anatomy and Physiology II	Pre-Major/Elective
BIO 168	Anatomy and Physiology I	Pre-Major/Elective
BIO 169	Anatomy and Physiology II	Pre-Major/Elective
BIO 173	Microbes in World Affairs	Pre-Major/Elective
BIO 175	General Microbiology	Pre-Major/Elective
BIO 176	Adv General Microbiology	Pre-Major/Elective
BIO 180	Biological Chemistry	Pre-Major/Elective
BIO 221	Botany I	Pre-Major/Elective
BIO 222	Botany II	Pre-Major/Elective
BIO 223	Field Botany	Pre-Major/Elective
BIO 224	Local Flora Spring	Pre-Major/Elective
BIO 225	Local Flora Summer	Pre-Major/Elective

BIO 226	Local Flora Fall	Pre-Major/Elective
BIO 227	Winter Plant ID	Pre-Major/Elective
BIO 230	Entomology	Pre-Major/Elective
BIO 231	Invertebrate Zoology	Pre-Major/Elective
BIO 232	Vertebrate Zoology	Pre-Major/Elective
BIO 235	Ornithology	Pre-Major/Elective
BIO 236	Mammalogy	Pre-Major/Elective
BIO 240	Waste Management	Pre-Major/Elective
BIO 242	Natural Resource Conservation	Pre-Major/Elective
BIO 243	Marine Biology	Pre-Major/Elective
BIO 250	Genetics	Pre-Major/Elective
BIO 271	Pathophysiology	Pre-Major/Elective
BIO 272	Cardiopulmonary Biology	Pre-Major/Elective
BIO 273	Radiation Biology	Pre-Major/Elective
BIO 275	Microbiology	Pre-Major/Elective
BIO 280	Biotechnology	Pre-Major/Elective
BIO 285	Research & Measurement	Pre-Major/Elective
BUS 110	Introduction to Business	Pre-Major/Elective
BUS 115	Business Law I	Pre-Major/Elective
BUS 228	Business Statistics	Pre-Major/Elective
CHM 115	Concepts in Chemistry	Pre-Major/Elective
CHM 115A	Concepts in Chemistry Lab	Pre-Major/Elective
CHM 130	General Organic & Biochemistry	Pre-Major/Elective
CHM 130A	General Organic & Biochemistry Lab	Pre-Major/Elective
CHM 131	Introduction to Chemistry	GEN ED: Natural Science
CHM 131A	Introduction to Chemistry Lab	GEN ED: Natural Science
CHM 132	Organic and Biochemistry	GEN ED: Natural Science
CHM 135	Survey of Chemistry I	GEN ED: Natural Science
CHM 136	Survey of Chemistry II	GEN ED: Natural Science
CHM 151	General Chemistry I	GEN ED: Natural Science
CHM 152	General Chemistry II	GEN ED: Natural Science
CHM 251	Organic Chemistry I	Pre-Major Elective
CHM 252	Organic Chemistry II	Pre-Major Elective
CHM 261	Quantitative Analysis	Pre-Major Elective
CHM 263	Analytical Chemistry	Pre-Major Elective
CHM 265	Instrumental Analysis	Pre-Major Elective
CHM 271	Biochemical Principles	Pre-Major Elective
CHM 271A	Biochemical Principles Lab	Pre-Major Elective
CIS 110	Introduction to Computers	GEN ED: Mathematics (quantitative option)
CIS 115	Intro to Programming and Logic	GEN ED: Mathematics (quantitative option)
CJC 111	Introduction to Criminal Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
COM 110	Introduction to Communications	GEN ED: Humanities/Fine Arts (substitute)
COM 111	Voice and Diction I	Pre-Major Elective
COM 120	Interpersonal Communications	GEN ED: Humanities/Fine Arts (substitute)
COM 130	Nonverbal Communications	Pre-Major Elective
COM 140	Intercultural Communications	Pre-Major Elective
COM 231	Public Speaking	GEN ED: Humanities/Fine Arts (substitute)
COM 232	Election Rhetoric	Pre-Major Elective
COM 233	Persuasive Speaking	Pre-Major Elective

COM 251	Debate I	Pre-Major/Elective
COM 252	Debate II	Pre-Major/Elective
CSC 120	Computing Fundamentals I	Pre-Major/Elective
CSC 130	Computing Fundamentals II	Pre-Major/Elective
CSC 134	C++ Programming	Pre-Major/Elective
CSC 136	FORTRAN Programming	Pre-Major/Elective
CSC 220	Machine Implementation of Algorithms	Pre-Major/Elective
DAN 110	Dance Appreciation	GEN ED: Humanities/Fine Arts
DAN 211	Dance History I	GEN ED: Humanities/Fine Arts
DAN 212	Dance History II	GEN ED: Humanities/Fine Arts
DFT 170	Engineering Graphics	Pre-Major/Elective
DRA 111	Theatre Appreciation	GEN ED: Humanities/Fine Arts
DRA 112	Literature of the Theatre	GEN ED: Humanities/Fine Arts
DRA 115	Theatre Criticism	GEN ED: Humanities/Fine Arts
DRA 120	Voice for Performance	Pre-Major/Elective
DRA 122	Oral Interpretation	GEN ED: Humanities/Fine Arts
DRA 124	Readers Theatre	Pre-Major/Elective
DRA 126	Storytelling	GEN ED: Humanities/Fine Arts
DRA 128	Children's Theatre	Pre-Major/Elective
DRA 130	Acting I	Pre-Major/Elective
DRA 131	Acting II	Pre-Major/Elective
DRA 135	Acting for the Camera I	Pre-Major/Elective
DRA 136	Acting for the Camera II	Pre-Major/Elective
DRA 140	Stagecraft I	Pre-Major/Elective
DRA 141	Stagecraft II	Pre-Major/Elective
DRA 142	Costuming	Pre-Major/Elective
DRA 143	Costume Design	Pre-Major/Elective
DRA 145	Stage Make-up	Pre-Major/Elective
DRA 147	Sound Technology	Pre-Major/Elective
DRA 150	Stage Management	Pre-Major/Elective
DRA 151	Mechanics and Maintenance	Pre-Major/Elective
DRA 160	Box Office and Publicity	Pre-Major/Elective
DRA 170	Play Production I	Pre-Major/Elective
DRA 171	Play Production II	Pre-Major/Elective
DRA 175	Teleplay Production I	Pre-Major/Elective
DRA 176	Teleplay Production II	Pre-Major/Elective
DRA 211	Theatre History I	GEN ED: Humanities/Fine Arts
DRA 212	Theatre History II	GEN ED: Humanities/Fine Arts
DRA 230	Acting III	Pre-Major/Elective
DRA 231	Acting IV	Pre-Major/Elective
DRA 240	Lighting for the Theatre	Pre-Major/Elective
DRA 241	Lighting Design	Pre-Major/Elective
DRA 243	Scene Design	Pre-Major/Elective
DRA 245	Drafting and Scenography	Pre-Major/Elective
DRA 250	Theatre Management	Pre-Major/Elective
DRA 251	Production Management	Pre-Major/Elective
DRA 260	Directing	Pre-Major/Elective
DRA 270	Play Production III	Pre-Major/Elective
DRA 271	Play Production IV	Pre-Major/Elective
DRA 275	Teleplay Production III	Pre-Major/Elective
DRA 276	Teleplay Production IV	Pre-Major/Elective

ECO 151 Survey of Economics
 ECO 251 Principles of Microeconomics
 ECO 252 Principles of Macroeconomics

EDU 116 Introduction to Education

EGR 150 Introduction to Engineering
 EGR 220 Engineering Statics
 EGR 225 Engineering Dynamics

ENG 111 Expository Writing
 ENG 112 Argument-Based Research
 ENG 113 Literature-Based Research
 ENG 114 Professional Research and Reporting
 ENG 125 Creative Writing I
 ENG 126 Creative Writing II
 ENG 131 Introduction to Literature
 ENG 132 Introduction to Drama
 ENG 133 Introduction to the Novel
 ENG 134 Introduction to Poetry
 ENG 135 Intro to Short Fiction
 ENG 231 American Literature I
 ENG 232 American Literature II
 ENG 233 Major American Writers
 ENG 234 Modern American Poets
 ENG 241 British Literature I
 ENG 242 British Literature II
 ENG 243 Major British Writers
 ENG 251 Western World Literature I
 ENG 252 Western World Literature II
 ENG 253 The Bible as Literature
 ENG 261 World Literature I
 ENG 262 World Literature II
 ENG 265 Thematic World Literature I
 ENG 266 Thematic World Literature II
 ENG 271 Contemporary Literature
 ENG 272 Southern Literature
 ENG 273 African-American Literature
 ENG 274 Literature by Women
 ENG 275 Science Fiction

FRE 111 Elementary French I
 FRE 112 Elementary French II
 FRE 141 Culture and Civilization
 FRE 151 Francophone Literature
 FRE 161 Cultural Immersion
 FRE 181 French Lab 1
 FRE 182 French Lab 2
 FRE 211 Intermediate French I
 FRE 212 Intermediate French II
 FRE 221 French Conversation
 FRE 231 Reading and Composition
 FRE 281 French Lab 3
 FRE 282 French Lab 4

GEL 111 Introductory Geology

GEN ED: Social and Behavioral Science
 GEN ED: Social and Behavioral Science
 GEN ED: Social and Behavioral Science

*Pre-Major/Elective

Pre-Major/Elective
 Pre-Major/Elective
 Pre-Major/Elective

GEN ED: English Composition
 GEN ED: English Composition
 GEN ED: English Composition
 GEN ED: English Composition
 Pre-Major/Elective
 Pre-Major/Elective
 GEN ED: Humanities/Fine Arts
 Pre-Major/Elective
 Pre-Major/Elective
 Pre-Major/Elective
 Pre-Major/Elective
 GEN ED: Humanities/Fine Arts
 GEN ED: Humanities/Fine Arts
 GEN ED: Humanities/Fine Arts
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GEN ED: Humanities/Fine Arts
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GEL 113	Historical Geology	GEN ED: Natural Science
GEL 120	Physical Geology	GEN ED: Natural Science
GEL 220	Marine Geology	Pre-Major/Elective
GEL 230	Environmental Geology	GEN ED: Natural Science
GEO 110	Introduction to Geography	Pre-Major/Elective
GEO 111	World Regional Geography	GEN ED: Social/Behavioral Science
GEO 112	Cultural Geography	GEN ED: Social/Behavioral Science
GEO 113	Economic Geography	GEN ED: Social/Behavioral Science
GEO 121	North Carolina Geography	Pre-Major/Elective
GEO 130	General Physical Geography	GEN ED: Social/Behavioral Science
GEO 131	Physical Geography I	Pre-Major/Elective
GEO 132	Physical Geography II	Pre-Major/Elective
GER 111	Elementary German I	GEN ED: Humanities/Fine Arts
GER 112	Elementary German II	GEN ED: Humanities/Fine Arts
GER 141	Culture and Civilization	Pre-Major/Elective
GER 181	German Lab 1	Pre-Major/Elective
GER 182	German Lab 2	Pre-Major/Elective
GER 211	Intermediate German I	GEN ED: Humanities/Fine Arts
GER 212	Intermediate German II	GEN ED: Humanities/Fine Arts
GER 221	German Conversation	Pre-Major/Elective
GER 231	Reading and Composition	Pre-Major/Elective
GER 281	German Lab 3	Pre-Major/Elective
GER 282	German Lab 4	Pre-Major/Elective
HEA 110	Personal Health and Wellness	Pre-Major/Elective
HEA 112	First Aid and CPR	Pre-Major/Elective
HEA 120	Community Health	Pre-Major/Elective
HIS 111	World Civilizations I	GEN ED: Social/Behavioral Science
HIS 112	World Civilizations II	GEN ED: Social/Behavioral Science
HIS 114	Comparative World History	GEN ED: Social/Behavioral Science
HIS 115	Introduction to Global History	GEN ED: Social/Behavioral Science
HIS 116	Current World Problems	Pre-Major/Elective
HIS 117	History of Religions	Pre-Major/Elective
HIS 121	Western Civilizations I	GEN ED: Social/Behavioral Science
HIS 122	Western Civilizations II	GEN ED: Social/Behavioral Science
HIS 124	Western Cultural History	Pre-Major/Elective
HIS 131	American History I	GEN ED: Social/Behavioral Science
HIS 132	American History II	GEN ED: Social/Behavioral Science
HIS 133	Genealogy & Local History	Pre-Major/Elective
HIS 134	Hispanic Civilization	Pre-Major/Elective
HIS 153	Russian Cultural History	Pre-Major/Elective
HIS 161	Science and Technology	Pre-Major/Elective
HIS 162	Women and History	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 164	History of Sports	Pre-Major/Elective
HIS 165	Twentieth-Century World	Pre-Major/Elective
HIS 167	The Vietnam War	Pre-Major/Elective
HIS 211	Ancient History	Pre-Major/Elective
HIS 212	Medieval History	Pre-Major/Elective
HIS 213	Modern Europe to 1815	Pre-Major/Elective
HIS 214	Modern Europe Since 1815	Pre-Major/Elective
HIS 215	Nineteenth-Century Europe	Pre-Major/Elective
HIS 216	Twentieth-Century Europe	Pre-Major/Elective

HIS 221	African-American History	Pre-Major Elective
HIS 222	African-American History I	Pre-Major Elective
HIS 223	African-American History II	Pre-Major Elective
HIS 224	US Diplomatic History	Pre-Major Elective
HIS 225	American Business History	Pre-Major Elective
HIS 226	The Civil War	Pre-Major Elective
HIS 227	Native American History	Pre-Major Elective
HIS 228	History of the South	Pre-Major Elective
HIS 229	History of the Old South	Pre-Major Elective
HIS 230	The Changing South	Pre-Major Elective
HIS 231	Recent American History	Pre-Major Elective
HIS 232	History of the Old West	Pre-Major Elective
HIS 233	History of Appalachia	Pre-Major Elective
HIS 234	Cherokee History	Pre-Major Elective
HIS 235	The Spanish Borderlands	Pre-Major Elective
HIS 236	North Carolina History	Pre-Major Elective
HIS 241	Russian History to 1917	Pre-Major Elective
HIS 242	Russian History from 1917	Pre-Major Elective
HIS 251	English History I	Pre-Major Elective
HIS 252	English History II	Pre-Major Elective
HIS 260	History of Africa	Pre-Major Elective
HIS 261	East Asian History	Pre-Major Elective
HIS 262	Middle East History	Pre-Major Elective
HIS 271	The French Revolution Era	Pre-Major Elective
HUM 110	Technology and Society	GEN ED: Humanities/Fine Arts
HUM 115	Critical Thinking	Pre-Major Elective
HUM 120	Cultural Studies	GEN ED: Humanities/Fine Arts
HUM 121	The Nature of America	GEN ED: Humanities/Fine Arts
HUM 122	Southern Culture	GEN ED: Humanities/Fine Arts
HUM 123	Appalachian Culture	Pre-Major Elective
HUM 130	Myth in Human Culture	GEN ED: Humanities/Fine Arts
HUM 140	History of Architecture	Pre-Major Elective
HUM 145	History of Landscape Arch	Pre-Major Elective
HUM 150	American Women's Studies	GEN ED: Humanities/Fine Arts
HUM 160	Introduction to Film	GEN ED: Humanities/Fine Arts
HUM 161	Advanced Film Studies	GEN ED: Humanities/Fine Arts
HUM 170	The Holocaust	Pre-Major Elective
HUM 211	Humanities I	GEN ED: Humanities/Fine Arts
HUM 212	Humanities II	GEN ED: Humanities/Fine Arts
HUM 220	Human Values and Meaning	GEN ED: Humanities/Fine Arts
HUM 225	Cultural Influences	Pre-Major Elective
HUM 240	Math and the Arts	Pre-Major Elective
ITA 111	Elementary Italian I	GEN ED: Humanities/Fine Arts
ITA 112	Elementary Italian II	GEN ED: Humanities/Fine Arts
ITA 181	Italian Lab 1	Pre-Major Elective
ITA 182	Italian Lab 2	Pre-Major Elective
ITA 211	Intermediate Italian I	GEN ED: Humanities/Fine Arts
ITA 212	Intermediate Italian II	GEN ED: Humanities/Fine Arts
ITA 221	Italian Conversation	Pre-Major Elective
ITA 231	Reading and Composition	Pre-Major Elective
ITA 281	Italian Lab 3	Pre-Major Elective
ITA 282	Italian Lab 4	Pre-Major Elective
JOU 110	Intro to Journalism	Pre-Major Elective

JPN 111	Elementary Japanese I	GEN ED: Humanities/Fine Arts
JPN 112	Elementary Japanese II	GEN ED: Humanities/Fine Arts
JPN 211	Intermediate Japanese I	GEN ED: Humanities/Fine Arts
JPN 212	Intermediate Japanese II	GEN ED: Humanities/Fine Arts
LAT 111	Elementary Latin I	GEN ED: Humanities/Fine Arts
LAT 112	Elementary Latin II	GEN ED: Humanities/Fine Arts
LAT 141	Culture and Civilization	GEN ED: Humanities/Fine Arts
LAT 142	Literature and the Roman Republic	GEN ED: Humanities/Fine Arts
LAT 181	Latin Lab I	Pre-Major/Elective
LAT 182	Latin Lab II	Pre-Major/Elective
LAT 211	Intermediate Latin I	GEN ED: Humanities/Fine Arts
LAT 212	Intermediate Latin II	GEN ED: Humanities/Fine Arts
LAT 231	Reading and Composition	GEN ED: Humanities/Fine Arts
LAT 232	Imperial Literature	GEN ED: Humanities/Fine Arts
LAT 281	Latin Lab III	Pre-Major/Elective
LAT 282	Latin Lab IV	Pre-Major/Elective
MAT 140	Survey of Mathematics	GEN ED: Mathematics
MAT 140A	Survey of Mathematics Lab	Pre-Major/Elective
MAT 141	Math I for Teachers/K-9	Pre-Major/Elective
MAT 141A	Math I for Teach/K-9 Lab	Pre-Major/Elective
MAT 142	Math II for Teachers/K-9	Pre-Major/Elective
MAT 142A	Math II for Teach/K-9 Lab	Pre-Major/Elective
MAT 145	Analytical Math	Pre-Major/Elective
MAT 145A	Analytical Math Lab	Pre-Major/Elective
MAT 151	Statistics I	GEN ED: Mathematics (quantitative option)
MAT 151A	Statistics I Lab	Pre-Major/Elective
MAT 155	Statistical Analysis	GEN ED: Mathematics (quantitative option)
MAT 155A	Statistics Analysis Lab	Pre-Major/Elective
MAT 161	College Algebra	GEN ED: Mathematics
MAT 161A	College Algebra Lab	Pre-Major/Elective
MAT 162	College Trigonometry	GEN ED: Mathematics
MAT 162A	College Trigonometry	Pre-Major/Elective
MAT 165	Finite Mathematics	GEN ED: Mathematics
MAT 165A	Finite Math Lab	Pre-Major/Elective
MAT 167	Discrete Mathematics	Pre-Major/Elective
MAT 167A	Discrete Mathematics Lab	Pre-Major/Elective
MAT 171	Precalculus Algebra	GEN ED: Mathematics
MAT 171A	Precalculus Algebra Lab	Pre-Major/Elective
MAT 172	Precalculus Trigonometry	GEN ED: Mathematics
MAT 172A	Precalculus Trigonometry Lab	Pre-Major/Elective
MAT 175	Precalculus	GEN ED: Mathematics
MAT 175A	Precalculus Lab	Pre-Major/Elective
MAT 210	Logic	Pre-Major/Elective
MAT 210A	Logic Lab	Pre-Major/Elective
MAT 252	Statistics II	Pre-Major/Elective
MAT 252A	Statistics II Lab	Pre-Major/Elective
MAT 263	Brief Calculus	GEN ED: Mathematics
MAT 263A	Brief Calculus Lab	Pre-Major/Elective
MAT 271	Calculus I	GEN ED: Mathematics
MAT 272	Calculus II	GEN ED: Mathematics
MAT 273	Calculus III	GEN ED: Mathematics
MAT 280	Linear Algebra	Pre-Major/Elective
MAT 285	Differential Equations	Pre-Major/Elective

MUS 110	Music Appreciation	GEN ED: Humanities/Fine Arts
MUS 111	Fundamentals of Music	Pre-Major/Elective
MUS 112	Introduction to Jazz	GEN ED: Humanities/Fine Arts
MUS 113	American Music	GEN ED: Humanities/Fine Arts
MUS 114	Non-Western Music	GEN ED: Humanities/Fine Arts
MUS 115	Orchestral Music	Pre-Major/Elective
MUS 121	Music Theory I	Pre-Major/Elective
MUS 122	Music Theory II	Pre-Major/Elective
MUS 123	Music Composition	Pre-Major/Elective
MUS 131	Chorus I	Pre-Major/Elective
MUS 132	Chorus II	Pre-Major/Elective
MUS 133	Band I	Pre-Major/Elective
MUS 134	Band II	Pre-Major/Elective
MUS 135	Jazz Ensemble I	Pre-Major/Elective
MUS 136	Jazz Ensemble II	Pre-Major/Elective
MUS 137	Orchestra I	Pre-Major/Elective
MUS 138	Orchestra II	Pre-Major/Elective
MUS 141	Ensemble I	Pre-Major/Elective
MUS 142	Ensemble II	Pre-Major/Elective
MUS 151	Class Music I	Pre-Major/Elective
MUS 152	Class Music II	Pre-Major/Elective
MUS 161	Applied Music I	Pre-Major/Elective
MUS 162	Applied Music II	Pre-Major/Elective
MUS 170	Business of Music	Pre-Major/Elective
MUS 173	Opera Production I	Pre-Major/Elective
MUS 174	Opera Production II	Pre-Major/Elective
MUS 175	Recording Techniques I	Pre-Major/Elective
MUS 176	Recording Techniques II	Pre-Major/Elective
MUS 210	History of Rock Music	Pre-Major/Elective
MUS 211	History of Country Music	Pre-Major/Elective
MUS 212	American Musical Theatre	Pre-Major/Elective
MUS 213	Opera and Musical Theatre	GEN ED: Humanities Fine Arts
MUS 214	Electronic Music I	Pre-Major/Elective
MUS 215	Electronic Music II	Pre-Major/Elective
MUS 217	Elementary Conducting	Pre-Major/Elective
MUS 221	Music Theory III	Pre-Major/Elective
MUS 222	Music Theory IV	Pre-Major/Elective
MUS 231	Chorus III	Pre-Major/Elective
MUS 232	Chorus IV	Pre-Major/Elective
MUS 233	Band III	Pre-Major/Elective
MUS 234	Band IV	Pre-Major/Elective
MUS 235	Jazz Ensemble III	Pre-Major/Elective
MUS 236	Jazz Ensemble IV	Pre-Major/Elective
MUS 237	Orchestra III	Pre-Major/Elective
MUS 238	Orchestra IV	Pre-Major/Elective
MUS 241	Ensemble III	Pre-Major/Elective
MUS 242	Ensemble IV	Pre-Major/Elective
MUS 251	Class Music III	Pre-Major/Elective
MUS 252	Class Music IV	Pre-Major/Elective
MUS 253	Big Band	Pre-Major/Elective
MUS 261	Applied Music III	Pre-Major/Elective
MUS 262	Applied Music IV	Pre-Major/Elective
MUS 263	Jazz Improvisation I	Pre-Major/Elective
MUS 264	Jazz Improvisation II	Pre-Major/Elective
MUS 265	Piano Pedagogy	Pre-Major/Elective

MUS 270	Music Literature	Pre-Major/Elective
MUS 271	Music History I	Pre-Major/Elective
MUS 272	Music History II	Pre-Major/Elective
MUS 273	Opera Production III	Pre-Major/Elective
MUS 274	Opera Production IV	Pre-Major/Elective
MUS 280	Music for the Elementary Classroom	Pre-Major/Elective
PED 110	Fit and Well for Life	Pre-Major/Elective
PED 111	Physical Fitness I	Pre-Major/Elective
PED 112	Physical Fitness II	Pre-Major/Elective
PED 113	Aerobics I	Pre-Major/Elective
PED 114	Aerobics II	Pre-Major/Elective
PED 115	Step Aerobics I	Pre-Major/Elective
PED 116	Step Aerobics II	Pre-Major/Elective
PED 117	Weight Training I	Pre-Major/Elective
PED 118	Weight Training II	Pre-Major/Elective
PED 119	Circuit Training	Pre-Major/Elective
PED 120	Walking for Fitness	Pre-Major/Elective
PED 121	Walk, Jog, Run	Pre-Major/Elective
PED 122	Yoga I	Pre-Major/Elective
PED 123	Yoga II	Pre-Major/Elective
PED 124	Run, Swim, Cycle	Pre-Major/Elective
PED 125	Self-Defense-Beginning	Pre-Major/Elective
PED 126	Self-Defense-Intermediate	Pre-Major/Elective
PED 127	Karate	Pre-Major/Elective
PED 128	Golf-Beginning	Pre-Major/Elective
PED 129	Golf-Intermediate	Pre-Major/Elective
PED 130	Tennis-Beginning	Pre-Major/Elective
PED 131	Tennis-Intermediate	Pre-Major/Elective
PED 132	Racquetball-Beginning	Pre-Major/Elective
PED 133	Racquetball-Intermediate	Pre-Major/Elective
PED 134	Wrestling	Pre-Major/Elective
PED 135	Fencing-Beginning	Pre-Major/Elective
PED 136	Fencing-Intermediate	Pre-Major/Elective
PED 137	Badminton	Pre-Major/Elective
PED 138	Archery	Pre-Major/Elective
PED 139	Bowling-Beginning	Pre-Major/Elective
PED 140	Bowling-Intermediate	Pre-Major/Elective
PED 141	Tumbling and Gymnastics	Pre-Major/Elective
PED 142	Lifetime Sports	Pre-Major/Elective
PED 143	Volleyball-Beginning	Pre-Major/Elective
PED 144	Volleyball-Intermediate	Pre-Major/Elective
PED 145	Basketball-Beginning	Pre-Major/Elective
PED 146	Basketball-Intermediate	Pre-Major/Elective
PED 147	Soccer	Pre-Major/Elective
PED 148	Softball	Pre-Major/Elective
PED 149	Flag Football	Pre-Major/Elective
PED 150	Baseball/Beginning	Pre-Major/Elective
PED 151	Baseball/Intermediate	Pre-Major/Elective
PED 152	Swimming-Beginning	Pre-Major/Elective
PED 153	Swimming-Intermediate	Pre-Major/Elective
PED 154	Swimming for Fitness	Pre-Major/Elective
PED 155	Water Aerobics	Pre-Major/Elective
PED 156	Scuba Diving	Pre-Major/Elective
PED 158	Whitewater Rafting	Pre-Major/Elective
PED 159	Sailboarding - Beginning	Pre-Major/Elective

PED 160	Canoeing-Basic	Pre-Major/Elective
PED 161	Canoeing-Rivers	Pre-Major/Elective
PED 162	Angling	Pre-Major/Elective
PED 163	Kayaking-Basic	Pre-Major/Elective
PED 164	Kayaking-Whitewater	Pre-Major/Elective
PED 165	Sport Science as a Career	Pre-Major/Elective
PED 166	Sailing-Beginning	Pre-Major/Elective
PED 167	Sailing-Intermediate	Pre-Major/Elective
PED 169	Orienteering	Pre-Major/Elective
PED 170	Backpacking	Pre-Major/Elective
PED 171	Nature Hiking	Pre-Major/Elective
PED 172	Outdoor Living	Pre-Major/Elective
PED 173	Rock Climbing	Pre-Major/Elective
PED 174	Wilderness Pursuits	Pre-Major/Elective
PED 175	Horseback Riding I	Pre-Major/Elective
PED 176	Horseback Riding II	Pre-Major/Elective
PED 177	Ice Skating	Pre-Major/Elective
PED 178	In-line Skating	Pre-Major/Elective
PED 179	Roller Skating	Pre-Major/Elective
PED 180	Cycling	Pre-Major/Elective
PED 181	Snow Skiing-Beginning	Pre-Major/Elective
PED 182	Snow Skiing -Intermediate	Pre-Major/Elective
PED 183	Folk Dancing	Pre-Major/Elective
PED 184	Square Dancing I	Pre-Major/Elective
PED 185	Square Dancing II	Pre-Major/Elective
PED 186	Dancing for Fitness	Pre-Major/Elective
PED 187	Social Dance-Beginning	Pre-Major/Elective
PED 188	Social Dance-Intermediate	Pre-Major/Elective
PED 189	Clogging	Pre-Major/Elective
PED 210	Team Sports	Pre-Major/Elective
PED 211	New Games	Pre-Major/Elective
PED 212	Snowboarding-Beginning	Pre-Major/Elective
PED 220	Exercise for Physically Challenged	Pre-Major/Elective
PED 240	Advanced PE Skills	Pre-Major/Elective
PED 250	Officiating Basketball/Volleyball	Pre-Major/Elective
PED 251	Officiating Football/Soccer	Pre-Major/Elective
PED 252	Officiating Baseball/Softball	Pre-Major/Elective
PED 254	Coaching Basketball	Pre-Major/Elective
PED 255	Coaching Football	Pre-Major/Elective
PED 256	Coaching Baseball	Pre-Major/Elective
PED 257	Coaching Soccer	Pre-Major/Elective
PED 259	Prevention & Care of Athletic Injuries	Pre-Major/Elective
PED 260	Lifeguard Training	Pre-Major/Elective
PED 262	Water Safety Instructor	Pre-Major/Elective
PED 270	Canoeing-Instructor	Pre-Major/Elective
PED 276	Sailing-Instructor	Pre-Major/Elective
PHI 210	History of Philosophy	GEN ED: Humanities/Fine Arts
PHI 215	Philosophical Issues	GEN ED: Humanities/Fine Arts
PHI 220	Western Philosophy I	GEN ED: Humanities/Fine Arts
PHI 221	Western Philosophy II	GEN ED: Humanities/Fine Arts
PHI 230	Introduction to Logic	Pre-Major/Elective
PHI 240	Introduction to Ethics	GEN ED: Humanities/Fine Arts
PHI 250	Philosophy of Science	Pre-Major/Elective
PHS 110	Basic Physical Science	11 Pre-Major/Elective

PHS 121	Applied Physical Science I	Pre-Major/Elective
PHS 122	Applied Physical Science II	Pre-Major/Elective
PHS 130	Earth Science	Pre-Major/Elective
PHS 140	Weather and Climate	Pre-Major/Elective
PHY 110	Conceptual Physics	GEN ED: Natural Science
PHY 110A	Conceptual Physics Lab	GEN ED: Natural Science
PHY 151	College Physics I	GEN ED: Natural Science
PHY 152	College Physics II	GEN ED: Natural Science
PHY 153	Modern Topics in Physics	Pre-Major/Elective
PHY 251	General Physics I	GEN ED: Natural Science
PHY 252	General Physics II	GEN ED: Natural Science
PHY 253	Modern Physics	Pre-Major/Elective
POL 110	Introduction to Political Science	GEN ED: Social/Behavioral Science
POL 120	American Government	GEN ED: Social/Behavioral Science
POL 130	State & Local Government	Pre-Major/Elective
POL 210	Comparative Government	GEN ED: Social/Behavioral Science
POL 220	International Relations	GEN ED: Social/Behavioral Science
POR 111	Elementary Portuguese I	GEN ED: Humanities/Fine Arts
POR 112	Elementary Portuguese II	GEN ED: Humanities/Fine Arts
POR 141	Culture and Civilization	Pre-Major/Elective
POR 181	Portuguese Lab I	Pre-Major/Elective
POR 182	Portuguese Lab II	Pre-Major/Elective
POR 211	Intermediate Portuguese I	GEN ED: Humanities/Fine Arts
POR 212	Intermediate Portuguese II	GEN ED: Humanities/Fine Arts
POR 221	Portuguese Conversation	Pre-Major/Elective
POR 231	Reading and Composition	Pre-Major/Elective
POR 281	Portuguese Lab III	Pre-Major/Elective
POR 282	Portuguese Lab IV	Pre-Major/Elective
PSY 150	General Psychology	GEN ED: Social/Behavioral Science
PSY 211	Psychology of Adjustment	Pre-Major/Elective
PSY 237	Social Psychology	GEN ED: Social/Behavioral Science
PSY 239	Psychology of Personality	GEN ED: Social/Behavioral Science
PSY 241	Developmental Psychology	GEN ED: Social/Behavioral Science
PSY 243	Child Psychology	Pre-Major/Elective
PSY 246	Adolescent Psychology	Pre-Major/Elective
PSY 247	Psychology of Adulthood	Pre-Major/Elective
PSY 249	Psychology of Aging	Pre-Major/Elective
PSY 259	Human Sexuality	Pre-Major/Elective
PSY 263	Educational Psychology	Pre-Major/Elective
PSY 271	Sports Psychology	Pre-Major/Elective
PSY 275	Health Psychology	Pre-Major/Elective
PSY 281	Abnormal Psychology	GEN ED: Social/Behavioral Science
REL 110	World Religions	GEN ED: Humanities/Fine Arts
REL 111	Eastern Religions	GEN ED: Humanities/Fine Arts
REL 112	Western Religions	GEN ED: Humanities/Fine Arts
REL 211	Introduction to Old Testament	GEN ED: Humanities/Fine Arts
REL 212	Introduction to New Testament	GEN ED: Humanities/Fine Arts
REL 221	Religion in America	GEN ED: Humanities/Fine Arts
RUS 111	Elementary Russian I	12 GEN ED: Humanities/Fine Arts GEN ED: Humanities/Fine Arts
RUS 112	Elementary Russian II	

RUS 181	Russian Lab 1	Pre-Major Elective
RUS 182	Russian Lab 2	Pre-Major Elective
RUS 211	Intermediate Russian I	GEN ED: Humanities/Fine Arts
RUS 212	Intermediate Russian II	GEN ED: Humanities/Fine Arts
RUS 221	Russian Conversation	Pre-Major Elective
RUS 231	Reading and Composition	Pre-Major Elective
RUS 281	Russian Lab 3	Pre-Major Elective
RUS 282	Russian Lab 4	Pre-Major Elective
SOC 210	Introduction to Sociology	GEN ED: Social/Behavioral Science
SOC 213	Sociology of the Family	GEN ED: Social/Behavioral Science
SOC 215	Group Processes	Pre-Major Elective
SOC 220	Social Problems	GEN ED: Social/Behavioral Science
SOC 225	Social Diversity	GEN ED: Social/Behavioral Science
SOC 230	Race and Ethnic Relations	Pre-Major Elective
SOC 232	Social Context of Aging	Pre-Major Elective
SOC 234	Sociology of Gender	Pre-Major Elective
SOC 240	Social Psychology	GEN ED: Social/Behavioral Science
SOC 242	Sociology of Deviance	Pre-Major Elective
SOC 244	Sociology of Death & Dying	Pre-Major Elective
SOC 250	Sociology of Religion	Pre-Major Elective
SOC 252	Sociology of Work	Pre-Major Elective
SOC 254	Rural and Urban Sociology	Pre-Major Elective
SPA 111	Elementary Spanish I	GEN ED: Humanities/Fine Arts
SPA 112	Elementary Spanish II	GEN ED: Humanities/Fine Arts
SPA 141	Culture and Civilization	Pre-Major Elective
SPA 151	Hispanic Literature	Pre-Major Elective
SPA 161	Cultural Immersion	Pre-Major Elective
SPA 181	Spanish Lab 1	Pre-Major Elective
SPA 182	Spanish Lab 2	Pre-Major Elective
SPA 211	Intermediate Spanish I	GEN ED: Humanities/Fine Arts
SPA 212	Intermediate Spanish II	GEN ED: Humanities/Fine Arts
SPA 221	Spanish Conversation	Pre-Major Elective
SPA 231	Reading and Composition	Pre-Major Elective
SPA 281	Spanish Lab 3	Pre-Major Elective
SPA 282	Spanish Lab 4	Pre-Major Elective

*Pre-major credit at select institutions only.

**ASSOCIATE IN ARTS
ASSOCIATE IN SCIENCE
AND ASSOCIATE IN FINE ARTS
DEGREE PRE-MAJOR
CURRICULUM PROGRAM TITLE CODES**

April 1, 2000

Associate in Arts (A10100)

<u>Code</u>	<u>Title</u>
A1010A	Art Education
A1010B	Business Administration
A1010C	Business Education and Marketing Education
A1010D	Criminal Justice
A1010E	English
A1010F	English Education
A1010G	Health Education
A1010H	History
A1010I	Nursing
A1010J	Physical Education
A1010K	Political Science
A1010L	Psychology
A1010M	Social Science Secondary Education
A1010N	Sociology
A1010O	Speech/Communications
A1010P	Elementary, Middle Grades and Special Education
A1010Q	Social Work

Associate in Science (A10400)

<u>Code</u>	<u>Title</u>
A1040A	Biology and Biology Education
A1040B	Chemistry and Chemistry Education
A1040C	Computer Science
A1040D	Engineering
A1040E	Mathematics
A1040F	Mathematics Education

Associate in Fine Arts (A10200)

<u>Code</u>	<u>Title</u>
A1020A	Art
A1020C	Drama
A1020D	Music and Music Education

Linking the Advanced Placement Examination to Weighted Credit

Overview

During focus group sessions about Advanced Placement courses and weighted credit, several participants recommended linking weighted credit for AP courses to students taking the corresponding AP examinations.

- In 2001, there were 24,044 test takers taking 41,880 AP examinations. This makes approximately 1,742 examinations for every 1,000 test takers.
- In comparison to the national proportion of approximately 1,681 examinations for every 1,000 test takers, students from North Carolina took an average of 61 more examinations for every 1,000 test takers.
- The AP Grade distributions for all examinations in comparison to the nation for 2001 are as follows:

AP Grade	North Carolina	Nation	Difference
5	11%	14%	-3
4	18%	20%	-2
3	27%	27%	0
2	27%	25%	+2
1	16%	13%	+3

Issues

- Advanced Placement examinations are administered during the first two weeks in May, late testing is administered by mid-May. Grade reports are sent to students, their schools and designated colleges after July 1.
 - The timing of grade reports would be a problem for seniors taking the AP examination. In 2001 51% of students taking AP examination in North Carolina were seniors.
- Each AP exam is given an overall grade of 1, 2, 3, 4, or 5 with 5 indicating a student is extremely well qualified to receive college credit and/or for Advanced Placement based on the AP exam grade.
 - Each Institute of Higher Education (IHE) determines if AP scores will be accepted for college credit or Advanced Placement.
 - There is not consistency among IHEs as to what constitutes an acceptable score; some colleges do not accept any AP score for college credit or advanced placement.

Examples: UNC requires a minimum score of 3 for credit.
 Duke requires a minimum score of 4 with an exception for math.
 Davidson requires a minimum score of 4.

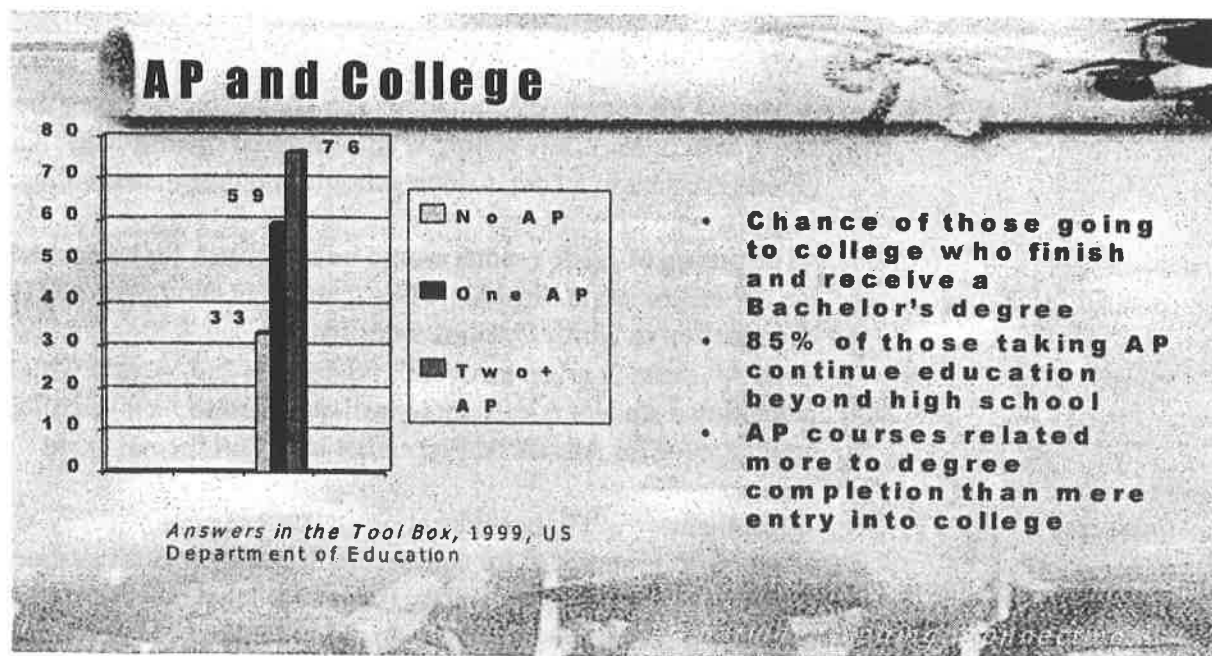
The cost for taking an AP examination in 2003 will be \$82.00 per examination. This cost may be prohibitive for some students.

-North Carolina has been awarded a Federal Fee-Reduction Grant by the United States Department of Education for \$169,000. This grant pays \$52.00 of cost for each examination for qualifying low-income students. The College Board foregoes \$22.00 in administrative fees and each school is expected to forgo \$8.00 in local administrative fees for the AP exams of qualifying low-income students. Therefore, qualifying low-income students take the examinations in North Carolina without cost.

Correlation of AP Course Work and Completion of College

The advantages of students taking Advanced Placement courses in high school are well documented.

- The single most important predictor of success in college (attainment of a Bachelor's degree) is the strength of a student's high school curriculum. (*Answers in the Tool Box, USDE, 1999*)
- Students who take rigorous challenging academic courses, such as AP, improve their chances of success in college – and this effect is greatest for African-American and Latino Students. (*Answers in the Tool Box, USDE, 1999*)



The Relationship of PSAT/NMSQT Scores and AP Examination Grades

State of North Carolina (All students)

English Literature & Composition

English Literature & Composition score of 1	346
English Literature & Composition score of 2	2069
English Literature & Composition score of 3	1963
English Literature & Composition score of 4	1125
English Literature & Composition score of 5	426
Total	5929

AP English Literature			
PSAT V Score	AP Grade		Possibilities
	>3	>4	
80-76	99.6	95.5	477
75-71	99.2	91.3	926
70-66	97.9	82.5	2546
65-61	95.8	69.9	4632
60-56	90.6	52.9	7291
55-51	80.4	35.3	12523
45-49	62.2	17.7	17352
45-41	39.4	7.0	
40-36	20.2	2.1	
35-31	6.8	0.8	
30-26	3.8	0.6	
25-20	2.6	0.3	

Total Possibilities 45747

Calculus AB

Calculus AB Score of 1	971
Calculus AB Score of 2	745
Calculus AB Score of 3	1034
Calculus AB Score of 4	952
Calculus AB Score of 5	677
Total	4379

AP Calculus AB			
PSAT M Score	AP Grade		Possibilities
	>3	>4	
80-76	97.1	87	403
75-71	92.1	71.7	1406
70-66	82.1	52.2	3524
65-61	68.3	33.8	6636
60-56	52.9	19.9	10026
55-51	38.2	11	
50-46	24.5	5.3	
45-41	15.6	2.8	
40-36	9.1	2	
35-31	6	1.3	
30-26	9.2	4.6	
25-20			

Total Possibilities 21995

This report from the College Board shows the number of students taking AP courses compared to the number of students who are predicted to be successful in an AP course.

The Relationship of PSAT/NMSQT Scores and AP Examination Grades

State of North Carolina (Algebra - American)

English Literature & Composition

English Literature & Composition score of 1	102
English Literature & Composition score of 2	262
English Literature & Composition score of 3	97
English Literature & Composition score of 4	26
English Literature & Composition score of 5	7
Total	494

AP English Literature			
PSAT V Score	AP Grade		Possibilities
	>3	>4	
80-76	99.6	95.5	9
75-71	99.2	91.3	18
70-66	97.9	82.5	66
65-61	95.8	69.9	152
60-56	90.6	52.9	406
55-51	80.4	35.3	984
45-49	62.2	17.7	2144
45-41	39.4	7.0	
40-36	20.2	2.1	
35-31	6.8	0.8	
30-26	3.8	0.6	
25-20	2.6	0.3	

Total Possibilities 3779

Calculus AB

Calculus AB Score of 1	120
Calculus AB Score of 2	72
Calculus AB Score of 3	65
Calculus AB Score of 4	40
Calculus AB Score of 5	14
Total	311

AP Calculus AB			
PSAT M Score	AP Grade		Possibilities
	>3	>4	
80-76	97.1	87	1
75-71	92.1	71.7	25
70-66	82.1	52.2	98
65-61	68.3	33.8	248
60-56	52.9	19.9	581
55-51	38.2	11	
50-46	24.5	5.3	
45-41	15.6	2.8	
40-36	9.1	2	
35-31	6	1.3	
30-26	9.2	4.6	
25-20			

Total Possibilities 953

The Relationship of PSAT/NMSQT Scores and AP Examination Grades

State of North Carolina (Latino)

English Literature & Composition

English Literature & Composition score of 1	7
English Literature & Composition score of 2	25
English Literature & Composition score of 3	23
English Literature & Composition score of 4	11
English Literature & Composition score of 5	5
Total	71

PSAT V Score	AP Grade		Possibilities
	>3	>4	
80-76	99.6	95.5	7
75-71	99.2	91.3	5
70-66	97.9	82.5	28
65-61	95.8	69.9	68
60-56	90.6	52.9	108
55-51	80.4	35.3	193
45-49	62.2	17.7	314
45-41	39.4	7.0	
40-36	20.2	2.1	
35-31	6.8	0.8	
30-26	3.8	0.6	
25-20	2.6	0.3	

Total Possibilities

723

Calculus AB

Calculus AB Score of 1	15
Calculus AB Score of 2	12
Calculus AB Score of 3	14
Calculus AB Score of 4	11
Calculus AB Score of 5	11
Total	63

PSAT M Score	AP Grade		Possibilities
	>3	>4	
80-76	97.1	87	6
75-71	92.1	71.7	11
70-66	82.1	52.2	33
65-61	68.3	33.8	91
60-56	52.9	19.9	130
55-51	38.2	11	
50-46	24.5	5.3	
45-41	15.6	2.8	
40-36	9.1	2	
35-31	6	1.3	
30-26	9.2	4.6	
25-20			

Total Possibilities

271

The Relationship of PSAT/NMSQT Scores and AP Examination Grades

State of North Carolina (white)

English Literature & Composition

English Literature & Composition score of 1	205
English Literature & Composition score of 2	1630
English Literature & Composition score of 3	1696
English Literature & Composition score of 4	1008
English Literature & Composition score of 5	384
Total	4923

AP English Literature			
PSAT V Score	AP Grade		Possibilities
	>3	>4	
80-76	99.6	95.5	402
75-71	99.2	91.3	830
70-66	97.9	82.5	2261
65-61	95.8	69.9	4115
60-56	90.6	52.9	6368
55-51	80.4	35.3	10674
45-49	62.2	17.7	13925
45-41	39.4	7.0	
40-36	20.2	2.1	
35-31	6.8	0.8	
30-26	3.8	0.6	
25-20	2.6	0.3	

Total Possibilities 38575

Calculus AB

Calculus AB Score of 1	743
Calculus AB Score of 2	590
Calculus AB Score of 3	867
Calculus AB Score of 4	818
Calculus AB Score of 5	585
Total	3603

AP Calculus AB			
PSAT M Score	AP Grade		Possibilities
	>3	>4	
80-76	97.1	87	316
75-71	92.1	71.7	1192
70-66	82.1	52.2	3111
65-61	68.3	33.8	5868
60-56	52.9	19.9	8747
55-51	38.2	11	
50-46	24.5	5.3	
45-41	15.6	2.8	
40-36	9.1	2	
35-31	6	1.3	
30-26	9.2	4.6	
25-20			

Total Possibilities 19234

The Relationship of PSAT/NMSQT Scores and AP Examination Grades

State of North Carolina (Asian)

English Literature & Composition

English Literature & Composition score of 1	18
English Literature & Composition score of 2	75
English Literature & Composition score of 3	72
English Literature & Composition score of 4	41
English Literature & Composition score of 5	14
Total	220

AP English Literature			
PSAT V Score	AP Grade		Possibilities
	>3	>4	
80-76	99.6	95.5	27
75-71	99.2	91.3	35
70-66	97.9	82.5	106
65-61	95.8	69.9	157
60-56	90.6	52.9	219
55-51	80.4	35.3	329
45-49	62.2	17.7	444
45-41	39.4	7.0	
40-36	20.2	2.1	
35-31	6.8	0.8	
30-26	3.8	0.6	
25-20	2.6	0.3	

Total Possibilities 1317

Calculus AB

Calculus AB Score of 1	63
Calculus AB Score of 2	39
Calculus AB Score of 3	52
Calculus AB Score of 4	61
Calculus AB Score of 5	44
Total	259

AP Calculus AB			
PSAT M Score	AP Grade		Possibilities
	>3	>4	
80-76	97.1	87	61
75-71	92.1	71.7	131
70-66	82.1	52.2	177
65-61	68.3	33.8	256
60-56	52.9	19.9	327
55-51	38.2	11	
50-46	24.5	5.3	
45-41	15.6	2.8	
40-36	9.1	2	
35-31	6	1.3	
30-26	9.2	4.6	
25-20			

Total Possibilities 952



Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

<http://www.dpi.state.nc.us>

Department of Public Instruction
Michael E. Ward, State Superintendent

DRAFT

March 14, 2000

TO: Joint Legislative Education Oversight Committee

FROM: The State Board of Education

TASK FORCE REPORT FOR COOPERATIVE HIGH SCHOOL EDUCATION PROGRAM

In compliance with Section 9.1 of Chapter 237 of the 1999 Session Laws, the State Board of Education has reviewed the Report of the Task Force submitted to the Community College Board and the State Board of Education. We offer the following comments.

The State Board supports the recommendations of the Task Force about maintaining the following provisions of the cooperative agreements between public schools and community colleges.

1. "All cooperative agreements...must ensure that courses offered by the college are cost effective and do not duplicate high school advanced placement courses that are currently being offered or could feasibly be offered by the high school."

Advanced Placement courses coordinated by the College Board should not be offered by local community colleges. These courses are considered high school courses for which college credit is awarded.

2. "Course eligibility...General education courses can be used as elective credits toward high school graduation requirements; however, they may not be used for specific subject/course requirements for high school graduation" (as determined by the State Board of Education.)

The Board further supports the following proposed changes recommended by the Task Force.

1. Course offerings (p. 7 of the report)
2. Tuition and fee waivers (p. 7 of the report)

continued next page

TASK FORCE REPORT (*continued*)

Page 2

3. Student eligibility (p. 8 of the report)
4. Enrichment classes (p. 9 of the report)
5. Inclusion of non-public and home school students (p. 9 of the report)

The Board believes

- Any cooperative agreement must not have adverse effect on funding for public school programs.
- More extensive dialogue and deliberation about weighted credits must take place among the Community College System, Department of Public Instruction, UNC University System, and Independent Colleges and Universities before changes are made.

DRAFT

**COOPERATIVE HIGH SCHOOL
EDUCATION PROGRAM ACCOUNTABILITY
RESPONSE
TO
SECTION 9.1 OF CHAPTER 237
OF THE 1999 SESSION LAWS**

H. Martin Lancaster, President
North Carolina Community College System

Mike Ward, Superintendent
North Carolina Department of Public Instruction

April 15, 2000

**Cooperative High School Education Program
Accountability Response to Section 9.1 of Chapter 237
of the 1999 Session Laws**

Background

The Cooperative High School Education (Huskins/Concurrent Enrollment) Program between the State Board of Community Colleges and the State Board of Education provides opportunities for community colleges and high schools to articulate their programs to effect an uninterrupted educational flow from high school into a community college program. Articulated programs are voluntary and enable qualified students to take college level courses at a community college while enrolled in high school.

Section 10.7 of the Current Operations Appropriations and Capital Improvement Appropriations Act of 1998 directed the State Board of Community Colleges and the State Board of Education to create a joint task force to study the existing policies for cooperative high school education programs and to recommend changes necessary to improve the programs' success and accountability; and to report their findings and recommendations to the Joint Legislative Education Oversight Committee and the Fiscal Research Division prior to March 1, 1999.

Submission of the report led to Section 9.1 in which the General Assembly requests that the Boards jointly reconsider existing policies for cooperative high school education programs. The General Assembly further requests that the Boards make a preliminary report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division prior to November 15, 1999, and a final report prior to April 15, 2000.

A preliminary report was submitted prior to November 15, 1999. This is the final report due prior to April 15, 2000.

Purpose

This report includes findings and recommendations that will enable the State to achieve the goal of the General Assembly; to increase the numbers of qualified high school students taking community college courses.

Process

A plan for studying the existing laws, statutes and policies for jointly providing courses for high school students was designed. This plan included the following:

1. Formulation of a joint task force to (a) identify issues and barriers, (b) study the existing policies and legislation for cooperative high school education programs, and (c) recommend changes necessary to improve the program's success and accountability.

2. Solicitation of input from the general public.
 - (a) Placed a news release with the *Insider*, Associated Press, and Capital News Network to announce two public hearings for the purpose of identifying barriers and issues.
 - (b) Provided a web page requesting the public to state barriers to cooperative high school programs. (See <http://www.ncccs.cc.nc.us>)
3. Rewriting of administrative codes, policies and laws that address Huskins/Concurrent Enrollment practices.
4. Formulation of success indicators.
5. Obtaining approval of joint task force report from the (a) State Board of Education and (b) State Board of Community Colleges.
6. Submission of joint report to the (a) Joint Legislative Education Oversight Committee and (b) Fiscal Research Division.

Recommendations

As a result of the review of the existing policy, the task force has made the following recommendations for eliminating the identified barriers and to address issues that would improve the cooperative programs' success and accountability.

1. Revise the operating policies for Huskins/Concurrent Enrollment.
2. Revise General Statutes
 - (a) G.S. 115D-20(4) (House Bill 1044 "Huskins Bill" ratified 1983)
 - (b) G.S. 115D-20(4) – (House Bill 577 ratified in 1985)
 - (c) G.S. 115D-5(b)-(Senate Bill 44 ratified in 1989)
3. Administrative Code revision required – NCAC-2C.0305 – EDUCATION SERVICES FOR MINORS
4. Policies to be established
 - (a) Accountability
 - (b) Weighted Credit

The enclosed operating procedures manual: *Enrollment of High School Students in Community College Courses* contains proposals for addressing these recommendations.

ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGE COURSES

Summary of major changes proposed in current policies regulating the enrollment of high school students in community colleges:

1. Course offerings

Current policy:

- Curriculum, non-developmental courses may be offered to groups of high school students.
- Individual high school students may register, if space is available, concurrently in existing college courses, except adult high school and developmental courses.

Proposed policy:

- Curriculum courses from the North Carolina Community College Common Course Library (including developmental courses) and occupational extension courses from the *Master Course List for Continuing Education* may be offered to groups of high school students.
- Individual high school students may register, as space is available, concurrently in any courses, except adult high school.

Rationale: The committee identified a need to increase the course offerings available to high school students as to more adequately address the variable needs in all geographic areas across the state. In particular, a need for occupational and developmental courses was identified. Community Colleges and Local Educational Agencies (LEA's) would still be required to specify in an annual agreement what course the college would offer specifically to high school students and to certify that the courses offered would not duplicate existing efforts and could not be feasibly offered by the local high school.

2. Tuition and fee waivers

Current policy:

- Tuition for high school students taking non-remedial curriculum courses is waived.

Proposed policy:

- Tuition for high school students taking curriculum courses, and fees for remedial and continuing education occupational extension registration for high school students would be waived.

Rationale: To make educational opportunities more accessible to high school students, as well as providing a wide array of course registration fees for continuing education occupational extension classes would need to be waived for high school students just as curriculum tuition is currently waived.

3. Student Eligibility

Current policy:

- High school students (grades 9-12) may enroll in college credit classes set up specifically for high school students under the Huskins Bill.
- High schools students, age 16 or older, may enroll individually in community college classes except those which are remedial in nature.

Proposed policy:

- High school students, age 16 or older or who will become 16 during the current academic year, may enroll in classes set up specifically for high school students or may enroll in existing community college classes.

Rationale: Currently, age requirements differ for high school students depending on whether they enroll in a class that is specifically designed for high school students (Huskins) or enter a regularly scheduled class at the college (concurrent enrollment). To make age eligibility policies consistent, and to ensure that all high school students, including those in private schools or home schooled, have the same access to educational opportunities in the community college system; the committee recommends that one age requirement be applied. The above eligibility requirement would be applicable regardless of whether the class was set up specifically for high school students or not.

Often, students who may be otherwise qualified may miss the age cut off by a few days because they turn 16 during the course of the year rather than prior to the course start date. This is particularly true for students with birth dates late in the academic year. However, the committee felt that all high school students, particularly those in 9th grade who may only be 14 or 15 years old, did not have the maturity and social skills necessary to enter college courses, even though they may have the academic aptitude. By using only one age requirement (students 16 or over or who will turn 16 during the academic year) students would not be ineligible to take appropriate courses based on the time of year in which they were born. This proposed student age eligibility requirement would be uniformly applied to all enrolling high school students while still restricting renrollment to those students who are most likely to have the maturity and social skills to handle college level work. Any high school student taking community college courses would still be required to meet the other eligibility requirements currently required.

4. Enrichment Classes

Current policy:

- Colleges may offer non-credit enrichment courses to students of any age during the summer months only.

Proposed policy:

- Colleges may offer non-credit enrichment courses to students of any age at any time throughout the year.

Rationale: Allowing Community Colleges to offer classes on a self-supporting basis at any time throughout the year would increase educational opportunities for high school students by allowing colleges to address educational needs in the community (such as SAT preparation classes) without expending State funds.

5. Inclusion of Non-public and Home School Students

Current policy:

- Community colleges may offer college level, for credit classes specifically for high school students in conjunction with public high schools.

Proposed policy:

- Community colleges may offer classes designed specifically for high school students for both public and non-public high school students.

Rationale: Current legislation does not mention private high school students or home schooled students, therefore, it appears that these students do not have access to some of the same educational opportunities available to public school students due to the omission under current legislation. Changing the wording of current legislation to include non-public entities would allow colleges, if feasible, to offer classes for non-public high school students as well.

General Statute Revisions Required

G.S. 115D-20(4)- (House Bill 1044 "Huskins Bill" ratified in 1983)

"Provided, notwithstanding any law or administrative rule to the contrary, local administrative boards and local school boards or local non-public school governing bodies may establish cooperative programs in the areas they serve to provide for college courses, limited to those courses contained in the Common Course Library and occupational extension courses contained in the Master Course List for Continuing Education, to be offered to qualified high school students with college appropriate credits to be awarded to those high school students upon the successful completion of the courses."

Revisions needed:

1. Add a provision that allows colleges to contract with non-public schools as well as public schools.
2. Expand the allowable courses to any in the common course library, including developmental courses, and to all occupational extension courses.
3. Reword "college credits" to "appropriate credits" to accommodate for those courses that do not earn college credit.

G.S. 115D-20(4) – (House Bill 577 ratified in 1985)

"Provided, further, that ~~during the summer quarter~~, persons less than 16 years old may be permitted to take noncredit courses on a self-supporting basis, subject to rules of the State Board of Community College."

Revision needed:

1. Amend the time frame to allow non-credit enrichment courses to be provided to persons of any age at any time during the year on a self-supporting basis.

G.S. 115D-5(b) – (Senate Bill 44 ratified in 1989)

"Provided further, curriculum tuition and registration fees for continuing education occupational extension courses shall also be waived for all courses taken by North Carolina high school students at community colleges in accordance with G.S. 115D-20(4) and this section."

Revisions needed:

1. Included an occupational extension registration fee waiver for high school students consistent with the curriculum tuition waiver.
2. Specify that the tuition and occupational extension fee waivers are only applicable to North Carolina high school students.

ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGE CLASSES

NORTH CAROLINA ADMINISTRATIVE CODE - 2C.0305
EDUCATION SERVICES FOR MINORS

(a) The state board shall encourage individuals to complete high school before seeking admission to a college.

(b) A minor, 16 years old or older, or who will become 16 during the academic year, ~~may be considered a student with special needs and~~ may be admitted to an appropriate program at a college if the local public or private educational agency determines that admission to the program is the best educational option for the student and the admission of such students to the program is approved by the college. This requirement may be waived if the student has been out of school at least six months and the application is supported by a notarized petition of the student's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student.

(c) A high school student, 16 years or older, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to appropriate courses, except adult high school, concurrently under the following conditions:

- (1) Upon recommendation of the chief administrative school officer and approval of the president of the college;
- (2) Upon approval of the student's program by the principal chief administrative officer of the school and the president of the college; and
- (3) Upon certification by the principal chief administrative officer that the student is taking the equivalent of one-half of a full-time schedule and is making appropriate progress toward graduation.

(d) ~~High school students, taking courses pursuant to Paragraphs (b) and (c) of this Rule, shall not displace adults but may be admitted any semester on a space-available basis to any curriculum or continuing education course.~~ Once admitted, they high school students shall be treated the same as all other students.

(e) Local boards of trustees and local school boards or non-public school governing bodies may establish ~~cooperative~~ programs in areas they serve in order to provide college courses to ~~qualified~~ high school students. College credits shall be awarded to those high school students upon successful completion of the courses. Cooperative programs Courses for high school students shall be approved, prior to implementation, by the State Board or its designee.

(f) Except as authorized by G.S. 115D-20(4), colleges shall not start classes, offer summer school courses, or offer regular high school courses for high school students.

(g) A college may make available to persons of any age non-credit, ~~non-remedial~~, enrichment courses ~~during the summer period~~. These courses shall be self-supporting and shall not earn credit toward a diploma, certificate, or degree at the college or high school.

(h) At the request of the director of a training school having custody of juveniles committed to the ~~Division of Youth Services, Department of Human Resources, Office of Juvenile Justice~~ a college may make available to such juveniles any course offered by that college if they meet the course admission requirements. The director's request shall include the director's approval for each juvenile to enroll in the course. Courses made available to such juveniles shall follow the approval process for immured groups as set forth in Rule 2E.0403.

History Note: Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625;
Eff. January 1, 1987;

Amended Eff. September 1, 1993;

Temporary Amendment Eff. June 1, 1997;

Admended Eff. July 1, 1998.

Proposed Policies to be Established Accountability

The following accountability measures must be adhered to:

- (1) A college's curriculum or continuing education occupational extension FTE generated by high school students must not exceed 20 percent of the colleges total FTE in those categories. If a college's FTE for Huskins/concurrent enrollment exceeds 20 percent, then the college must perform a review and write a justification for the exception. This report must be filed with the Vice President of Academic and Student Services at the North Carolina Community College System office by April 30 of each year.
- (2) All cooperative agreements between a community college and a high school must ensure that courses offered by the college are cost effective and do not duplicate high school advanced placement courses that are currently being offered or could feasibly be offered by the high school. **This statement must be signed by the chief academic officer of the college, or the local education agent or non-public governing body.**

Weighted Credit

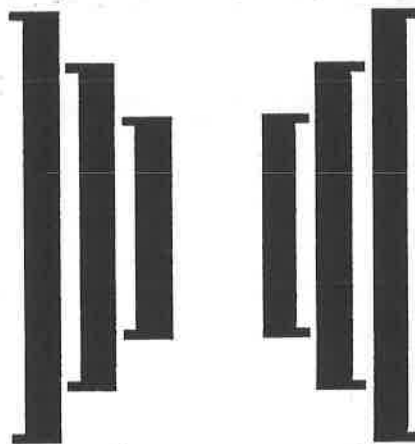
This proposed policy should be presented to the Joint Education Boards for an amendment to their policy addressing G.S.116-11.

Students who complete Common Course Library (CCL) courses numbered 100 and above for use as elective high school credit that are listed in the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the University of North Carolina System will receive the same weighted credit on a high school transcript as a student who is enrolled in a high school Advanced Placement (AP) course. Weighted credit for high school honor's courses should be eliminated.

Note: Typically, students do not receive weighted credit for classes taken at the community college but do receive weighted credit for Advanced Placement courses whether or not they take or pass the AP exam.

DRAFT

OPERATING PROCEDURES MANUAL
ENROLLMENT OF HIGH SCHOOL STUDENTS
IN COMMUNITY COLLEGE COURSES



Issued Jointly by

***North Carolina
Community College System***

***North Carolina
Department of Public Instruction***

**SBCC
3/17/00**

2000

Enrollment of High School Students In Community College Courses

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ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGE COURSES

Role Statement

The community colleges and public schools of North Carolina will collaborate to provide flexible, seamless, student-centered educational opportunities for all high school students which maximizes the use of resources and educational opportunities not otherwise accessible.

Purpose and Objectives

These procedures have been prepared cooperatively by the North Carolina Community College System and the North Carolina Department of Public Instruction to facilitate effective planning for cooperative programs between community colleges and high schools in North Carolina. Instructional leaders from the Community College System Office, the Department of Public Instruction, community colleges and high schools, as well as a representative from UNC General Administration, contributed to their development. This procedure replaces previous procedures for both Huskins and concurrent enrollment programs. This document should be used beginning with the planning cycle for cooperative programs between community colleges and high schools for the 2000-2001 school year.

Programming efforts between public agencies responsible for providing educational programs and services are intended to foster the effective utilization of available resources and to provide for more comprehensive educational opportunities. Such programming is intended to enhance educational choices for high school students and should not be considered as a mechanism for shifting responsibility for courses or programs within the accepted mission of one educational agency to the other. Program agreements between community colleges and high schools must be developed in accordance with this premise, and the resulting plans for offering courses should reflect this philosophy.

Programming may be accomplished through a wide array of articulation initiatives; however, these procedures have been developed to facilitate effective planning for the enrollment of high school students authorized initially by the *Huskins Bill and the State Board of Community Colleges' concurrent enrollment policies*.

Enrollment policies provide opportunities for community colleges and high schools to articulate their programs to effect a seamless educational flow from a high school into a community college program. Articulated programs enable students to take courses at a community college while enrolled in high school. The objectives of these programs are:

- (1) to provide a program for high school students to participate in college educational opportunities not otherwise accessible;

- (2) to enhance the motivation and achievement of high school students;
- (3) to improve the equalization of opportunities among high schools throughout the state;
- (4) to encourage high school students to utilize post secondary opportunities as a means for pursuing lifelong educational goals; and
- (5) to maximize the use of State resources while not duplicating course offerings.

Policies Governing Payment of Student Costs for Enrollment of High School Students in Community Colleges

North Carolina high school students taking courses from the North Carolina Community College Common Course Library or continuing education occupational extension classes offerings shall be exempt from applicable tuition or continuing education occupational extension registration fees. A high school student must be enrolled in at least one high school course. A college may make available to high school students courses during the summer period provided the student is returning to high school the next fall term. Boards of education may pay for the cost of textbooks and fees (not tuition or continuing education occupational extension fees) for high school students enrolled in community colleges, provided the courses in which students are enrolled meet enrollment provisions contained in this document.

**OPERATING PROCEDURES
FOR
ENROLLMENT OF HIGH SCHOOL STUDENTS**

A. Program Agreement for Community College Courses Specifically for High School Students

The Huskins Bill creates a powerful tool for improving articulation and for increasing students' college participation rates without blurring or diminishing the distinctive roles of high schools or community colleges. College courses offered specifically for public high school students must be listed in an agreement between a local community college board and a local board of education. **College courses offered specifically for non-public high school students must be listed in an agreement between a local community college board and the non-public governing body.** Limited resources may necessitate colleges to set restrictions on the number of students required for offering courses. Individual qualified students may enroll in concurrent courses as outlined in this policy.

This agreement must be developed and approved annually and must include the following as a minimum:

- (1) statement of purpose(s),
- (2) criteria for student selection,
- (3) listing of course(s) to be offered,
- (4) projected enrollment,
- (5) class location(s),
- (6) statement concerning the purchase of textbooks and fees (not tuition and continuing educational occupational extension registration fees) related to the course(s),
- (7) plans for an annual evaluation of the program and the process for developing the agreement,
- (8) process for amending or terminating the agreement,
- (9) certifications by the chairpersons of the board of education or non-public governing body and college board of trustees that the program will be carried out in accordance with the operating procedures, and
- (10) statement of assurance that colleges will not displace high school courses that could reasonably be offered by the high school.

Community colleges entering into program agreements with boards of education, public high schools, or non-public governing bodies (private, home schooled, etc.) to offer college credit courses under the provisions of the Huskins Bill should submit three copies of the completed agreement to the Vice President for Academic and Student Services for the North Carolina Community College System.

Program agreements may be submitted for approval or be amended at any time; however, they must be submitted at least 30 days prior to the expected date for starting courses. Colleges must receive written notice of approval before starting courses listed in the agreement

Program agreements should be prepared in the format that is included in the appendix of this document. All information listed in the *Operating Procedures Manual* for submitting a program agreement is required and the agreement will not be accepted if not submitted in the proper format. (See Appendix C).

B. Policies for Enrollment of Individual High School Students in Courses *not* Offered Specifically for High School Students

High school students enrolling under this provision may take any course from the North Carolina Community College Common Course Library and/or occupational extension courses on the continuing education master course list. Students enrolling in curriculum or continuing education occupational extension courses are exempt from tuition and continuing education occupational extension registration fees, but are responsible for the purchase of text books and other related costs.

C. High School Student Eligibility for Community College Courses

A high school student, 16 years old or older, or who will become 16 years old during the academic year, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to appropriate courses, except adult high school, concurrently under the following conditions:

- (1) the high school student of any age may take non-credit enrichment courses offered on a self-supporting basis;
- (2) the student must be recommended by the chief administrative officer and approved by the president of the community college;
- (3) certification by the principal that the student is taking at least one high school course and is making appropriate progress toward graduation;
- (4) the high school student's enrollment can not displace adult college students; and,
- (5) high school students must meet the same prerequisite and course admission requirements as adult college students.

D. Course Eligibility

Courses from the North Carolina Community College System's Common Course Library and/or Occupational Extension courses contained in the Master Course List for Continuing Education are eligible for inclusion in Program Agreements.

General Education courses can be used as elective credits toward high school graduation requirements, however, they may not be used for specific subject/course requirements for high school graduation.

Course descriptions and prerequisites for curriculum special topics and seminar courses must be submitted to the System office for review and approval prior to being offered.

Accountability

The following accountability measures must be adhered to:

- (1) A college's curriculum or continuing education occupational extension FTE generated by high school students must not exceed 20 percent of the colleges total FTE in those categories. If a college's FTE for Huskins/concurrent enrollment exceeds 20 percent, then the college must perform a review and write a justification for the exception. This report must be filed with the Vice President of Academic and Student Services at the North Carolina Community College System office by April 30 of each year.
- (2) All cooperative agreements between a community college and a high school must ensure that courses offered by the college are cost effective and do not duplicate high school advanced placement courses that are currently being offered or could feasibly be offered by the high school. **This statement must be signed by the chief academic officer of the college, or the local education agent or nonpublic governing body.**

Weighted Credit

This proposed policy should be presented to the Joint Education Boards for an amendment to their policy addressing G.S.116-11.

Students who complete Common Course Library (CCL) courses numbered 100 and above for use as elective high school credit that are listed in the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the University of North Carolina System will receive the same weighted credit on a high school transcript as a student who is enrolled in a high school Advanced Placement (AP) course.

Definitions

The following definitions of certain terms and phrases that are important in the coordination between the high school and community colleges for providing additional higher education opportunities for qualified high school students.

Advanced Placement (AP): students who complete Common Course Library (CCL) courses that are listed in the Comprehensive Articulation Agreement will receive the same weighted credit on a high school transcript as a student who is enrolled in a high school Advanced Placement (AP).

College Level Courses: a unit of study taken from the North Carolina Community College System's Common Course Library or Master Course List for Continuing Education.

Eligible High School Students: a pupil in a public or non-public educational program who is at least 16 or will become 16 during the academic year and is currently enrolled at a high school in at least one course during the current academic year or will be enrolled the next semester.

Fees: Any costs for taking a course other than tuition and occupational extension fees. For example: lab fees, book costs, technology fees etc., are fees that can be paid by Boards of Education.

High School Program: programming under the Huskins Bill and the N. C. Administrative Code for concurrent enrollments provided by the North Carolina Community College System and intended to enhance educational choices for high school students without duplicating high school Advanced Placement courses that are currently being offered or could feasibly be offered.

Huskins Bill: A North Carolina General Statute 115D-20(4) enacted in 1983 which provides a vehicle for high school students to take community college course(s) while still in high school.

Immured Student: a pupil who is at least 16 or will become 16 during the academic year and is currently enrolled in at least one high school class while residing at a training school for juveniles.

Occupational Extension Courses: a continuing education unit of study designed for the purpose of training an individual for occupational fields.

Program Agreement: a written document between the Board of Trustees of a North Carolina Community College and the local Board of Education or a non-public education governing body which contains plans for providing college level courses and continuing education occupational extension courses to qualified high school students.

Relevant General Statutes

G.S. 115D-20(4) - (House Bill 1044 "Huskins Bill" ratified in 1983)

"Provided, notwithstanding any law or administrative rule to the contrary, local administrative boards and local school boards or non-public school governing bodies may establish ~~cooperative~~ programs in the areas they serve to provide for college courses, limited to those courses contained in the Common Course Library and occupational extension courses contained in the Master Course List for Continuing Education, to be offered to qualified high school students with college appropriate credits to be awarded to those high school students upon the successful completion of the courses."

G.S. 115D-20(4) - (House Bill 577 ratified in 1985)

"Provided, further, that ~~during the summer quarter~~, persons less than 16 years old may be permitted to take noncredit courses on a self-supporting basis, subject to rules of the State Board of Community College."

G.S. 115D-5(b) - (Senate Bill 44 ratified in 1989)

"Provided further, curriculum tuition and registration fee for continuing education occupational extension courses shall also be waived for all courses taken by North Carolina high school students at community colleges in accordance with G.S. 115D-20(4) and this section.

ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGE CLASSES

NORTH CAROLINA ADMINISTRATIVE CODE - 2C.0305

EDUCATION SERVICES FOR MINORS

(a) The state board shall encourage individuals to complete high school before seeking admission to a college.

(b) A minor, 16 years old or older, or who will become 16 during the academic year, ~~may be considered a student with special needs and~~ may be admitted to an appropriate program at a college if the local public or private educational agency determines that admission to the program is the best educational option for the student and the admission of such students to the program is approved by the college. This requirement may be waived if the student has been out of school at least six months and the application is supported by a notarized petition of the student's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student.

(c) A high school student, 16 years or older, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to appropriate courses, except adult high school, concurrently under the following conditions:

- (1) Upon recommendation of the chief administrative school officer and approval of the president of the college;
- (2) Upon approval of the student's program by the principal chief administrative officer of the school and the president of the college; and
- (3) Upon certification by the principal chief administrative officer that the student is taking the equivalent of one-half of a full-time schedule one course and is making appropriate progress toward graduation.

(d) ~~High school students, taking courses pursuant to Paragraphs (b) and (c) of this Rule, shall not displace adults but may be admitted any semester on a space-available basis to any curriculum or continuing education course.~~ Once admitted, they high school students shall be treated the same as all other students.

(e) Local boards of trustees and local school boards or non-public school governing bodies may establish ~~cooperative~~ programs in areas they serve in order to provide college courses to ~~qualified~~ high school students. College credits shall be awarded to those high school students upon successful completion of the courses. Cooperative programs Courses for high school students shall be approved, prior to implementation, by the State Board or its designee.

(f) Except as authorized by G.S. 115D-20(4), colleges shall not start classes, offer summer school courses, or offer regular high school courses for high school students.

(g) A college may make available to persons of any age non-credit, ~~non-remedial~~, enrichment courses ~~during the summer period~~. These courses shall be self-supporting and shall not earn credit toward a diploma, certificate, or degree at the college or high school.

(h) At the request of the director of a training school having custody of juveniles committed to the ~~Division of Youth Services, Department of Human Resources,~~ Office of Juvenile Justice a college may make available to such juveniles any course offered by that college if they meet the course admission requirements. The director's request shall include the director's approval for each juvenile to enroll in the course. Courses made available to such juveniles shall follow the approval process for immured groups as set forth in Rule 2E.0403.

History Note: Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625;
Eff. January 1, 1987;
Amended Eff. September 1, 1993;
Temporary Amendment Eff. June 1, 1997;
Admended Eff. July 1, 1998.

College _____
 (School System) _____
 (Agreement Year) _____

HIGH SCHOOL PROGRAM AGREEMENT

This agreement between the Board of Trustees of a N.C. Community College and the Board of Education of a N.C. School System or High School is to establish a joint program of college credit courses for qualified high school students in accordance with NC General Statutes 115D-20(4) and 23NCAC section 2.C.0305. Please submit **three** signed copies of this agreement to the Vice President of Academic and Student Services, North Carolina Community College System Office.

Statement of purpose(s)

Criteria for selecting students

*Courses to be offered

Curriculum Courses

<u>Prefix/No.</u>	<u>Course title</u>	<u>Class</u>	<u>Lab</u>	<u>Credit</u>	<u>Est. Enrollment</u>	<u>Class Location</u>
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Occupational Extension Courses

<u>Prefix/No.</u>	<u>Course title</u>	<u>Class</u>	<u>Lab</u>	<u>Credit</u>	<u>Est. Enrollment</u>	<u>Class Location</u>
-------------------	---------------------	--------------	------------	---------------	------------------------	-----------------------

** When special topics and seminar courses are listed, please submit for review and approval to the System office course descriptions, and prerequisite for those courses in the agreement.*

As chief academic officer, I certify that the above requested courses are cost effective and do not duplicate high school Advanced Placement courses that are currently being offered or that could feasibly be offered by the high school.

*Local Education Agent or Non-public
Education Director*

Date

Chief Academic Officer

Date

Cost for textbooks etc.

Evaluation methods and measures

Process for changing, amending or terminating this agreement

This is to certify that this joint program agreement has been developed in accordance with the operating procedures for high school course offerings will be carried according to the terms of this agreement.

This the _____ day of _____ 20 _____

Chairperson Board of Education

Non-public Education Governing Body

Chairperson Board of Trustees

Approved this _____ day of _____ 20 _____

Vice President of Academic and Student Services
NC Community College System

High School Education Program and Accountability

Task Force

Department Of Public Instruction:

Dr. June Atkinson, Director
Division of Instructional Services
Mr. Kenneth Smith, Section Chief
Business & Marketing Development

Task Force Members:

Mr. David Blackley, Vocational Director
Henderson County Public Schools
Ms. Millie Costner, Director, Workforce Development
Lincoln County Schools
Mr. Charles Glazener, Vice President for Community Development
Rocky Mount Chamber of Commerce
Dr. Margaret Harvey, State Board of Education Member
Kinston, NC 28501
Dr. Lana Vander Linden, Director
Secondary Education
Mr. Neill McDonald, Assistant Superintendent
Curriculum Instruction
Ms. Christine Malloy, Director, Workforce Development
Cumberland County Schools
Ms. Lynn Moody, Vocational Administrator
Orange County Schools
Ms. Charlotte Murphy, Director, Workforce Development
Sampson County Schools
Mr. John Shaw
North Carolina Industries for Technical Education
Mr. Ted Summey, Vocational Administrator
Surry County Schools
Mr. Bill Teague, Vocational Director
Buncombe County Schools

Department of Labor:

Mr. Bill Price, Consultant
High School Apprenticeship

North Carolina Community Colleges System Office:

Mr. Stephen Athans, Associate Director
Tech Prep
Dr. Bill Cole, Consultant
Program Audits
Ms. Peggy Graham, Associate Director
Continuing Education
Ms. Shea Henson, Director
Program Audit Services
Ms. Elizabeth Isler, Director
Program Services
Mr. Morris Johnson, Director of Disability Services
System Hearing Officer
Ms. Kathie Pierce, Program Associate
Program Services
Mr. Ken Whitehurst, Director
Student Development Services

Task Force Members:

Dr. Ann Alexander, Vice President of Instruction and Student Development
Piedmont Community College
Dr. Kenneth A. Boham, President
Caldwell Community College and Technical Institute
Dr. U. Ronald Champion, President
Beaufort County Community College
Dr. Tony Deal, Executive Vice President
Caldwell Community College and Technical Institute
Senator Virginia Fox
Banner Elk, NC
Ms. Kathy W. Harris, Dean of Student Services
Montgomery Community College
Ms. Vanessa Jones, Dean of Student Development
Vance-Granville Community College
Mr. Thomas C. King, Jr., Member
State Board of Community Colleges
Ms. Billie Meeks, Dean of Student Services
Mitchell Community College
Dr. Virginia Mitchell, President
McDowell Community College

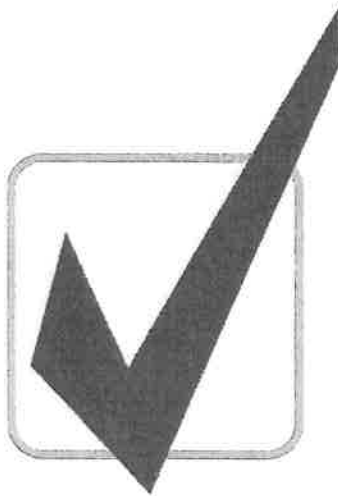
University of North Carolina General Administration:

Dr. Judith Pulley, Vice President for Planning
UNC-GA, Chapel Hill

JODY L. ROUBANIS
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HONORS CREDIT MATRIX

COMPARISON OF COURSES AWARDED
ADDITIONAL QUALITY POINT, FOR
SELECTED NORTH CAROLINA SCHOOLS
AND COUNTIES, PER CURRICULUM GUIDES



HONORS CREDIT MATRIX

COMPARISON OF COURSES AWARDED ADDITIONAL QUALITY POINT,
FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-
1999 CURRICULUM GUIDES

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HONORS CREDIT MATRIX

COMPARISON OF COURSES AWARDED ADDITIONAL QUALITY POINT,
FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-
1999 CURRICULUM GUIDES

OBJECTIVES

Using the 1998-99 curriculum guides provided by selected schools and counties:

- identify courses awarded one additional quality grade point,
- identify weighting policy as stated in curriculum guides, and
- compare policy to state policy.

HONORS CREDIT MATRIX

MATRIX OF COURSES AWARDED ADDITIONAL QUALITY POINT, FOR
SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-1999
CURRICULUM GUIDES

DATA GATHERING ISSUES

- At the time of this report information had not been provided by *Goldsboro High School* of Wayne County, *Topsail High School* of Pender County and *Andrews High School* of Cherokee County.
- The information provided from *Creswell High School* of Washington County, and *Cumberland County* Schools did not pretend to area(s) of interest.
- Course titles vary. Curriculum guides do not always provide state codes, or descriptions adequate for comparison purposes.
- Curriculum guide for Gates County High School does not specify weighted courses (or policy). Honors is mentioned one time, as an option for tenth grade biology. All other courses that are identified in the matrix have "advanced" in their titles.

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

COUNTY	HIGH SCHOOL	Disclosure of State Policy	Adhere to state policy	Deviation from State Policy	English I	English II	English III	English IV	Paideia English II	Paideia English III	Accelerated English 10	Accelerated English 11	English /U.S. History	Shakespearean Studies	Journalism	Yearbook	Dance A	Dance B	Dance Company	Modern Dance III	Modern Dance IV	Theater I	Theater II	Concert Band II	Concert Band IV	Band A	Band B	Orchestra A	Orchestra B	Electronic Music
Ashe	NW Ashe	●		●	●	●	●	●																		●	●			
Burke	Freedom	●		●	●	●	●	●					●													●	●			
Currituck	Currituck	●	●		●	●	●	●																						
Dare	Manteo			●	●	●	●	●																						
Franklin	Franklinton	●	●		●	●	●	●																						
Gates	Gates County Sr.			◆	●	●	●	●																						
Iredell	Mooreville Sr.	●	●		●	●	●	●																						
Jackson	Smoky Mountain	●		●	●	●	●	●																						
Lenoir	Kinston			■	●	●	●	●																						
Onslow	Jacksonville		●		●	●	●	●																						
Pamlico	Pamlico	●	●		●	●	●	●																						
Person	Person		●		●	●	●	●																						
Pitt	Junius H. Rose	●		■	●	●	●	●	●	●					●	●	●	●				●	●			●	●	●	●	
Richmond	Richmond Sr.	●		●	●	●	●	●			●	●												●	●			●	●	
Robeson	FH		●		●	●	●	●					●	●						●	●	●	●	●	●					
Robeson	S. Stokes			●	●	●	●	●					●	●								●	●	●	●					
Charlotte-Mecklenburg Schools		●		□	●	●	●	●					●									●	●			●	●	●	●	
Guilford County Schools		●		●	●	●	●	●									●	●	●			●	●					●		●

NOTES:

- ◆ Physical Education and Health listed as advanced courses.
Curriculum guides does not specify honors credit courses.
- Honors credit offered for foreign language levels I and II.
- Courses eligible for weighting include collegiate courses
"only if beyond the AP/IB course (freshman level in college)."

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

		Japanese III	French V	French IV	French III	French II	French I	Spanish V	Spanish IV	Spanish III	Spanish II	Spanish I	German IV	German III	History of the Non-Western World	European History	American Foreign Policy	United States History	Current Events	World Geography	World Cultures	Paideia World History	World History	Economics/Legal/Political Systems	Debate	Art B	Art A	Choir B	Choir A		
COUNTY	HIGH SCHOOL																														
Ashe	NW Ashe																														
Burke	Freedom		●	●	●				●	●	●		●	●		□			●					●		●	●	●	●		
Currituck	Currituck			●	●	●			●	●	●																				
Dare	Manteo		●	●	●			●																							
Franklin	Franklinton								●	●	●																				
Gates	Gates County Sr.									●								●			●										
Iredell	Mooresville Sr.			●	●				●	●																					
Jackson	Smoky Mountain				●	●				●	●							●		●			●								
Lenoir	Kinston					●	●			●	●	●							●	●			●								
Onslow	Jacksonville			●	●					●	●									●											
Pamlico	Pamlico			●	●	●			●	●																					
Person	Person			●	●	●			●	●								●													
Pitt	Junius H. Rose		●	●		●	●			●	●	●			●		●	●	●	●	●	●	●	●	●			●	●	●	
Richmond	Richmond Sr.					●				●				●									●								
Robeson	FH		●		●					●	●												●			●					
Robeson	S. Stokes			●						●	●				●			✕			●			●				●			
Charlotte-Mecklenburg Schools			●	●	●								●	●							◆		●	●	●	●	●		●	●	
Guilford County Schools			●		●																◆		●	●					●	●	

NOTES:

□ Standard course not offered.

× Multimedia version not offered at standard level.

◆ Course titled World or Social Studies Humanities.

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

COUNTY	HIGH SCHOOL	Latin I and Latin II	Latin III	Latin IV	Latin V	Geometry	Algebra I	Algebra II	Advanced Math/Physics	(Algebra III/Trigonometry)	Pre-Calculus	Calculus	Programming in C++	College Mathematics I	College Mathematics II	Discrete Mathematics	Probability and Statistics	Biology	Biology II	Biology III	Physical Science	Environmental Science	Chemistry	Chemistry II	Physics	Marine Science	Earth Science	Anatomy and Physiology	Science of the Mind	Medical School Program
Ashe	NW Ashe									□	●	●									●		□	●		●				
Burke	Freedom		●	●	●	●		●			●	●						●	□		●		□	●			●			
Currituck	Currituck					●		●			●	●							●	□	□	□	□	□	●		●			
Dare	Manteo		●			●		●		●	●	●						●	□	□	□	□	□	□	●		●			
Franklin	Franklinton																													
Gates	Gates County Sr.										●							●							●					
Iredell	Mooreville Sr.										●												●							
Jackson	Smoky Mountain					●		●			●	●					□	●			●				●					
Lenoir	Kinston						●	●		●	●	●						●			●			●	●	□				□
Onslow	Jacksonville					●	●	●		●	●	⌘						●					●		●					
Pamlico	Pamlico										●																			
Person	Person										●							●					●				●			
Pitt	Junius H. Rose	●	●	●	●	●		●		□	●					□		●	●				●	●	●					●
Richmond	Richmond Sr.		●	●				●			●				□															
Robeson	FH					●		●			●							●	●		●		●		●		●			
Robeson	S. Stokes		●					●	□		●						□	●	●		●		●		●		●			
Charlotte-Mecklenburg Schools			●	●	●	●		●			●	⌘						●	●		●	●	●	●	●	●	●	●		
Guilford County Schools			●	●	●	●		●		●	●	●	□	□	□			●	●		●	●	●		●	●	●	●	●	□

NOTES:

- Courses also called "Biology" are categorized here.
- Courses also called "Advanced Biology" are categorized here.
- Standard course not offered.
- ⌘ Course is called Math Analysis (standard level not offered); AP Calculus is offered.
- ⌘ Calculus not offered with 2057 code. Standard and AP levels are offered.

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

		Electronic Music																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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NOTES:

◆ Physical Education and Health listed as advanced courses.

■ Curriculum guides does not specify honors credit courses.

■ Honors credit offered for foreign language levels I and II.

□ Courses eligible for weighting include collegiate courses "only if beyond the AP/IB course (freshman level in college)."

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

99 CURRICULUM GUIDES																													
COUNTY	HIGH SCHOOL	Choir A	Choir B	Art A	Art B	Debate	Economics/Legal/Political Systems	World History	Paideia World History	World Cultures	World Geography	Current Events	United States History	American Foreign Policy	European History	History of the Non-Western World	German III	German IV	Spanish I	Spanish II	Spanish III	Spanish IV	Spanish V	French I	French II	French III	French IV	French V	Japanese III
Ashe	NW Ashe																												
Burke	Freedom	●	●	●	●		●						●		□		●	●			●	●				●	●	●	
Currituck	Currituck																				●	●	●			●	●	●	
Dare	Manteo												●						●		●	●				●	●	●	
Franklin	Franklinton												●								●	●							
Gates	Gates County Sr.									●			●																
Iredell	Mooreville Sr.																				●					●	●		
Jackson	Smoky Mountain							●					●								●	●				●	●		
Lenoir	Kinston						●	●			●		●						●	●	●			●	●	●	●		
Onslow	Jacksonville							●			●		●								●	●				●	●		
Pamlico	Pamlico																				●	●				●	●		
Person	Person												●								●	●				●	●		
Pitt	Junius H. Rose	●	●			●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●		●	●	●	●	●	
Richmond	Richmond Sr.							●									●	●			●	●				●	●		
Robeson	FH	●	●	●	●		●	●					●								●	●				●	●		
Robeson	S. Stokes		●				●			●	●		●	●	●	●					●	●				●	●		
Charlotte-Mecklenburg Schools		●	●	●	●		●	●		◆			●				●	●			●	●	●			●	●	●	
Guilford County Schools		●		●			●	●		◆			●				●	●			●	●	●			●	●	●	

NOTES:

□ Standard course not offered.

• Multimedia version not offered at standard level.

◆ Course titled World or Social Studies Humanities.

COURSES AWARDED ADDITIONAL QUALITY POINT FOR SELECTED NORTH CAROLINA SCHOOLS AND COUNTIES, PER 1998-99 CURRICULUM GUIDES

COUNTY	HIGH SCHOOL	Latin I and Latin II	Latin III	Latin IV	Latin V	Geometry	Algebra I	Algebra II	Advanced Math/Physics	(Algebra III/Trigonometry)	Pre-Calculus	Calculus	Programming in C++	College Mathematics I	College Mathematics II	Discrete Mathematics	Probability and Statistics	Biology I	Biology II	Biology III	Physical Science	Environmental Science	Chemistry	Chemistry II	Physics	Marine Science	Earth Science	Anatomy and Physiology	Science of the Mind	Medical School Program
Ashe	NW Ashe									□	●	●																		
Burke	Freedom		●	●	●	●		●		□	●	●						●	□		●		□	●			●			
Currituck	Currituck					●		●			●	●																		
Dare	Manteo		●			●		●		●	●	●						●	□	□	□	□	□	□	●		●			
Franklin	Franklinton																													
Gates	Gates County Sr.										●							●							●					
Iredell	Mooreville Sr.										●												●							
Jackson	Smoky Mountain					●		●			●						□	●					●							
Lenoir	Kinston						●	●		●	●							●			●				●	□				□
Onslow	Jacksonville					●	●	●		●	●	⌘						●			●			●	●					
Pamlico	Pamlico																	●					●		●					
Person	Person																	●					●				●			
Pitt	Junius H. Rose	●	●	●	●	●		●		□	●							●	●				●	●						●
Richmond	Richmond Sr.		●	●				●			●				□			●					●	●						
Robeson	FH					●		●			●							●			●		●		●		●			
Robeson	S. Stokes		●					●	□		●						□	●	●		●		●		●		●			
Charlotte-Mecklenburg Schools			●	●	●	●		●			●	⊛						●	●		●	●	●	●	●		●	●		
Guilford County Schools			●	●	●	●		●		●	●	●	□	□	□			●	●		●	●	●		●	●	●	●		□

NOTES:

■ Courses also called "Biology" are categorized here.

⦿ Courses also called "Advanced Biology" are categorized here.

□ Standard course not offered.

⌘ Course is called Math Analysis (standard level not offered); AP Calculus is offered.

⊛ Calculus not offered with 2057 code. Standard and AP levels are offered.

Weighted Quality Points

Overview

Section 9.2 (b) of Session Law 2000-67 requires the Education Cabinet to "determine whether students should receive weighted credit on their high school transcripts for college level courses taken at community colleges, universities, or colleges...." Through letters, telephone calls, e-mails, and focus group meetings, other issues have emerged about weighted quality points.

Background

During the summer legislative session of 1991, the General Assembly identified specific responsibilities for developing a standard transcript: "The grade point average and class rank shall be calculated by a standardized method to be devised by the institutions of higher education." (G.S. 116-11 (10a) Based on a report of the Task Force of Course Classified Standards appointed by the university system, the State Board of Education approved the recommendations for the standardized method. That process is now a part of State Board of Education policy. (See Attachment I)

Issues

Since the adoption of the weighted quality point policy, several issues have emerged:

1. Exclusion of any workforce development course (vocational/technical education) from getting honors credit.
 2. Lack of specific standards for honors courses.
 3. Restriction on number of Arts Education courses eligible for honors credit. (5)
 4. Lack of consistency in implementing honors courses (e.g. some schools require an extra paper for honors credit; other schools have students in the same class and course with some getting honors and others not getting honors credit).
 5. Restriction for giving weighted quality points for community college and university courses.
 6. The role of the AP exam in determining extra quality points.
-

Input

In 1999, Superintendent Mike Ward appointed a committee to review current State Board of Education policy. The committee report is attached. (Attachment II) The committee sponsored three focus groups to get input about weighted quality points.

A survey of central office staff was conducted. Attachment III is a summary of that survey.

Many letters, e-mails, and telephone calls have been received about weighted quality points. Most of the correspondence have focused on:

- Arts education course restrictions for honors credit.
 - Exclusion of certain workforce development courses from weighted quality points.
-

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Policy Identification

Priority: High Student Achievement

Category: Graduation Requirements

Policy ID Number: HSA-L-004

Policy Title: Policy outlining standards to be incorporated into the electronically generated high school transcript

Current Policy Date: 12/01/1994

Other Historical Information:

Statutory Reference: GS 116-11(10a)

Administrative Procedures Act (APA) Reference Number and Category:

The Department of Public Instruction shall develop a transcript system and the local school administrative units shall use that system to produce standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, units earned toward graduation, and credits earned for admission to an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education. The system shall be implemented by June 30, 1995.

SUMMARY OF STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF NORTH CAROLINA PUBLIC HIGH SCHOOL TRANSCRIPTS

The calculations are based on a standardization of: 1) academic course levels; 2) grading scales; and 3) the weighting of course grades. The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Advanced/Honors/ Academically Gifted courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

Academic Course Levels and Associated Weights

Basic/Introduction
to.../Standard(S)

Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (N.C.S.C.S.) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

Advanced/Honors/
Academically Gifted (H)

Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the (N.C.S.C.S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses.

Advanced Placement (AP)

Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Grading Scales

High schools use one of three optional grading scales. The conversion of grades to quality points is standardized and made equivalent under each option. Implicit in each option is a conversion of percentage grades to letter grades according to the following widely used scale: 93-100=A; 85-92=B; 77-84=C; 70-76=D; <69=F. Grades and the corresponding number of quality points are shown below for each of the three options.

Option 1 - Letter Grades without Pluses and Minuses:

A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 WF=0.0

Option 2 - Letter Grades with Pluses and Minuses:

A+=4.00 A =4.00 A-=3.68 B+=3.38 B =3.00 B-=2.68 C+=2.38
C =2.00 C-=1.68 D+=1.38 D =1.00 D-=1.00 F =0.00 WF=0.00

Option 3 - Percentage Grades:

96-100%=4.00	91%=3.38	86%=2.75	81%=2.13	76%=1.50
95%=3.88	90%=3.25	85%=2.63	80%=2.00	75%=1.38
94%=3.75	89%=3.13	84%=2.50	79%=1.88	74%=1.25
93%=3.63	88%=3.00	83%=2.38	78%=1.75	73%=1.13
92%=3.50	87%=2.88	82%=2.25	77%=1.63	70-72%=1.00

<69%=0.00

Courses that Are Eligible for Weights

Courses eligible for weights include 9th grade (except Algebra I) and high level courses that fall into one of the following four categories:

1. Honors/GT sections of standard level academic courses. Such courses are assigned to category H provided that the standard level of the course is also offered at the high school (1 point);
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point);
3. Arts education courses meeting the standards for music honors, dance honors, studio art honors, and play productions honors (1 point);
4. All AP/IB and higher level college courses (2 points).

Remedial courses and vocational courses are not eligible for weighting.

Progress Report of the Weighted Quality Point Committee July 13, 1999

Overview

In the fall of 1999, Superintendent Mike Ward appointed a committee to review current State Board of Education policies about weighted quality points. The committee consisted of Department of Public Instruction staff, Community College and University of North Carolina General Administration representatives, parents, teachers, school counselors, business/industry representatives, and State Board of Education staff.

The committee reviewed complaints, and suggestions from parents, school personnel, and business/industry representatives. Focus group meetings were held. Issues were identified and recommendations for change were made. This progress report highlights the issues and concerns identified during these meetings, as well as the committee's recommendations.

Background

Developed in collaboration with the institutions of higher education, the current State Board of Education policy allows extra quality points to be awarded to students for all honors, Advanced Placement, and International Baccalaureate courses taken in all disciplines except vocational education. G.S. 116-11(10a) gives institutions of higher learning the authority to devise grade point average and class rank calculation by a standard method.

Issues

The following major issues have been identified about current weighted quality points.

- Lack of specific standards for honors courses.
- Exclusion of any vocational/technical education course from getting honors credit.
- Inconsistent implementation of weighted quality points for arts education.
- Lack of consistency in implementing honors courses (e.g. some schools require an extra paper for honors credit; other schools have students in the same class and course with some getting honors and others not getting honors credit).
- Vague policies about weighted quality points for community college and university courses taken by students.

- Inconsistency in policy implementation. The School of Math and Science does not have weighted credit for any course.
 - Weighted quality points awarded by prediction of student learning, not achievement in a class.
 - Increased erosion of confidence in the procedure and complications caused by the current policy. A policy that was designed to "fix" a problem has in many instances made it more difficult and cumbersome to implement.
-

**The Focus
Group
Recommendations**

Three focus groups, without conferring with each other, made the following recommendations:

- (1) Eliminate weighted quality points for any course except Advanced Placement or International Baccalaureate.
 - (2) If weighted quality points are not eliminated, make certain courses in vocational education eligible for weighted credit.
 - (3) Establish method for the periodic review of requirements needed for eligibility for weighted credit.
-

**Committee
Recommendations**

While there is not consensus among committee members, the majority of committee members concur with the focus groups' recommendations 1 and 2.

Attachments: Focus Group members
Weighted Quality Points Committee

Questionnaire of Instructional Services Division's Central Office Contacts on the Issue of Weighted Credit for HS Courses

Procedure

Central Office contacts in the 119 local education agencies (LEAs) across the state were faxed three questions used in the focus groups conducted on "Weighted Credit for HS Courses." The three questions used in the questionnaire to Central Office staff were:

1. What concerns do you have about weighted quality points in high school courses in North Carolina?
2. What bothers you about this issue?
3. Should the current policies about weighted quality points be changed? If yes, how? If no, why not?

Summary of Results

Of the 119 questionnaires faxed, 31 responses were received – a 26% rate of return.

- Fifteen of the responses felt that the current policy should not be changed. Typical of the responses from this group of responses is the following statement from an associate superintendent, "No, the current policies should not be changed. With few exceptions, our students, staff, and community understand the policies and believe they are fair. Weighted quality points do provide some initiative to highly motivated students to pursue the most challenging course of study available. College admission and scholarship decisions rely on this weighting (and the resulting class ranking) to differentiate among applicants."
- Sixteen of the 31 returned responses recommended some type of change in the existing weighted credit policy. These recommendations included:
 - Only weighted credit should be offered for AP classes where students score 3, 4, or 5 on the AP exam for that course. Several responses indicated that state should pay costs for students to take AP exams.
 - Include standards for honors courses in NC Standard Course of Study to have uniformity in these courses.
 - Discontinue policy of providing weighted credit for HS courses.
 - If weighted credit is continued, "high level courses currently not recognized to receive an additional quality point need to be studied and included."

These 16 responders provided some of the same reasons for wanting to change the current policy by the three focus groups. The reasons cited included:

- Lack of fairness to small school systems that do not have students or personnel offer both "honors" and "regular" sections of courses. Students do not have equal access to advanced, honors, and AP courses.
- Lack of consistency in honors courses across the state.
- Current policy hurts some programs such as tech prep.

RESPONSES TO FOCUS GROUP QUESTIONS ON WEIGHTED CREDIT FOR HIGH SCHOOL COURSES

Before discussing this issue, some participants suggested we review the background of weighted grades. Why did schools begin to add weight to certain courses?

It gave schools the opportunity to offer different credit level courses.

It recognizes and rewards student selection of a challenging course (acts as a short-term incentive).

It helps students get into college by differentiating them from others who do well but take "regular" courses.

In the past, there had been cases of students named as valedictorians who had taken a less rigorous program.

It does the college admissions' office job for them -- large numbers of applicants mean that the admissions staff welcome methods for "sorting students."

We should/could differentiate between HS & college level courses.

What concerns do you have about weighted quality points in high school courses in North Carolina?

- **Students may take (or avoid) certain courses for the "wrong" reasons.**

Students take courses, regardless of interest or applicability of the topic, just to increase their GPA.

Students will avoid challenging or rigorous courses that are not weighted.

They focus on GPA because class rank determines valedictorian and may influence college admission.

Students who "manipulate" the system can raise their GPA, while others who do not understand the impact of weighting (or who refuse to plan their choices based on weighting) have a lower GPA. For example, a student who takes a study hall instead of a course has fewer classes, and thus raises his or her GPA.

Students avoid applications courses, such as band, ROTC, technology, or journalism. This is a concern because these programs often teach the very skills, such as team participation, that may be most useful in the business world. Other courses would help with college preparation, such as drafting for engineering school or ROTC for the U.S. military academies.

- **Weighted grades cause undue pressure on students and schools regarding classes and GPA's**

Parents, teachers, and peers, may pressure students. Students pressure themselves. Teachers like to teach smaller classes, and AP and Honors classes are often smaller, so teachers may push students to register to ensure a class will run.

The number of AP and honors classes offered impacts the perception of parents on school, so administrators feel pressure to offer these classes.

Negative results include: this pushes students into things they don't want; students may fail, may be over-stressed, not well-rounded, may lash out, etc. This limits opportunities to explore career-related options. Choices made only for external motivation may result in burn-out.

Students may not be prepared for the "rigor" of an AP class.

There may be positive results for certain students. This does encourage students to "stretch" and take more challenging work. By acting as a short-term reward, it may help students to reach the goal of getting into college. It may also help students to build confidence and build on their strengths.

- **There is not a consistent, state-wide definition of weighted courses.**

There is inconsistency from teacher/teacher, school/school, system/system.

The *amount* of homework may define a weighted course (quantity more than quality). Teachers say "If you sign up for honors - expect 5 hours homework per week."

One way to define an honors class is to include summer assignments.

Some classes have no real difference between honors and regular.

Some are defined by the difficulty level of literature read and the type of sources- primary sources and literature rather than textbooks.

Some are defined by the approach: using an inquiry approach, problem-solving, a project is required (additional recital, art show, thesis, directing a production, doing a substantial research paper). Student presentations may be required.

In some school systems, if a student takes an AP course, and takes the AP test, they receive the "AP" weight. If they take the AP course, but do not take the AP exam, they receive the "honors" weight.

Schools cannot *require* students to take the AP exam due to cost.

Classes at community colleges vary greatly. Some community college courses receive weighted credit while others do not. This may impact the relationship between a school and its local community college. The high school may be concerned with the loss of control of course content and quality. If the high school chooses *not* to weight the college course, this may hurt the partnership between those schools.

Another inconsistency exists because a course that is offered by the college is an honors course, even if it is the only level taught. A high school would be required to offer a "regular" level course in order to offer the honors level course.

Credit may be based on who teaches the class. A computer course taught by the technology department may not be weighted, while the same course is weighted if taught by the math department.

Different teachers may have different criteria for admission to class.

There are very strong vocational programs that are not recognized.

There are no standards for general courses (AP & IB do have some standard expectations and measures).

There is a state standard course of study for regular geometry, but not for honors geometry, and there is no end of course test for the honors class.

Some AP/Honors courses are not as challenging as they should be (there is no clear distinction between honors and non-honors. They may be different on paper but not in practice.

Weighted grades emphasize the inequities between school systems. It exacerbates the "have" and "have not" situation.

There are fewer minority students in AP and Honors classes.

Rural schools have fewer resources and cannot offer as many AP and honors courses.

They may be teaching the same course as the larger system, but it is not recognized as an honors level course.

- **College admissions assessment of transcripts is inconsistent.**

Most colleges look at the total transcript, but GPA and class rank may impact the amount of time spent reviewing an application.

Schools and students are unclear how colleges assess performance.

Some colleges count weights, some do not.

Some accept AP for credit, some do not. Different schools require different levels of performance on the AP exam to receive credit. At some colleges, a score of "3" is considered adequate, others require a 4 or 5. This may influence the number of AP classes a student will take.

The impact of a high school or system's size and resources on what can be offered may influence students' college admissions chances.

Colleges who do *not* consider weights when assessing a transcript penalize a lower grade.

- **Weighting grades may change the level of effort by students.**

A student may be in an honors class, but not putting forth his or her best effort (they may settle for a "B" in an honors class, since it is the "same" as an "A" in a regular course).

They may not *learn* as much in AP or honors class as in a standard class due to reduced effort.

Students will “rationalize” performance (this AP “C” is really an “A”).

Teachers hesitate to “fail” AP or Honors students. Students know this, thus there is even more potential to cause them (students) to slack off.

- **The original intent of weighting honors and AP courses has led to a “snowball” effect, with many other courses receiving weighted credit.**

Weighted credit has had some unintended consequences. For example, middle school principals are asking about weighting courses.

Courses are created to “compete” with weighted courses. Some systems offer honors yearbook, honors band, etc.

Other courses that have been proposed as deserving of weighted credit include WEB-based courses, specialized higher level courses such as Shakespeare, etc. No standards exist for assessing these courses in terms of their rigor.

Parents want recognition for non-academic programs (courses other than core curriculum and activities). Things like scouting, which may be valuable and require large amounts of time and effort, are not recognized by the weighting system.

Students may feel these activities are not as worthwhile.

- **Weighting creates additional emphasis on competition and class rank.**

Weighting grades sends the wrong message to students in standard (non-weighted classes); “standard” means “lower level.”

Class rank is a “sorting” tool used by administrators and admissions offices. It does not encourage a look at the “total” student.

Only the upper echelon “needs” rank. It is unnecessary and creates a disturbing emphasis on grades.

Competition is not always negative, it may encourage students to stretch.

Competition exists whether we have weighting or not.

Competition may lead to poor decision-making by administrators (i.e., a principal did not want to “allow” a senior to do a Spring art portfolio, as this gave her an extra chance for an AP grade that others would not have.

Teachers and administrators pressure to students to take these classes due to competition between teachers, schools, and systems.

Weighting does not impact a school’s ABC rating (yet!), at least not directly. It may affect the population of students that do impact the ABC.

Students may cheat more frequently, avoid studying together. Unhealthy levels of competition do not foster question and answer in the classroom.

Students moving into a new school system may “jump” in rank, since only their grades in that system apply towards class rank.

- **Long term impact**

If students take fewer classes (in order to raise their GPAs), it may adversely impact their college success.

Students may not receive, or even be considered for, scholarships that use class rank and GPA as criteria for assessment. For example, some merit-based scholarships consider only those students in the top 5% of their class. In a highly competitive, high performing school, even students with 1500+ SAT scores and high GPAs may not be in the top 5%.

Weighted classes may result in lowering expectations for students in standard classes. This is detrimental to all students.

May be a future liability issue, if a counselor or teacher recommends non-weighted courses to a student.

May lead to overcrowding in some classes.

Pressure on schools to provide these courses may impact limited budget.

Recommendations for the future:

Do away with weighting of grades. Address issues through other means.

We should do away with rank altogether. If the North Carolina university system is looking to a portfolio system for assessment of students, will they still want ranking?

We should define valedictorian - is it doing top work at your level?

Consider having groups of honor graduates, like universities (*summa cum laude, magna cum laude, cum laude*)

If we do keep a system of weighted grades, the system should:

- Include clearly defined standards and measures for honors level courses.

- Ensure that standards are consistent across the state, so comparisons would be valid

- Provide some way to differentiate between HS and college level courses, such as AP/IB - which *do* have standards.

- Provide a way to allow colleges to get a clear picture of student interests and accomplishments from a transcript.

- Include an objective way to assess/measure a course's rigor and whether it is appropriate to add to a list of weighted courses. Expand current list of weighted courses to include rigorous courses in the Workforce Development curriculum.

- Eliminate or reduce unhealthy competition.

Encourage courses that could be challenging but not just "busy work" - or overly stressful.

Provide for ongoing evaluation that would produce data for decision-making.

Include a system to monitor and evaluate to remove courses that no longer meet the standards.

Additional suggestions:

Transcripts should include course descriptions, so colleges can determine the rigor of a particular course. Rigor may be based on the level of thinking, requiring students to interpret information and present both oral and written defense of their viewpoints. Rigor may be defined by the type of assessment used.

Weighting alone has not created some of these issues. Competition will certainly exist whether or not some courses receive weighted grades.

Participants also suggested additional public forums be held.

**Report on Programs for High School Students Offered by the Public
Schools, Community Colleges, Colleges, and Universities**

submitted to the

Joint Legislative Education Oversight Committee

by the

Education Cabinet

January 5, 2000

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Executive Summary

The General Assembly has asked the Education Cabinet to study a series of issues that involve programs which the public schools, community colleges, colleges, and universities offer for high school students [House Bill 1840, Section 9.2.(b)]. In the past, the three sectors have taken different and sometimes conflicting positions on some of the issues. This report describes the programs affected, clarifies the issues, and presents the current thinking of the Education Cabinet on the issues.

For ease of understanding, the primary issues may be grouped into "dropout-related" issues, "topout-related" issues, developmental education issues, and distance learning options.

Dropout-related issues pertain to students who have dropped out of high school and wish to obtain a high school diploma or the equivalent via the Adult High School Diploma Program or the General Educational Development (GED) Program offered by community colleges. The questions here are (a) whether these programs overlap (duplicate or interfere with each other), and if so, which single level of the system and which program should provide services to dropouts, (b) whether students in the Adult High School Diploma Program should be required to take and pass the same examinations that other high school students must take at the end of certain courses and in order to graduate from high school, and (c) whether there should be a minimum age for students to enter the Adult High School Diploma Program.

(a) While the programs all perform the same general function, they serve students in different kinds of circumstances and thus do not duplicate each other. Where different levels of the education system offer programs that might compete with each other, local education officials have adequate means to resolve the problem.

(b) There are important and valid arguments both for and against requiring students in the Adult High School Diploma Program to take examinations required of other high school students, but the overriding concern of the Education Cabinet is the need to encourage as many adult dropouts as possible to take advantage of programs to further their education. So the Education Cabinet prefers not to institute new examination requirements at this time. After the High School Exit Examination is implemented, the Education Cabinet would like revisit the issue.

(c) While raising the minimum age for enrollment in the Adult High School Diploma Program from the present minimum of sixteen to a minimum of eighteen would protect against inappropriate use of the program by students of high school age, it would also rule out some appropriate uses of the program by 16- and 17-year-olds. Local school district and community college officials have adequate means of minimizing inappropriate use of the program without imposing a system-wide age limit of 18.

Topout-related issues affect high-achieving high school students who are bumping up against the ceiling of the normal high school curriculum and want to extend their education to the college level while still enrolled in high school. Included here are the questions of (a) whether there is inappropriate overlap between the types of courses which the three sectors offer such students, and if so, which single level of the system and which program should provide services to "topouts," (b) whether community colleges and the university should waive tuition for such courses, and (c) whether students should receive weighted credit on their high school transcripts for college level courses taken at community colleges, colleges, or universities.

(a) The variety of courses offered to high-achieving students may seem confusing upon first examination, but each type of course seems distinctively well-suited for certain types

of students. Some local school district officials have alleged that Concurrent Enrollment in community college courses undermine their ability to enroll students in sufficient numbers to offer AP courses. But the operating manual for Concurrent Enrollment rules out such competition, and local school districts have adequate means to ensure that this provision of the manual is enforced. Another issue here is the question of whether the state is paying twice for high school students enrolled in community college or university courses. The Education Cabinet believes that while there may be a degree of double payment, eliminating all duplication would probably deprive high-achieving students in small and poor school districts of opportunities available to their counterparts in better funded districts. Such duplication as may exist represents a warranted investment in seamless, equitable access to educational opportunity.

(b) Community colleges now waive tuition for students in both Huskins and Concurrent Enrollment courses, while universities charge tuition to some students in analogous courses. Unless state appropriations were increased to offset the lost revenues, forbidding universities to charge tuition may eliminate important opportunities for many students. Present policies of the two systems offer appropriate incentives for students and their parents to turn first to community colleges, the level of the system which should be their first recourse. The existing policies should remain in place.

(c) It is difficult to justify the current distribution of extra grade points, which awards one extra point for honors courses and two extra points for Advanced Placement and International Baccalaureate courses, but none for community college or university courses. The details of a new policy have not yet been worked out. Input is currently being solicited. Positions on which the education community comes to consensus will be incorporated, and all feedback will be considered carefully. The proposal currently under consideration may be outlined as follows:

- Honors Courses. The preliminary proposal identifies courses that have End-of-Course examinations and would be eligible to earn an extra grade point. To earn the extra point, students would have to meet or exceed a minimum EOC examination score to be set by the Education Cabinet. There remains disagreement about this, however. Some members of the Education Cabinet believe that weighting also needs to be given for rigorous elective courses, for high level mathematics and science courses, and perhaps for other high level courses for which no EOC examination is currently available. The Education Cabinet will work to accommodate these courses in the final proposal in a manner consistent with the need both to standardize honors courses and to encourage high levels of student performance across all districts and schools.
- Advanced Placement and International Baccalaureate. One extra grade point would be awarded to students for passing an AP or IB course, but a second extra point could be earned by scoring at or above a certain level on AP or IB examinations.
- Community College and University Courses. One extra grade point would be awarded to students who take and pass university or community college courses. Where an appropriate AP exam exists, a student could earn a second point by scoring at or above the same level set for students in high school AP courses.

The particular developmental education issues raised by the legislation affect a very narrow range of high school students: those students who need to complete a certain course (or set of courses) that is not available in their high school in order to gain unencumbered admission to a college program. The Education Cabinet believes that when courses that would be considered

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"developmental" at the community college or university level would serve such high school students, the students should indeed be permitted to take the developmental courses. This would represent a warranted, limited expansion of the Cooperative High School program.

The General Assembly also asked the Education Cabinet to consider whether distance learning opportunities might help increase the options available to high school students in various circumstances. Technology-based distance education courses do have great potential to expand opportunities for many high school students, especially in poor and rural districts. But several important questions remain about (a) the availability, quality, and appropriateness of technology-based distance education courses, (b) state level infrastructure to deliver the courses, and (c) local district infrastructure and capacity to implement them well. To address these questions in more detail, the Education Cabinet would like to reconvene the School Technology Task Force which has addressed related issues very effectively in the past, and to return to the General Assembly to report on recommendations made by the Task Force.

The General Assembly has asked the Education Cabinet to study a series of issues that involve programs which the public schools, community colleges, colleges, and universities offer for high school students [House Bill 1840, Section 9.2.(b)]. A copy of the legislation is attached as Appendix A. In the past, the three sectors have taken different and sometimes conflicting positions on some of the issues. This report describes the programs affected, clarifies the issues, and presents the current thinking of the Education Cabinet on the issues.

Grouping of Issues

For ease of understanding, the primary issues may be grouped into "dropout-related" issues, "topout-related" issues, developmental education issues, and distance learning options.

- Dropout-related issues pertain to students who have dropped out of high school and wish to obtain a high school diploma or the equivalent via the Adult High School Diploma Program or the General Educational Development (GED) Program offered by community colleges. The questions here are (a) whether these programs overlap (duplicate or interfere with each other), and if so, which single level of the system and which program should provide services to dropouts, (b) whether students in the Adult High School Diploma Program should be required to take and pass the same examinations that other high school students must take at the end of certain courses and in order to graduate from high school, and (c) whether there should be a minimum age for students to enter the Adult High School Diploma Program.
- Topout-related issues affect high-achieving high school students who are bumping up against the ceiling of the normal high school curriculum and want to extend their education to the college level while still enrolled in high school. Included here are the questions of (a) whether there is inappropriate overlap between the types of courses which the three sectors offer such students, and if so, which single level of the system and which program should provide services to "topouts," (b) whether community colleges and the university should waive tuition for such courses, (c) and whether students should receive weighted credit on their high school transcripts for college level courses taken at community colleges, colleges, or universities.
- The particular developmental education issues raised by the legislation affect a very narrow range of high school students: those students who need to complete a certain course (or set of courses) that is not available in their high school in order to gain unencumbered admission to a college program. For example, suppose a high school student has completed the first semester of her senior year and has been admitted to enroll the following fall in a nursing program in a community college. But her admission is contingent upon completion of a pre-requisite mathematics course that is not offered in her high school during the spring semester. The course is offered at the community college, but if she waits until fall to take the course as a "developmental" course in the community college, she will fall a step behind her fellow entering students in mathematics. May she take the course at the community college during the final spring semester of high school? At present, she may not, because at the community college level, the course is a "developmental" or remedial course offered mainly to assist the underprepared, and not a true college level course. The Cooperative High School Program covers college level courses only. The specific questions here are whether the Cooperative High School Program under which high school students may take college-level courses at community colleges should be expanded to permit high school students to take remedial or

"developmental" courses at community colleges under such circumstances, and if so, who should pay for such courses.

- The General Assembly also asked the Education Cabinet to consider whether distance learning opportunities might help increase the options available to students in various circumstances.

Principles to Guide Resolution

As a framework to guide resolution of the issues, the Education Cabinet adopted the following principles, some of which are drawn from the legislation charging the Education Cabinet to study the issues:

Access. North Carolinians of all ages should have ready access to high quality educational services appropriate to their needs and capacities. Because students differ in interests, skills, and life circumstances, assuring broad access may require multiple routes, second chances, and use of distance education to give the full array of students appropriate opportunities to obtain a high quality education.

Equity. Access should be fairly and equitably provided, without preference or disadvantage to any student by reason of ethnicity, gender, economic background, language proficiency, or the characteristics of the community where he or she resides (e.g., low wealth, remoteness).

Seamlessness. Movement through the education system should be as seamless as possible, without undue obstacles to movement from one level of the system to the next as a student's knowledge and skills warrant it.

Accountability for Quality. Equitable, seamless access means little unless the educational programs and services provided meet high standards, with accountability for students, teachers, and systems alike.

Program Integrity. Each program should be carefully designed to serve a specific type of student and to meet a specific set of needs. Other students should be allowed access to a program only if they can benefit from it without compromising service to those for whom the program was specifically designed.

Efficiency. Access to high quality, well-designed programs should be provided as efficiently as possible. Efficiency permits the broadest access possible with available resources.

Mission-Appropriateness. Each sector – the public schools, community colleges, colleges, and universities – should provide services that fit its mission. Each sector has both first claim on and first responsibility for students at a certain level of education development.

As a set, these principles compose a policy of broad, equitable access to high quality programs provided as efficiently as possible by the most appropriate component(s) of the education system. They do not dictate a particular resolution to the issues raised by the General Assembly, but they do suggest ways of looking at and of resolving those issues. Now let us turn to each of the three sets of issues in turn.

Dropout-Related Issues

Dropout-related issues involve high schools operated by North Carolina Public Schools and two programs operated by community colleges, the Adult High School Diploma Program and the General Educational Development Program. A little background on each will facilitate understanding of the issues.

High School Diploma Program (NC Public Schools)

By current State Board of Education Policy, a student may earn a high school diploma by completing any of four different courses of study: Career Preparation, College Technical Preparation, College preparation, and the Occupational Course of Study. The first three all require twenty (20) units of credit, plus any additional credits that may be required by the local school district that actually issues the diploma. The fourth -- Occupational -- is intended for certain students with disabilities who have an Individualized Education Plan. The Occupational Course of Study requires twenty two (22) credits. A unit of credit is equivalent to a full academic year of study in some subject.

The State Board issues a Standard Course of Study for each of the required courses and also requires that students take an End-of-Course Examination covering the content in each. Current State Board policy requires that local districts count the student's grade on an End-of-Course Examination for at least 25% of the student's grade in each required course. Districts may, at their own option, give greater weight to the End-of-course Examination grade. Beginning in 2003, a student in the traditional high school diploma program will also be required to pass a new High School Exit Examination in order to earn a diploma.

Adult High School Diploma Program (NC Community Colleges)

The Adult High School Diploma Program is designed to enable adults who have left high school without a diploma to earn one. Students in the program follow the North Carolina Standard Course of Study to complete the same courses which the State Board of Education requires for graduation from a traditional high school.

A premise behind having community colleges offer the program is that it would be awkward and inconvenient for adults beyond high school age to return to high school to complete their high school studies. The program is also tailored to allow these adult students to complete courses at their own pace, often just one course at a time. This feature enables many working adults to fit the program in with the demands of work and family.

Diplomas earned through the program are actually awarded by a local school district with which a community college has a cooperative agreement. At present, however, students in the program are not required to take the End-of-Course examinations required of other students pursuing a North Carolina high school diploma, nor under present policies would they be required to take the High School Exit Examination when that comes on line in 2003.

General Education Development Program

The General Education Development (GED) Program leads not to a North Carolina high school diploma, but to a certificate of high school diploma equivalency. The GED program was developed in 1942 for World War II veterans and opened to civilians in the 1950's.

To obtain a certificate of high school diploma equivalency, a student must pass a battery of tests offered by the GED Testing Service, a unit of the American Council on Education (ACE). ACE is a respected Washington-based higher education association. ACE's interest is in enabling a broader range of students to get ready for further education beyond high school. Nationwide, about 61% of GED graduates attend some form of postsecondary education. According to the

UNC General Administration, however, few GED holders enroll at University system campuses. This seems to imply that community college is a more common route for GED students to take.

The GED battery of tests covers five areas: Writing Skills, Interpreting Literature and the Arts, Social Studies, Science, and Mathematics. The General Educational Development Program offered by all 58 of the community colleges is designed to prepare students for the battery of examinations. Unlike the Adult High School Diploma Program, there is no standard course of study – no prescribed set of courses – that student must take before taking the GED tests. A student whose skill levels are close to those required by the examination may require only a little brushing up to prepare for the examination. The amount and kind of preparation students get depends on the levels of knowledge and skill they bring to the program. GED students may enroll full or part time. Younger students are more likely to go full time, while older students are more likely to take a course or two at a time.

Another feature that distinguishes the GED from the Adult High School Diploma Program is portability. Because the GED is awarded on the basis of a standardized test that is offered nationwide, a student who moves into or out of North Carolina while part way through the program may resume preparation in his or her new home.

Questions

The questions posed by the General Assembly regarding these programs are

Do these programs overlap?

Should students in the Adult High School Diploma Program be required to take End-of-Course and High School Exit Examinations in order to obtain a diploma?

Should there be a minimum age requirement for students to enroll in the Adult High School Diploma Program?

Overlap

These three programs obviously do overlap in certain respects. Each of them is intended to enable a student to earn a high school diploma or the equivalent.

One way to eliminate overlap would be to insist that anyone who has dropped out of high school but subsequently wishes to earn a diploma must simply enroll in a traditional high school in the local school district where he or she lives. But this option would present major practical and emotional obstacles for many adults and young adults, would probably limit the educational attainment of many, and seems inconsistent with the principle of access to "educational services appropriate to their needs and capacities."

Though the three programs perform the same general function, they serve students in different kinds of circumstances. On first examination, the Adult High School Diploma Program and the General Educational Development Program may seem redundant. But one requires a student to complete all courses prescribed for the high school diploma and leads to the same high school diploma awarded to other students who do so. The other simply offers self-paced, tailored assistance to prepare for a set of examinations. It entails no specific set of courses. Nor does it lead to a diploma – only to a certificate of high school equivalency. So while these programs overlap in terms of the broad function they serve, they perform the function in different ways, appropriate to students in different circumstances.

This brings us to the question of whether these two community college programs – though

designed for different purposes – may sometimes compete for students who would be served more appropriately in the traditional high school program. Consistent with the principle of mission-appropriateness, the position of both the Public Schools and the Community College system is that students of high school age belong in high school. Yet once a student has either finished or dropped out of high school, a community college is obligated by law to serve that student. In North Carolina, people 16 or older may make their own choices about education, but do some high school students drop out in order to use the Adult High School Diploma Program as an easier or quicker route to a high school diploma or the equivalent? More precisely, do differences in the rigor of the programs create incentives for a student to drop out and take one of these other routes?

Some have argued that the Adult High School Diploma does offer a temptation to students who have difficulty in meeting requirements for a traditional high school diploma. Two ways of addressing the concern that some students may be tempted to drop out of a traditional high school specifically in order to enroll in the Adult High School Diploma Program have been suggested: require Adult High School Diploma Program students to take End-of-Course and Exit Examinations, and institute a minimum age requirement for enrollment in the Adult High School Diploma Program.

End-of-Course and High School Exit Examinations

As indicated above, Adult High School Diploma Program students take the full course of study required for other high school students and may earn a North Carolina high school diploma, but are required neither to take End-of-Course Examinations nor to pass the impending High School Exit Examination in order to obtain the diploma. The General Assembly has asked the Education Cabinet to determine the feasibility, advantages and disadvantages, procedures, and costs for requiring students who participate in the Adult High School Diploma Program to take tests of high school students taking the same courses. We respond to these requests below. The Education Cabinet infers that the underlying question here is whether these examination requirements should be extended to students in the Adult High School Diploma Program, a question we address at the conclusion of this section.

Arguments in Favor of Requiring All Students Enrolled in the AHDP to Take Examinations

It is the local school district that actually awards the diploma to students in the Adult High School Diploma Program, and the diploma is a regular North Carolina High School Diploma indistinguishable from any other such diploma.

Consistent with the equity principle enunciated above, the student accountability standards established in recent years should apply equally to all students who receive the diploma, regardless of age.

Failure to impose accountability standards equitably may offer some students an incentive to drop out of high school and enter the Adult High School Diploma Program in order to evade the End-of-Course and Exit Examinations.

Arguments Against

Requiring adults (18 and older) enrolled in the Adult High School Diploma Program to take End-of-Course examinations and -- when it comes on line -- the High School exit Examination might discourage many from enrolling in the program.

Given North Carolina's historically low rates of high school graduation and college enrollment, and given the importance of raising those rates, no new obstacles should be put in the way of adult dropouts' resuming their schooling and earning a diploma.

Such an examination requirement would represent an intrusion of public school authority into a community college program.

Cost and Feasibility Issues

First, how much would it cost to administer the test, and who would pay for the costs of the examinations? The costs would include the costs of the test materials themselves, the costs of proctors, and the costs of scoring the examinations. The simplest way to meet the cost of the tests themselves might be to make a modest addition to the DPI budget. The costs of proctoring would also be modest, and the costs of scoring should be nominal. The school district that is to grant a student's diploma would have the equipment to do the machine scoring and provide a score to the community college.

A second issue is timing. Adult High School Diploma Students do not necessarily complete courses at the end of a semester, as do traditional high school students. Yet if the tests are given three times a year (at the end of each semester and the end of the summer), the longest elapsed time between finishing a course and taking the examination would be about four months, but in most cases the wait would be shorter. The timing of End-of-Course examinations might actually serve as a useful planning device and set of deadlines for Adult High School Diploma Program students. Though a wait might be inconvenient, regularly scheduled examinations impose deadlines and waits for many others throughout the society (e.g., CPA exams, bar exams), and the wait for EoC examinations does not seem unusual or excessive by comparison.

A third issue is test security. Some in the community college system worry that if a community college employee were to compromise the security of an End of Course examination, the community college system would be held liable for the costs of creating a new version of the test. In the public schools, it would be the employee him or herself who would be held liable, not the school district, unless the district is somehow negligent. There seems no reason to treat community college employees any differently, nor to hold the community college system liable for the actions of one of its employees, unless the system is somehow negligent. In any event, DPI officials cannot recall an instance in which a district was held liable for a lapse of test security, nor an instance where the person responsible for compromising security was identified and made to bear the costs of creating a new test.

All in all, it seems feasible to ask Adult High School Program students to take the same examinations that other students pursuing a diploma are required to take.

At present, it does not appear to the Education Cabinet that high school students are dropping out of high school and into the Adult High School Diploma Program specifically to avoid End-of-Course examinations. When the High School Exit Examination is implemented, some students may be tempted to do so. But taking this and the other consideration enumerated above into account, the Education Cabinet would prefer to wait to see whether this problem actually does emerge rather than to institute a new set of requirements to address a problem that may not

materialize. The full effects of requiring all students in the Adult High School Diploma Program to take End-of-Course and Exit Examinations -- unintended as well as intended -- are impossible to foresee. The Education Cabinet is concerned that such requirements might well discourage many older adults from resuming their education. The Education Cabinet wants to encourage as many of them as possible to return for further education, and prefers not to risk discouraging older students to address a potential but not yet actual problem with younger students. Thus, although it may be feasible to extend examination requirements to Adult High School Diploma Program students, on balance it does not seem desirable to do so at this time.

Minimum Age Requirement

Though the Adult High School Diploma program was created to serve adults who dropped out of high school some time ago and now want a second chance at earning a diploma, many 16- and 17-year-olds do enroll in the program.

This has given rise to two quite different concerns. From the public school side, some have argued that community colleges are actually recruiting high school students into the program in order to increase their enrollments and revenue. Yet on the community college side, college officials report that the presence of 16- and 17-year-olds in Adult High School Diploma Program courses makes many adults students uncomfortable and may even drive them away from the program. So the principle of program integrity is being abrogated -- the fundamental purpose of the program is being compromised as students other than its intended beneficiaries enter it.

For these reasons, some educators from both the public schools and the community colleges have advocated raising the minimum age for enrollment in the Adult High School Diploma Program to 18. But would establishing a minimum age of 18 eliminate some appropriate uses of the program by 16- and 17-year-olds? Consider the situation of a sixteen year-old who is miserable in high school, failing or doing poorly academically, and who finds a decent-paying job that allows him to gain a sense of competence, learn discipline and good work habits, and contribute to his family economically. He drops out not in order to enter the Adult High School Diploma program, but because on balance, working while attending community college seems to give him some handle on life. Should such a student be forbidden to enroll in one of the community college alternatives to traditional high school?

Forbidding enrollment by such students would seem to violate the access principle, which holds that a variety of possible routes to an adequate education should be available to people in different circumstances. Further, a central role of the community colleges is to give people who are beyond the age of mandatory schooling access to second chance opportunities. So the principle of mission-appropriateness would also seem to argue against raising the minimum age to 18.

In sum, while raising the minimum age for enrollment in the Adult High School Diploma Program to 18 would protect against casual, inappropriate use of the program by 16 and 17 year-olds, it might also rule out some appropriate uses, and might conflict with community colleges' commitment to providing second-chance educational opportunities.

Recommended Approach

If neither of these two approaches to eliminating inappropriate use of the Adult High School Diploma Program is adopted, how can any current or potential abuses of the program be addressed?

The Education Cabinet believes that adequate means of eliminating abuses are already available to local school districts. First, for the first six months after dropping out of high school, a student

must have the written, notarized permission of his or her parent or guardian, plus the concurrence of both the local school district and the community college that admission to the program is the best educational option for the student (NC Administrative Code T23: Chapter 2 (C).0305). And second, as indicated earlier, diplomas earned by a student in the Adult High School Diploma Program are actually awarded by the local school district where the student resides.

So if a school district believes a community college is recruiting or accepting students inappropriately, the district can put a stop to the practice by reminding the college that diplomas will not be awarded without the specific concurrence of the local school district. Local districts are in the best position to judge whether there is a problem, and if so, to deal with it.

What about the problem that some 16- and 17-year-olds create for the main intended beneficiaries of the Adult High School Program -- students who are beyond the normal high school age? A balance must be struck between the interests of the 16-17 year-olds and the interests of the adult students for whom the program is primarily intended. Some individual community colleges have established a minimum age limit of 18 for the program. Other community colleges have found other means of balancing the interests of the two groups of students.

Here again, the Education Cabinet believes that such careful balancing is done better by the educators who know the local circumstances rather than by establishing a state law or system rule that must be followed in all cases. Individual community colleges are in the best position to decide what approach should be taken to striking a sensible balance in their own local circumstances.

Topout-Related Issues

This set of issues concern honors courses offered by high schools, Advanced Placement and International Baccalaureate courses offered by high schools, and community college, college, or university courses offered to high school students whose knowledge and skills equip them for especially challenging coursework in one or more subjects.

As indicated earlier, the questions about these courses include whether the types of courses offered by the three sectors overlap, whether community colleges and the university should waive tuition for such courses, and whether extra grade point weight should be given to some or all of these courses on high school transcripts.

Here again, a little background on the types of courses affected by the issues that the General Assembly has raised will aid understanding and resolution of the issues.

Honors Courses

Developed and delivered at the local level, honors courses are designed to engage high-achieving students in challenging study in English, mathematics, science, social studies, foreign languages, and the arts. In general, an honors course may be offered only when a high school offers a standard course in the same subject. Exceptions are made for honors courses offered in schools that serve as magnets in the subject matter to be addressed, and for certain fine arts courses. Current state policy provides that the content in all honors courses must be deeper and more rigorous than the content covered in the standard course, but it leaves broad discretion to local districts in establishing expectations for honors courses.

Advanced Placement and International Baccalaureate Courses

Advanced Placement (AP) courses are designed to provide college level rigor to courses for high school students. Advanced Placement courses were initiated by the Ford Foundation's Fund for the Advancement of Education in the 1950's and are overseen by the College Board. They include 33 college level courses in 19 subject areas. Some 2,900 colleges and universities worldwide grant credit or advanced placement for acceptable scores on examinations based on these courses. In recent years, however, some selective colleges and universities have begun to question whether AP courses actually match the rigor, breadth, and depth of their own courses and have either stopped awarding advanced placement credit or have raised the examination score a student must earn in order to obtain advanced placement for AP courses.

The International Baccalaureate (IB) Diploma Program specifies a rigorous set of pre-university courses designed for highly motivated high school students. The International Baccalaureate Organization, based in Switzerland, was founded in the 1960's to provide a common curriculum and route to college or university entry for students who are geographically mobile. Today some 800 sites in 100 countries offer the Diploma Program, including 17 in North Carolina.

Students enrolled in the program must take courses in six curriculum areas: language one, language two, individuals and societies [history, economics, geography, and information technology], sciences [chemistry, biology, physics, environmental sciences, design technology], mathematics, arts and electives. Students must successfully complete International Baccalaureate requirements and examinations to obtain the IB diploma. Worldwide, about 80% of candidates for the diploma succeed in meeting the requirements and passing the examination.

Community College Courses Offered Through the Cooperative High School Program

The Cooperative High School Program includes Huskins and Concurrent Enrollment courses. The Huskins Bill (House Bill 1044, ratified in 1983) provides opportunities for whole classes of high school students to take courses offered by community colleges. Concurrent Enrollment allows individual high school students to take college level courses at community colleges -- but only courses not available to them at their high school.

The legislation authorizing both Huskins and Concurrent Enrollment courses is largely enabling. That is, the legislation permits but does not require local school districts and community colleges to enter into affiliation agreements. Districts and colleges have broad discretion in setting the terms of the agreements. By agreement of the State Board of Education and the Community College Board, Huskins and Concurrent Enrollment courses may not duplicate high school Advanced Placement courses that are currently being offered or that could feasibly be offered.

College and University Courses

Though there is no specific legislative authorization for them to do so, operating on the basis of their general authorizing legislation, many colleges and most campuses of the University do enroll small numbers of individual high school students in college-level courses, and a few offer college-level courses to whole classes of high school students by agreement with local school districts. In the University system, the latter are referred to as "High School Extension" courses.

Questions

The questions raised by the General Assembly about these "topout-related" courses are

Do the programs overlap? If so, which level of the system should provide them?

- Do some community college, college, or university courses interfere with AP courses offered by high schools?
- Is the state paying twice for students enrolled in community college, college, and university courses?

Should tuition be waived for high school students taking community college and university courses?

Should community college, college, and university courses carry the same level of grade point weight that AP and IB courses carry?

Overlap

At a general level, some of the types of courses described above do seem to overlap. They are all designed to provide a more challenging curriculum to high-achieving high school students than do standard high school courses, thus enabling them to realize their learning potential more fully and to prepare better for college than would a standard high school curriculum.

But the courses also differ in significant ways. Honors and International Baccalaureate courses are more challenging versions of high school courses. (IB is actually keyed to the expectations of European universities, which demand a somewhat higher level of coursework preparation than does the typical college or university in the US.) In contrast, Advanced Placement courses are designed to be college level courses. Community college, college, and university courses offered through concurrent enrollment programs are college level courses, not more rigorous high school courses. The purpose of AP and concurrent enrollment courses is partly to prepare students better for college, but partly to actually give students a head start on college.

In the view of the Education Cabinet, each type of course seems distinctively well-suited to certain types of students. The variety of such courses may seem confusing at first, but a closer look shows that the array of different possibilities enables high-achieving students in different circumstances to find challenging courses to suit their needs.

If we understand the intent of the General Assembly correctly, however, the more specific questions about overlap among the programs are (a) whether some of these programs interfere with courses offered by a more appropriate level of the education system, and (b) whether the state is, in effect, paying twice for services to a given student -- once to the local school district in the form of Average Daily Membership (ADM)-driven allocations, and once to the community college or university in the form of Full Time Equivalent (FTE)- or Student Credit Hour (SCH)-

driven allocations.

Interference?

The main instance where interference has been alleged is between community college courses and Advanced Placement courses. That is, some local school district administrators claim that Concurrent Enrollment courses offered by community colleges compete with their own Advanced Placement courses, undermining their ability to enroll students in sufficient numbers to make it practical to offer AP courses.

The Education Cabinet finds this charge somewhat puzzling. The operating manual that governs Concurrent Enrollment -- adopted jointly by the State Board of Education and NC Community Colleges -- specifies that a student may enroll in a community college course only if no similar course is offered by the student's high school -- a provision that is clearly consistent with the principle of "mission-appropriateness" defined earlier in this report.

A corollary of that principle is that, "Each sector has both first claim on and first responsibility for students at a certain level of education development." High schools have first claim on and first responsibility for students who are pursuing a high school diploma. Community colleges may supplement the curriculum offered by high schools that cannot or do not offer AP courses. In doing so, community colleges make appropriate, high-quality programs accessible to students from small or poor districts, thus increasing equity in the provision of educational opportunities.

Further, local school districts already have adequate means of ensuring that community colleges do operate within limitations set out in current state policy. The operating manual for Concurrent Enrollment specifies that

"Cooperative programming is intended to enhance educational choices for high school students and should not be considered a mechanism for shifting responsibility for courses or programs within the accepted mission of one educational agency to the other. Cooperative program agreements between community colleges and high schools must be developed in accordance with this premise, and the resulting plans for offering courses should reflect this philosophy."

In the view of the Education Cabinet, this means that, if a school district objects to a community college's enrolling high school students who might otherwise take AP courses offered by its high schools, the district can and should rule out the practice by emphasizing in its agreement with the community college that by state policy, no high school student may take a community college course when an equivalent AP course is offered.

In fact, beyond the general prohibition on enrollment in community college courses that compete with courses offered by the high school, there is a second and more specific check on inappropriate recruitment in individual instances. That is, the joint operating manual for Concurrent Enrollment also provides that a student must have the approval of his or her high school principal to enroll in a community college course.

Thus, if high school students in a district are enrolling in community college courses in preference to AP courses, they must be doing so with the approval of the district and its high school principals. Some local school districts may find it difficult at times to resist pressure from parents to permit students to enroll in community college courses in preference to AP courses. But to give in to such pressure violates state current state policy.

It seems difficult to justify imposition of additional state policies to restrict enrollment in community college courses when state guidelines already exist and when local officials (a) already have the

power to correct the problem, and (b) are in a better position to make decisions based on a knowledge of individual students and their circumstances than are state level policy makers.

It may also be argued that the possibility that community colleges may offer college courses where no AP courses are offered – whether in smaller districts or larger ones – creates an incentive for local school districts to organize AP courses. If districts do not, they may lose some of their best students for a part of the day, as well as some of their parents' allegiance and support.

In the opinion of the Education Cabinet, community college courses do not now overlap or compete with AP courses in a way that school districts cannot control more effectively than could state level policy makers.

Double Payment?

A second type of concern about overlap among these programs is financial -- whether the state is paying twice for high school students who enroll in community colleges and universities.

Under most circumstances, community colleges and universities do receive state allotments based on Full Time Equivalents or Student Credit Hours for students enrolled in their courses (on a pro-rated basis, of course). And unless a given student is taking more than half of his or her coursework outside the high school, the local school district continues to draw Average Daily Membership-based funds for the student.

The single circumstance when community colleges and universities derive no state revenue from courses offered to high school students is when a course is taught at the high school by a high school teacher who does so under contract to and under the supervision of the community college or university. Community colleges rarely offer such courses, but some campuses of the University have thriving programs that use this approach.

In the view of the Education Cabinet, there seems little question that when community college or university faculty teach courses to high school students, the colleges and universities should receive state funds for serving high school students in their courses. After all, they do provide the instructional service in these cases.

Further, when an individual student here or there takes a college course rather than a high school course, the local school district's costs are not actually reduced significantly. Many fixed costs remain exactly the same. Nor are schools generally able to save on personnel or classroom costs by offering fewer classes. So it would seem unfair to cut allocations to local school districts for students who take only a course or two through Concurrent Enrollment.

In the case of Huskins classes that are taught by community college faculty, the situation is a little different. By teaching a Huskins course, a community college does relieve the local school district of the personnel costs of offering a whole class. But most Huskins classes of this type are organized specifically because a local school district cannot afford or identify appropriate teachers to offer AP courses. Would it really be sensible to cut ADM-based revenues to districts that need the assistance of community colleges in order to make appropriately challenging courses available to their high-achieving students, when these districts are already strapped for funds?

The Education Cabinet thinks not. If ADM were withheld from local school districts or local school districts were required to reimburse community colleges whenever they collaborate with community colleges to organize Huskins courses, it seems likely that the poorest districts would be strongly tempted to terminate the agreements that make these courses available to their

students. This would represent a step backward for cooperation across levels of the education system. It would reduce rather than increasing seamlessness in the system. Nor could poor districts afford to offer AP courses instead of the community college courses. If a school district had the resources to offer an AP course, then presumably it would do so in the first place.

So the net effect of withholding ADM in these cases would be to reduce rather than to increase equity in educational opportunity – students from small and poor districts would lose opportunities, while students from larger and wealthier districts would continue to profit from the AP courses their districts can offer.

Thus, while there may be some degree of "double payment" in current arrangements, the Education Cabinet believes that the revenues thus provided represent a warranted investment in ensuring seamless access to challenging courses on an equitable basis.

Tuition Waivers

At present, community colleges do waive tuition for high school students in both Huskins and Concurrent Enrollment courses. It may be plausibly argued that they lose money in the bargain. That is, the Community College system estimates that it costs a community college about \$4,000 to offer a Full Time Equivalent in coursework. Community colleges receive about \$3,300 from the state for each FTE. Ordinarily, they make up the balance (about \$700+) by charging tuition. They receive no tuition from high school students. So they are losing over \$700 per FTE of coursework for high school students. They generally make up the "loss" from dollars that would otherwise revert to the state at the end of a budget year. As budgets tighten, that margin grows narrower.

Campuses of the University charge tuition both to individual students and to whole classes enrolled through High School Extension. Campuses of the University and school districts generally make scholarship assistance available to students who cannot afford to pay tuition. Three campuses with special High School Extension programs offer virtually all of these courses. The great majority of high school student enrollments in University courses come through these programs, which are actually taught by high school faculty who are selected, trained, and supervised by university faculty members. As indicated earlier, such courses generate no SCH-driven allocations from the state. So tuition is the sole source of revenue available to underwrite the costs of offering these programs – the costs of selecting, training, and supervising the high school teachers, along with the costs of administering the program.

At present, the University is prohibited from waiving tuition except in instances that are expressly authorized by statute, and there appears to be no such statutory authorization to waive tuition for high school students. The position of the University is that tuition should not be waived. The University relies on tuition to defray a substantial share (about 20%) of the costs of offering a course. And if tuition were waived, these costs would have to be covered by revenue from some other source, the most obvious possibility being an increase in the state appropriation.

In the view of the Education Cabinet, existing arrangements – in which Community Colleges waive tuition but the University does not -- create an appropriate set of incentives. That is, the financial incentive is for high school students who wish to take college courses to turn first to community colleges, and to have recourse to University campuses only when there is a reason that is sufficiently compelling to offset the financial incentive. It seems appropriate for community colleges to be the first option in such situations. University campuses have traditionally yielded to community colleges in situations of actual or potential conflict. Current policy regarding tuition seems consistent with this tradition, as well as with the principle of mission-appropriateness.

So the position of the Education Cabinet is that community colleges should continue to waive

tuition for high school students, while campuses of the University should continue to charge tuition, with appropriate scholarship assistance available for students who cannot afford to pay tuition.

Grade Point Weighting

State policy concerning grade point weighting for honors, Advanced Placement, and International Baccalaureate courses developed in response to 1992 legislation calling upon the DPI to create a standardized transcript, with the grade point average to be "calculated by a standard method to be devised by the institutions of higher education." The current policy, recommended by a committee of college, university, community college, and public school representatives and instituted by the State Board of Education in 1994, provides that students in honors courses earn one extra grade point and students in AP and IB courses receive two extra grade points beyond the points that a standard course would carry.

Thus, a grade of D ordinarily earns one point, a C two points, a B three points, and an A, 4 points. But under current state policy, a student who makes a C in an honors course would earn one extra grade point, bringing the points earned to three, or the equivalent of a B in a standard course. Advanced Placement and International Baccalaureate courses receive two extra grade points. So a student who makes a C in an AP or IB course would earn four points, the equivalent of an A in a standard course.

The policy does not call for any additional grade points to be awarded for community college, college, or university coursework.

Some additional issues concerning fine arts and magnet school honors courses were worked out after adoption of the 1994 policy, but for several years the sectors have not been able to reach full agreement on a series of other issues, including the weighting of community college, college, or university courses. The most recent effort to do so was made by the joint committee of community college and public school representatives which submitted its recommendations last April. Uncertainty about some of those recommendations -- including but not limited to the recommendations about the weighted grade point average -- prompted the Joint Education Oversight Committee to ask the Education Cabinet for the present study.

There are two distinctly different considerations to take into account when making decisions about policy on grade point weighting for unusually challenging courses. One is the need to encourage high-achieving students to take such courses in preference to standard courses, where they might make better grades with less effort. Grade point weighting provides an incentive to take challenging courses -- or at least reduces the disincentive to take such courses. But a second factor must also be considered. Extra grade points also give some students an advantage in gaining admission to selective colleges and universities. To assure that the extra points are actually and equally justified in each instance -- in keeping with the principles of accountability for quality and of equity or fairness to all students -- effective quality controls of some type must be in place.

There are at least five ways that policy makers might assure that each type of course reviewed here really is sufficiently challenging in practice to warrant additional grade points:

- (1) establish pre-requisite levels of knowledge and skill for students to be admitted to a course
- (2) specify the higher level of content (knowledge and skill) to be taught in the course
- (3) set special requirements for teachers qualified to teach the course

- (4) require special professional development or training to teach the course, and
- (5) impose an external examination to ensure that students have actually mastered the content specified for the course.

Below we consider the degree to which the five approaches to quality assurance are now in effect for each type of course.

Honors Courses

At present, while local school districts may set policies to assure that honors courses are indeed challenging, no specific state level policies are in place to assure high and uniform quality in the honors courses offered by school districts across the state. No State Board policies establish prerequisites for students to enroll in such courses. The DPI does not offer a Standard Course of Study specifically designed for honors courses, nor End-of-Course examinations designed to measure the higher levels of knowledge and skill they are intended to cultivate. Local districts often report that they assign their best teachers to teach such courses, and though there is little reason to doubt these reports, there are no specific State Board or other statewide requirements concerning preparation, experience, or special training for teachers of honors courses. In the absence of state policy to assure quality in these ways, the rigor of honors courses may vary widely across schools and districts.

Advanced Placement Courses

No state policy currently establishes pre-requisites for enrollment in AP courses. For each AP course, the College Board distributes a packet of materials that outlines the content to be covered in the course and suggests materials including textbooks and ancillary materials. Through the Educational Testing Service, the College Board offers a standardized examination for AP courses. While a student must earn a certain grade on the examination to obtain advanced placement credit at colleges and universities, students are not required to pass nor even to take the examination in order to gain the two additional grade points that an AP course carries in North Carolina. There are no special preparation requirements (e.g., coursework or degrees) for teachers of AP courses. Special training is required, but the training may be for as little as one day.

International Baccalaureate Courses

As with AP, in North Carolina, no state policies establish pre-requisites for enrollment in an International Baccalaureate course. The International Baccalaureate Organization does specify the content of such courses, and does offer examinations that a student must pass in order to get credit for a course. The IB Organization also sets requirements for teachers to teach in the program, requires special training for them to do so, and carries out an on-site accreditation review for each program.

Community College Courses

The prerequisites for Huskins and concurrent enrollment courses include having reached a certain grade or age (grade 9-12 for Huskins, age 16 for concurrent enrollment) and having both adequate academic ability and social maturity to do college level work, as judged by the high school principal and confirmed by the district superintendent and community college president. (In practice, principals, superintendents, and presidents often delegate the judgment to a counselor or other staff member familiar with the student, but they bear ultimate responsibility for enrollment decisions on a student-by-student basis.)

Content for Huskins and Concurrent Enrollment courses is specified in a brief paragraph in the Common Course Library, the Community Colleges' chief mechanism for ensuring standardization of courses across all colleges in the system.

No external examinations are required for courses offered through the Huskins or Concurrent Enrollment programs. To teach these courses, an instructor must have at least thirty hours of graduate coursework (beyond the bachelor's degree), eighteen of which must be in the subject matter to be taught. No additional special training is required.

College and University Courses

Traditionally, the rigor of college and university courses is assured largely through policies of the individual campuses concerning review of course content by faculty curriculum committees and concerning faculty qualifications. Campus-level controls of this sort are reinforced by accrediting bodies, including the Southern Association of Colleges and Schools.

In summary, none of the especially challenging courses for high school students makes use of all five types of quality controls. Controls seem weakest for honors courses. The others rely

strongly on one type of control but either have weak versions of the other controls or do not use them at all.

It has been argued the best evidence concerning the relative quality of AP courses compared with community college courses would be data on how students who have taken the two types of courses subsequently fare in college. The suggestion that the relative rigor of the two sets of courses could be tested empirically is an intriguing one, but it presents some major research design challenges. For the later college performance of students who have taken the two types of courses to be regarded as good evidence concerning the quality of the courses themselves, one would have to be assured that differences in the students' college performance resulted from the quality or rigor of the courses, and not from other causes, such as initial differences in family background, quality of prior education, or motivation between the two sets of students. Unless the study could control for these differences, it could not produce convincing evidence concerning the relative rigor of AP versus community college courses. A study that did control for such differences would be difficult to design properly, difficult to develop data for, expensive, and time-consuming.

In the absence of evidence from a sound study, it seems difficult to justify the differential treatment of AP and community college courses included in the Articulation Agreement. Each can make certain claims to quality assurance that the other cannot. Neither seems to have a clear advantage when it comes to pre-requisites. AP courses have well-developed syllabi and course material recommendations, while the content for community college courses is not set out in such detail or subjected to the same level of review and refinement. AP courses have a reputation for rigor, while community college courses have been recognized as acceptable through the Articulation Agreement. The required preparation for community college course instructors is stronger than that for AP courses. AP teachers are required to have special training, but the training is often no more than a single day's worth. Neither AP courses nor community college courses now require an external examination, though one is available for all AP courses.

In light of the review presented above, it seems difficult to justify the present distribution of grade points. Accordingly, the Education Cabinet has reached consensus that the current policy on grade point weighting should be revised to improve accountability for quality and increase equity while preserving the incentive for students to take challenging courses. The details of a new policy have not yet been worked out. Input is currently being solicited. Positions on which the education community comes to consensus will be incorporated, and all feedback will be considered carefully. The proposal currently under consideration may be outlined as follows:

- Honors Courses. The preliminary proposal identifies courses that have End-of-Course examinations and would be eligible to earn an extra grade point. To earn the extra point, students would have to meet or exceed a minimum EOC examination score to be set by the Education Cabinet. There remains disagreement about this, however. Some members of the Education Cabinet believe that weighting also needs to be given for rigorous elective courses, for high level mathematics and science courses, and perhaps for other high level courses for which no EOC examination is currently available. The Education Cabinet will work to accommodate these courses in the final proposal in a manner consistent with the need both to standardize honors courses and to encourage high levels of student performance across all districts and schools.
- Advanced Placement and International Baccalaureate Courses. For taking and passing an AP or IB course, a student would earn one additional grade point. Students who take and pass an AP or IB examination with a certain minimum score would earn an additional grade point. Offering a single extra point for taking an AP

or IB course should be sufficient to offset the extra demands and risks that taking such a course places upon a student. A second extra point would reward a high level of performance -- the same high level across all districts and schools.

It is essential to note that equitable implementation of the examination requirement would require state funding of AP and IB examinations -- at least for those students whose families cannot afford them.

- Community College, College, and University Courses. As with AP and IB courses, students would earn a single extra grade point for taking and passing a college level course offered by a community college, college, or university. (In the case of community college courses, these include only those courses included in the Joint Articulation Agreement with the University.) Where an appropriate AP exam exists for such a course, a student could earn a second extra point by taking and passing the examination at the same minimum level required for students who take AP courses and wish to earn a second extra point.

This configuration of requirements for extra grade points would strengthen the controls on quality and the incentives for high-achieving students not simply to take but also to work hard in especially challenging courses. It would apply the principle of accountability for quality in an even-handed, equitable way across all sectors of the education system. It would also provide more equitable access for students. Students from small, poor districts could earn the same level of extra points through community colleges that students from more advantaged districts can earn through AP courses.

There are, of course, challenges to such a policy direction. Many details remain to be worked out. It is far from perfect, but offers the promise of a substantial improvement over the current policy.

Developmental Courses

In its April, 2000 report to the General Assembly, the Joint Task Force on the Cooperative High School Program recommended that the scope of the Cooperative High School Program be expanded to permit high school students to take so-called "developmental" courses at community colleges.

It is important to stress that the expansion would extend to developmental courses only under certain very limited circumstances. Students who are still in high school would not be permitted to enroll in community college courses simply to make up deficiencies in their skills resulting from poor performance in high school courses. The community colleges do not wish to become general-purpose providers of developmental or remedial coursework for high school students. Nor would such a function be appropriate to their mission. Rather, enrollment by high school students in developmental courses at community colleges would be restricted to cases in which the high school student needs to take a certain course before he or she may begin a regular college level course of study, and that course is not available at his or her high school.

In the view of the Education Cabinet, expansion of the Cooperative High School Program to this specific circumstance seems consistent with the principle of seamlessness without compromising in any way the principle of mission-appropriateness. That is, students would be able to use the resources of the next level of the system (community college) while also respecting the high schools' first responsibility for their education and first claim on them as clients. But this should not be construed as a precedent for opening the door wider to other uses of developmental community college courses by high school students.

Distance Learning Options

In addition to issues affecting the three types of courses discussed above, the General Assembly also directed the Education Cabinet to "Consider distance learning options." To do so systematically, we must address three main questions:

What is the potential of distance education to increase the educational opportunities available to dropouts and "topouts"?

To what extent is that potential now being exploited?

What should be done to exploit the potential more fully?

At this point, the Education Cabinet has only partial answers to these questions. What we know is summarized below, along with some of the remaining puzzles and gaps in our knowledge. This discussion provides a framework for the next step in specifying how the potential of distance learning technologies can be realized more fully for students who are at risk of dropping out or have already dropped out, and for the high-achieving high school students we refer to as "topouts."

Potential

We assume that the primary distance learning options to be considered are modern telecommunications and information technologies, including

- broadcast television, often delivered via one-way satellite-based transmission, sometimes supplemented by two-way audio to permit learners to pose or respond to questions
- interactive television, generally delivered via some form of compressed video technology, with two-way video as well as audio, and
- the World Wide Web, delivered via the Internet.

The potential of these technologies to expand learning opportunities for most students, including dropouts and topouts, is enormous. But in thinking about the applications of the technologies, it is essential to bear in mind that education is not simply a matter of presenting or providing access to information. Obviously, learning cannot occur without information that is new to the learner, and good presentation is essential. These media offer exciting new capabilities to represent information in ways that support learning. But no matter how clear or compelling the presentation is, for real learning to occur, the learner must process the information -- must reconstruct or assimilate it, must make it his or her own, must transform it into knowledge and skills that he or she can use in a variety of contexts. Some learners may be capable of processing new material in order to learn strictly on their own, but most of the time, most of us need help in organizing our learning, in making sense of the material, in clearing up confusions, in knowing how to use new ideas and new skills to understand more complex phenomena and solve new problems. This is especially true of most dropouts, but when it comes to really challenging coursework, it is probably true of the ablest and best-motivated students, as well.

The great strength of broadcast television is presentation -- making solid and well-presented information available to large numbers of students at affordable costs. But even with telephone and/or Internet connections back to instructors, interaction between broadcast television instructors and students is severely limited. Many argue that teacher-student and carefully

guided student-student interaction are essential to helping students process the information they are presented – to learn it effectively. Teachers or facilitators in receiving classrooms can supplement the instruction provided via broadcast television, but to do the job well, they must be well-versed in the content and how to communicate it effectively. The better prepared they are to supplement broadcast instruction, the more expensive teachers or facilitators become. And if they were very well-prepared to teach the course themselves, it is not clear why the broadcast television instruction would be needed. At the very least, there is a question about how instruction centered on broadcast course presentations can provide adequate interaction to support learning by any but the most highly motivated and independent learners.

Two-way interactive television offers greater potential to support interaction, but cannot serve such large numbers of students, and is thus more expensive on a per-student basis. That is, most two-way interactive television facilities connect no more than five classrooms – the originating classroom and four remote classrooms. And most teachers who have used such systems agree that five sites is probably the upper limit on their own instructional capacity, anyway. Thus, while two-way interactive television can extend the reach of a good instructor, there are limitations on that reach.

Web-based coursework has strengths and limitations of its own. In principle, it has greater reach than broadcast television. As the power of computers grows and Internet speeds increase, Web-based courses can make use of animation, audio and video clips, and other presentational devices in addition to textual material. It can also support teacher-student and student-student interaction, though here as with interactive two-way television, there are limits on any instructor's capacity to interact with students, and while two-way audio and compressed video interaction is possible, most interactions are currently limited to typed messages.

Having spoken briefly to the potential and limitations of the technologies, we turn to the question of current use in North Carolina.

Current Use

Broadcast Television Courses

The oldest and most widely used of the communications technologies is broadcast television. In North Carolina, the principal provider of satellite-based courses for high school students is the United Star Distance Learning Consortium. The United Star Distance Learning Consortium – sometimes called StarNet -- is a nonprofit educational consortium funded by the US Department of Education and composed of five state departments of education – North Carolina, Florida, Illinois, New Mexico, and Texas. StarNet is designed to broaden access to and improve instruction in mathematics, science, and foreign languages, as well as other subjects such as literacy skills and vocational education. StarNet also provides professional development opportunities for K-12 teachers and administrators.

StarNet enables many students across North Carolina to take advanced courses in subjects otherwise unavailable in their high school. During the 1998-99 school year, fifty-two high schools in thirty counties used StarNet credit courses for their students. Forty-six of these schools had students enrolled in Latin classes. Other courses included Spanish, German, French, Marine Sciences, Calculus, Physics, Anatomy/Physiology, Sociology, Psychology, Music History, and Web Mastering. Because these are generally designed for high-achieving students, some local districts designate StarNet courses as honors courses.

StarNet also offers three Advanced Placement courses: AP Literature and Composition, AP Calculus, and AP Psychology. In 1999, the NC Department of Public Instruction paid tuition for up to 1,300 StarNet students and maintenance fees for a maximum of 189 sites. Participating local