



In partnership with



Accreditation Standards Manual

(Revised August 2024)

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INTRODUCTION

“Accrediting” is the process whereby an educational association grants public recognition to a school meeting certain established qualifications and standards, as determined by periodic evaluations. The essential purpose is to provide professional judgment as to the quality of a school and its programs and thereafter encourage continual school improvement.

The Alabama Independent School Association (AISA) acknowledges that an essential characteristic of every member school is its independence. Furthermore, the Association has no desire ever to diminish individual school autonomy. AISA is also aware that there can be a variance in the degree of educational quality from school to school. Therefore, this association of independent schools wants to ensure that each member school can achieve and maintain a basic set of standards within an acceptable quality level. Thus, the Association adopted an Accreditation Program for member schools in 1978, which continues today through our partnership with Cognia.

I. ACCREDITATION PROCEDURES NEW SCHOOLS

- A. **Application:** The school must submit a membership application, and pay application fee to the AISA State Office.
- B. **Prospective Member Visit:**
 - 1. School must submit documentation or provide proof of:
 - (a) non-profit corporation status or
 - (b) for-profit corporation status, or
 - (c) church-school status
 - 2. School must demonstrate current enrollment of at least 25 students in any combination of grades 1-12.
 - 3. School must have adequate space, buildings, grounds, and facilities to accommodate program offered.
 - 4. School given Readiness Checklist and Personnel Forms that must be completed and submitted prior to the Readiness Visit.
- C. **Readiness Visit:** The school must host a Readiness Visit from the AISA State office. At this visit State Office Personnel will review with the school their readiness based on the information completed and observations.
- D. **State Board Approval:** AISA State Office personnel recommends to AISA State Board, if deemed appropriate, that school be admitted into the association with rights to be accredited through AISA/Cognia.

- E. **Five-Year AISA/Cognia Accreditation Cycle:** Once school has been accepted as an accredited school they will enter into the five-year AISA/Cognia Accreditation cycle which will include Self-Assessment, On-Site Evaluation by an Accreditation Review Team (ART), ART written review, and Two-Year Accreditation Report by school.

II. ACCREDITATION PROCEDURES CURRENT MEMBERS

The AISA/Cognia partnership follows a standard five-year accreditation cycle. However, the AISA/Cognia partnership does provide the AISA with the flexibility of adjusting cycles as needed

A. SELF-ASSESSMENT

Every five years the school prepares its own self-assessment, which has been designed by the AISA Accreditation Committee and incorporates Cognia Standards and Assurances. The AISA and Cognia see tremendous value toward continuous school improvement in the self-assessment process. Please review the AISA/Cognia Internal Review Process section of this manual for more information.

B. ON-SITE EVALUATION

The chair assigned to your Accreditation Review Team (ART) will visit your school or communicate by conference call following the completion of the Self-Assessment, and prior to your Accreditation Review, to determine the school's readiness for their Accreditation Review. The ART will consist of no fewer than three individuals, including the chair. The ART will review the self-assessment, supporting materials, conduct classroom observations and interview stakeholders in order to complete the final Accreditation Report. The report will consist of Commendations, Recommendations and Required Actions and the ART will submit the final document to the AISA Academic Programs Director and the AISA Accreditation Committee for a final determination of status.

C. ACCREDITATION COMMITTEE REVIEW

The school's self-assessment report and visiting team's findings will be presented to the AISA Accreditation Committee for review and discussion. If the school does not receive full accredited status, the school will be notified and the AISA Accreditation Committee may also request additional data, if deemed necessary, to ensure that their decisions are correct and justifiable

1. If a school's accreditation status is changed from "accredited" to "accredited on probation" or from "accredited on probation" to "not accredited" the school may request an appeal to the AISA Accreditation Committee. No appeals will be considered based on the findings of the ART within the Accreditation Report alone. Only changes in accreditation status will be considered for appeals. If a school disagrees with the finding of the ART, those should be addressed in follow up reports.
2. The school shall be afforded due process. The school's head of school must place in writing any appeal and forward to the AISA Executive Director within 15 days of the

AISA decision. Appeals made to the AISA Accreditation Committee must be accompanied by a \$100.00 check and the school will be financially obligated to all expenses should a visit to the school by the committee be required. If the school is not satisfied with the decision of the AISA Accreditation Committee, the school may make appeal to the AISA State Board and the school's head of school must place in writing any appeal and forward to the AISA Executive Director within 15 days of the AISA Accreditation Committee's decision. Appeals made to the AISA State Board must be accompanied by a \$250 check. The AISA State Board is the final authority on all association matters.

3. Appeals must be made to the AISA Accreditation Committee prior to appealing to the AISA State Board.

D. RE-EVALUATION

At any point during a school's traditional five-year accreditation cycle the AISA office may request a re-evaluation of the school's accreditation status. Reasons for a re-evaluation may be, but not limited to, significant substantive change, egregious violations of accreditation standards, request from the head of school, etc.

E. TWO-YEAR REPORT

The Two-Year Report will be completed by each school two years into their five-year accreditation. This report is a narrative response to the "Required Actions" from the five-year report.

III. STANDARDS HANDBOOK

This handbook is designed and written to assist schools in meeting accreditation requirements and to promote continuous school improvement. The standards and assurances stated herein are aligned with Cognia standards. Used in conjunction with a consistent process of continuous school improvement, this handbook will serve as a guidepost for high quality independent school education.

The Board of Directors agrees that if any member has received accreditation within the past five years from Cognia, the AISA will honor that accreditation standing and term of accreditation. However, to participate in the AISA/Cognia partnership, the school must be in compliance with AISA requirements prior to its next accreditation review.

IV. FINANCES

A. Each school will pay all necessary expenses for the visiting committee members. Expenses will include:

1. **Team Chair** – \$500.00 to be paid directly to the Team Chair
2. **Honorarium** – \$100.00 per team member for a two-day visit (excluding Team Chair)
3. **Mileage** – \$.50 per mile for all travel
4. **Lodging** – This should be discussed and agreed upon with the appropriate team member(s) prior to the visit, with regard to payment/reimbursement.

NOTE: All fees should be paid at the conclusion of the visit.

- B. A member school is responsible for all required AISA membership dues, fees and programs. Late fees up to \$100.00 may be assessed of schools that are late on any monies due for membership dues, fees and programs. Failing to pay any money owed within ninety (90) days will be referred to the AISA State Board of Directors for disposition per state bylaws and may affect accredited status.
- C. The AISA office may charge schools up to \$100.00 for late reports or lack of attendance at required meetings.

V. PROCLAMATIONS

Each school will receive notification from AISA once it is approved for accreditation. Each accredited school will receive an official accreditation proclamation from Cognia once approved by their accreditation council.

VI. REVISIONS

The methodology and procedures of this manual represent a unique approach to encourage academic excellence among AISA/Cognia accredited schools. Efforts have been made to ensure that the manual is error free and clearly written. The AISA Accreditation Committee has approved this manual and has recognized that revisions are inevitable. Any organized body (Activities Council, Head of School Association, etc.) of the AISA may suggest revisions. These recommendations should be sent to the Executive Director in writing. The Accreditation Committee will review all proposed manual revisions.

AISA/COGNIA INTERNAL REVIEW PROCESS

Step One – School leadership familiarizes itself with the accreditation process and protocol for internal and external review.

Step Two – Review the accreditation requirements.

- A. Profile
- B. Executive Summary
- C. AISA Assurances
- D. Cognia Assurances
- E. AISA/Cognia Standards
- F. Surveys
- G. Student Performance Data
- H. School Improvement/Strategic Plan

Step Three – Based upon an understanding of the accreditation requirements, school leadership designs an internal review process to meet requirements and schedule a site visit with the AISA office.

Step Four – Update profile information with Cognia.

Step Five – Collect, analyze and compile student performance data. The student performance data serves in a threefold capacity:

- A. Determines the level of academic performance/improvement.
- B. A source of evidence for meeting the AISA/Cognia indicators.
- C. A source for identifying priorities to be addressed in the school improvement plan.

Step Six – Administer all applicable stakeholder surveys.

Step Seven – Analyze and compile all survey data to be incorporated in the self-assessment.

Step Eight – Perform an internal assessment review of all AISA and Cognia assurances.

Step Nine – Perform an internal assessment review of all AISA/Cognia standards and indicators.

Step Ten – Create/revise school improvement plan.

Step Eleven – Write executive summary.

Step Twelve – Submit appropriate reports to the chair of the ART at least 30

ACCREDITATION STANDARDS 1-6, CULTURE OF LEARNING

STANDARD #1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

Rubric

Level 4: Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Level 3: Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Level 2: Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Level 1: Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Elements

Leaders model the attributes and implement practices that shape and sustain the desired institution culture, setting expectations for all staff members.

Leaders and professional staff members implement practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Sample Evidence

- Analyzed stakeholder surveys that indicate perceptions regarding equity
- Handbook indicating institution's practices regarding equity, culture, and expectations for stakeholders
- Program evaluation and analyzed feedback regarding institution's initiatives regarding respect, culture, and bias-free environment (such as an advisory program that emphasizes those aspects)

- Site council information that indicates stakeholder representation and input into decision making

Important Terms

Equity: Access to resources and support based on individual need

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment

Culture: Generally, refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates

STANDARD #2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

Rubric

Level 4: Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.

Level 3: Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.

Level 2: Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.

Level 1: Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Elements

Staff members demonstrate commitment to learners' academic and non-academic needs and interests.

The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.

Sample Evidence

- Analyzed student surveys that indicate perceptions regarding academic and non-academic support
- Handbook indicating institution's practices regarding student support systems
- Classroom observation data indicating student engagement, differentiation, and remediation of content
- Extracurricular and co-curricular participation and opportunities for students
- Mission and vision statements and a documented process on the creation and review of the content

Important Terms

Educators: Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment, and academic intervention

Well-being: Refers to the learner's attitude, perspective, and satisfaction with self, peers, adults, and experiences

STANDARD #3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Rubric

Level 4: Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

Level 3: Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

Level 2: Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.

Level 1: Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.

Elements

Leaders establish and sustain conditions that result in support and active participation among stakeholders.

Leaders collaborate with stakeholders to advance identified priorities.

Institutions choose areas of focus based on analyzed data on learners' needs, and consistent with guiding principles.

Sample Evidence

- Analyzed stakeholder surveys that indicate active stakeholder involvement and support of institution's priorities
- Analyzed data regarding student performance
- School Improvement Plan that identifies learner priorities
- Policy handbook that identifies systemic stakeholder involvement

Important terms

Stakeholders: Staff, students, parents, community members, and others who have a vested interest in the institution

Growth mindset: Instilling in learners the belief that they can achieve, thrive, and overcome challenges

Well-being: Refers to the learner's attitude, perspective, and satisfaction with self, peers, adults, and experiences

STANDARD #4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

Rubric

Level 4: A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.

Level 3: A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.

Level 2: A formal structure may be planned and is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.

Level 1: A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Elements

A formal structure is planned and implemented to promote a culture and climate in which learners receive support from adults and peers.

Peer and adult interactions and behaviors demonstrate respect, trust, and concern for one another's well-being.

Sample Evidence

- Master schedule that includes time for formal student advocacy programs
- Curriculum and materials that support positive student relationships with other students and staff members
- Analyzed survey information that indicates the effectiveness of positive student and staff relationships

Important Term

Formal structure: Experiences provided by an institution that are consistently implemented, process-oriented, and made known to appropriate stakeholder groups

STANDARD #5

Professional staff members embrace effective collegiality and collaboration in support of learners.

Rubric

Level 4: The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 3: The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 2: The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Level 1: The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Elements

The institution's documented operating practices cultivate and set expectations for collegiality and collaboration.

Professional staff members interact with respect and cooperation, learn from one another, and consider one another's ideas.

Professional staff members work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Sample Evidence

- Professional staff collaboration plan, such as PLCs
- Analyzed surveys from professional staff regarding the effectiveness of PLC program or similar collaborative activities
- Program evaluation data that support effective collaboration and problem solving among professional staff members

Important term

Professional practice: An accepted and understood skill, expectation, and body of knowledge that are used to make decisions and execute actions within an institution or learning environment

STANDARD #6

Professional staff members receive the support they need to strengthen their professional practice.

Rubric

Level 4: Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.

Level 3: Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.

Level 2: Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.

Level 1: Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Elements

Professional staff members receive resources and assistance based on data and information unique to the individual.

Professional staff members receive mentoring and coaching from leaders and peers.

Sample evidence

- Documented procedures for staff to obtain necessary resources to support classroom instruction and collegial interaction
- Analyzed surveys from professional staff regarding the availability of resources and support to increase student outcomes
- Documentation that supports a formal mentoring or coaching program, including data on process and effectiveness

Important term

Mentoring or coaching program: A formal and informal structure for staff members to examine and reflect about instructional practices for the purpose of improving student learning and student results

ACCREDITATION STANDARDS 7-15, LEADERSHIP OF LEARNING

STANDARD #7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

Rubric

Level 4: Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 3: Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 2: Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Level 1: Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Elements

Leaders engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process.

The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness.

Leaders and professional staff members implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Sample Evidence

- The institution's continuous improvement plan
- Analyzed data regarding the implementation of the continuous improvement plan, including success metrics and the adjustments made based on feedback
- Policy or handbook that identifies systemic stakeholder involvement in the continuous improvement process

Important Term

Continuous improvement process: A research-based, ongoing process in which institutions engage for the purpose of increasing their overall effectiveness and making positive, measurable impact on all stakeholders, primarily learners, by focusing on and implementing four essential elements: envisioning, planning, implementing, and evaluating

STANDARD #8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

Rubric

Level 4: The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

Level 3: The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.

Level 2: The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.

Level 1: The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Elements

The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities.

The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.

Sample Evidence

- The governing authority's complete policy document
- Documentation regarding governing authority training, including leadership development and ethics
- Analyzed survey results regarding the governing authority's collaboration with institutional leadership and effectiveness in supporting the goals of the institution

Important Term

Governing authority: The person or group of people with the highest level of control over an institution, which generally has the responsibility for oversight and policy setting

STANDARD #9

Leaders cultivate effective individual and collective leadership among stakeholders.

Rubric

Level 4: Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.

Level 3: Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.

Level 2: Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.

Level 1: Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Elements

Leaders recognize and encourage leadership potential among stakeholders.

Leaders create conditions that offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills.

Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.

Sample Evidence

- Documentation regarding employee recognition programs that support leadership potential and success
- Analyzed survey results that identify stakeholder perceptions regarding leadership opportunities
- Policy or handbook documentation that identifies systemic leadership opportunities for stakeholders

Important term

Stakeholders: Staff, students, parents, community members and others who have a vested interest in the institution

STANDARD #10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

Rubric

Level 4: Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Level 3: Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of

candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Level 2: Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.

Level 1: Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Elements

Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities.

Leaders use data from a variety of sources to forecast future staffing needs and employ strategies to attract a diverse pool of candidates.

Leaders implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

Sample Evidence

- Documentation regarding employee qualifications
- Marketing materials that promote diverse recruiting practices
- Supervision and evaluation documentation that is analyzed for overall effectiveness, leveraged for professional development, and contributes to improved student outcomes

Important Terms

Best practices: Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving student learning and overall organizational effectiveness

Professional practice: An accepted and understood skill, expectation, and body of knowledge that is used to make decisions and execute actions within an institution or learning environment

STANDARD #11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

Rubric

Level 4: Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.

Level 3: Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

Level 2: Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

Level 1: Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Elements

Leaders demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change.

The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances.

The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

Sample Evidence

- Emergency and crisis planning documentation
- Standard operating procedures outlined in handbooks, employee guides, or other documents

Important Term

Standard operating procedures: Established or prescribed methods to be followed routinely for the performance of designated operations or in designated situations

STANDARD #12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

Rubric

Level 4: Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

Level 3: Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

Level 2: Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

Level 1: Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

Elements

Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards.

Curriculum and instructional practices are assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.

Sample Evidence

- Curriculum document that includes standards that are aligned to relevancy, inclusion, and effectiveness
- Documentation regarding the instructional model for the institution and its integration into observation and evaluation instruments
- Formal curriculum assessment data and analyzed results indicating effectiveness and possible needs for improvement

Important Term

Professional staff: Certified staff members who have the primary responsibility to provide instruction to learners

STANDARD #13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

Rubric

Level 4: All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Level 3: All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Level 2: Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Level 1: Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Elements

Staff members demonstrate the required knowledge and skills for their positions.

Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles.

Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Sample Evidence

- Analyzed teacher observation and evaluation data
- Records regarding appropriately certified and licensed staff members
- Analyzed survey data indicating overall learning environment and alignment with the institution's mission and goals

Important Term

Qualified personnel: Professional staff members who meet appropriate standards and required certifications to implement the mission of the institution

STANDARD #14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

Rubric

Level 4: Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

Level 3: Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

Level 2: Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

Level 1: Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Elements

Professional staff members suggest and provide selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests.

Information resources and materials are selected from credible sources and based on verifiable information.

Sample Evidence

- Documentation of available resources to support instruction, including the process by which resources are selected, validated, and deemed accurate and reliable
- Analyzed survey data indicating stakeholder perceptions of resource validity

Important Term

Reliable sources: Sources of information that are deemed honest and accurate by the institution through an accepted method of validation

STANDARD #15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Rubric

Level 4: Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

Level 3: Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.

Level 2: Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.

Level 1: Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Elements

Professional staff members analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning.

Adjustments to resource allocation are based on current data and at predetermined points in time.

Sample Evidence

- Analyzed learner needs assessment data including process, results, and implementation strategies
- Analyzed survey data indicating stakeholder perceptions of equity and effectiveness of resource allocation
- Long- and short-term strategic planning document that plans for effective resource allocation

Important Terms

Equity: Access to resources, support, and opportunities based on individual need

Resources: Assets and capacity to fulfill the needs of and support for the learning environment and each learner; generally considered as material, digital, and human resources

ACCREDITATION STANDARDS 16-23, ENGAGEMENT OF LEARNING

STANDARD #16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

Rubric

Level 4: Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.

Level 3: Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.

Level 2: Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.

Level 1: Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Elements

Respect for the diversity of cultures, backgrounds, and abilities is present in the institution's culture and learning environments.

The presence and contributions of the global community are included in the curricular content and instructional practices.

Sample Evidence

- Documentation regarding diversity initiatives and analyzed evaluation of the effectiveness of the initiatives
- Analyzed survey information supporting the institution's disposition regarding positive culture and respect for diversity
- Curricular material that documents diversity and respect for cultural awareness and inclusion

Important Terms

Culture: Refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates

Diversity: A range of characteristics that include culture, background, and abilities

STANDARD #17

Learners have equitable opportunities to realize their learning potential.

Rubric

Level 4: Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.

Level 3: Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

Level 2: Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

Level 1: Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Elements

Professional staff members develop and provide academic and non-academic experiences.

Learners have access and choice in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses.

Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being.

Learners are challenged and supported to strive towards individual achievement and self-efficacy.

Sample Evidence

- Analyzed survey information regarding student perspectives on equity, learning opportunities, and voice
- Documentation regarding learner choice and differentiation of instruction
- Individualized learning plans for students, including goals, benchmarks, and achievement levels

Important Terms

Equity: Access to resources and support based on individual need

Learning dimension: Processes established to ensure learners have opportunities to demonstrate an understanding of content

STANDARD #18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

Rubric

Level 4: Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 3: Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 2: Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Level 1: Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration or design thinking.

Elements

Conditions within the institution promote learners' lifelong skills.

Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success.

Learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

Sample Evidence

- Analyzed survey information regarding student perspectives on learning environments
- Documentation regarding non-academic curriculum and opportunities—such as advisory programs and activities—to develop lifelong skills
- Individualized learning plans for students, including goals, benchmarks, and achievement levels

Important Term

Design thinking: A structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions

STANDARD #19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

Rubric

Level 4: Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.

Level 3: Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.

Level 2: Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.

Level 1: Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Elements

Conditions within the institution are learner-centered and promote learners' active discovery and expression of their needs and interests.

Learners give input into instructional and learning activities available to them.

Learners are involved in identifying their learning targets and monitoring their progress.

Sample Evidence

- Analyzed survey information regarding student perspectives on learning environments
- Analyzed classroom observation data that indicate student-centered learning
- Individualized learning plans for students, including student participation in the development of goals and achievement levels

Important Term

Student voice: The individual and collective perspective and actions of students within the context of learning and education

STANDARD #20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

Rubric

Level 4: Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

Level 3: Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.

Level 2: Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.

Level 1: Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Elements

Learners pursue opportunities that may not always result in success, knowing they will be supported.

Learners show motivation, curiosity, and excitement about their learning.

Sample Evidence

- Information regarding learner support services, response-to-intervention programs, or similar initiatives
- Analyzed learner survey information regarding their perceptions of learning, motivation, and support
- Programs that celebrate student work at all levels and abilities

Important Term

Love of learning: The ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons

STANDARD #21

Instruction is characterized by high expectations and learner-centered practices.

Rubric

Level 4: Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.

Level 3: Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.

Level 2: Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.

Level 1: Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Elements

Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests.

Professional staff members deliver instruction designed for learners to reach their potential.

Sample Evidence

- Individualized instructional plans
- Analyzed classroom observation data that support differentiation and individualized learning
- Analyzed learner performance data based on both growth and mastery over time

Important Term

Learner-centered practices: Practices that shift the focus of instruction from the teacher to the student to nurture learners as active, responsible agents of developing their own learning; they also add personalized pathways and an emphasis on learner voice and choice regarding when, how, and why they learn certain topics

STANDARD #22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

Rubric

Level 4: Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.

Level 3: Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.

Level 2: Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.

Level 1: Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Elements

Professional staff members monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets.

Professional staff members analyze trend and current data to deepen each learner's understanding of content.

Sample Evidence

- Classroom observation data that support use of formative assessment to gauge learner progress in learning
- Professional development plan that includes the use of data and analysis techniques
- Analysis of formative and summative achievement data to guide course map and instruction

Important Term

Depth of knowledge: Refers to the level of understanding required to answer a question or perform an activity

STANDARD #23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

Rubric

Level 4: Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

Level 3: Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

Level 2: Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

Level 1: Professional staff members select and integrate few or no digital resources, or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Elements

Professional staff members select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process.

Digital resources support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

Sample Evidence

- Documentation of the overall technology plan, including resource integration, lifecycle, and expected outcomes
- Analyzed classroom observation data that support effective integration of digital resources
- Professional development documentation on the integration of digital resources

Important Terms

Active engagement in learning: Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information

Digital resources: Along with the associated hardware, applications (apps), software, programs, or websites that engage students in learning activities and support students' learning goals

ACCREDITATION STANDARDS 24-30, GROWTH IN LEARNING

STANDARD #24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Rubric

Level 4: Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Level 3: Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Level 2: Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Level 1: Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Elements

Leaders demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data.

Leaders make decisions by taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Sample Evidence

- Continuous improvement plan that indicates analysis as to why initiatives were chosen
- Analyzed survey data from stakeholders that indicate perceptions about the institution
- Professional development regarding the use of data as a tool to inform continuous improvement

Important Terms

Reliable sources: Sources of information that are deemed honest and accurate by the institution through an accepted method of validation

Well-being: Refers to the learner's attitude, perspective, and satisfaction with self, peers, adults, and experiences

STANDARD #25

Leaders promote action research by professional staff members to improve their practice and advance learning.

Rubric

Level 4: Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry- based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

Level 3: Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry- based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.

Level 2: Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry- based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

Level 1: Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Elements

Leaders create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments.

Professional staff members, as a group or as individuals, engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes.

Leaders provide and engage in learning opportunities for professional staff members to implement action research.

Sample Evidence

- Analysis of classroom observations that indicate areas needed for improvement
- Comprehensive professional development plan
- Analysis of interventions implemented and the evidence indicating the impact of each intervention
- A professional learning community implementation plan for professional staff

Important Term

Action research: A wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently

STANDARD #26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Rubric

Level 4: Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 3: Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 2: Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Level 1: Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Elements

Leaders implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources.

Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Sample Evidence

- Curriculum documents, including scope and sequence, course maps, and other pivotal instructional documents
- Curriculum review plan—including resource cycles, adoption cycles, and evidence of stakeholder engagement
- Program evaluation analysis to support ongoing initiatives

Important Terms

Program evaluation: An ongoing monitoring of programs, or one-time studies of program processes, outcomes, and/or program impact

Organizational conditions: Conditions that affect the effectiveness and efficiency of the operations of the institution

STANDARD #27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

Rubric

Level 4: The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

Level 3: The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

Level 2: The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.

Level 1: The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Elements

The institution addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn.

Strategies and interventions for these needs are planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

Sample Evidence

- Analyzed classroom observation data that supports the use of interventions for learners of all abilities
- Professional development plan that includes the use of data and analysis techniques
- Analysis of formative and summative achievement data to guide interventions

Important Term

Interventions: A set of intentional, specific, formalized, and flexible methods to assist learning and promote positive learner outcomes

STANDARD #28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

Rubric

Level 4: Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 3: Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 2: Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Level 1: Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Elements

Professional staff members engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills.

Learners choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Sample Evidence

- Data indicating personalized learning plans that include goals and interests
- Professional development plan that includes instruction about how to individualize learning goals and plans
- Samples of learner ownership of learning, such as learner-led conferences, career exploration goals, and access to academic progress

Important Term

Acquisition of skills: A phased process that includes skill introduction, skills practice, and skill mastery; requires an active process to plan, monitor and sustain skill development

STANDARD #29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

Rubric

Level 4: Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and

knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.

Level 3: Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.

Level 2: Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

Level 1: Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Elements

Professional learning is learner- centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests.

A documented process to select, deliver, implement, and evaluate professional learning is being implemented.

Sample Evidence

- Professional development plan that includes a needs assessment, delivery methods, and an analysis of overall effectiveness
- Analyses by leaders and professional staff regarding the effectiveness of professional development programs to improve professional practice
- Professional development that is aligned to learner performance data

Important Term

Professional practice: An accepted and understood skill, expectation, and body of knowledge that are used to make decisions and execute actions within an institution or learning environment

STANDARD #30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Rubric

Level 4: Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 3: Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 2: Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

Level 1: Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Elements

Professional staff members and learners use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives.

Assessment data are used for planning, decision making, and modification of curriculum and instruction.

Sample Evidence

- Assessment plan for the institution, including formal assessment systems, common summative assessments, and examples of formative assessments
- Analyzed data regarding assessment evaluation and alignment to learner outcomes
- Professional development information on the appropriate and effective use of formative and summative assessment data

Important Term

Balanced assessment system: A balanced system of assessment that provides students with multiple opportunities to demonstrate learning and understanding and incorporates formative, interim, and summative assessment, with an emphasis on formative assessment practices and the necessary resources and professional learning that ensure data are understood and used appropriately to support decision making and action

COGNIA / AISA ASSURANCES

COGNIA Assurances

Effective 7.1.22

1. The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.
2. The institution complies with all applicable governmental laws or regulations.
3. The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.
4. The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.
5. The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.
6. The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.
7. The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.

AISA Assurances

1. The institution meets AISA requirements for instructional days/time (see Appendix I).
2. The institution complies with AISA personnel requirements (see Appendix II).
3. The institution complies with AISA course credit guidelines (see Appendix III).
4. The institution complies with AISA student placement/transfer guidelines (see Appendix IV).
5. The institution complies with AISA graduation guidelines (see Appendix V).

APPENDIX I

AISA Instructional Day/Time Guidelines

School calendars must provide for a minimum of **175 full school days per year** for all students or the equivalent number of academic instructional hours (1,026) for grades K-12, exclusive of privilege days, in-service and holidays.

- A.** In an **emergency situation**, if school is in session for four **(4) hours**, a full school day may be counted.
- B.** If at any time the **Governor declares a state of emergency** for any part of the state, any affected school that is closed as a result and loses instructional days/time will not be required to makeup those missed days or instructional time.
- C.** Schools will be allowed **eight (8) early dismissal days per academic year** that may count as full instructional days. These are reserved for exam days, enrichment opportunities, parent-teacher conferences or other academic related dismissals. If a school is using academic instructional hour equivalency, adjustments in instruction hours (1,026) have already been made to account for this early dismissal for exam days.
- D.** In the event of extended physical plant closures due to pandemic, natural disaster, etc. an **effective distance learning** plan must be enacted.
- E.** Any course earning credit toward graduation should meet for a minimum of **140 hours to earn one (1) full credit**.

Note: Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (ex. time between classes, homeroom, breaks, lunches, advisories, activities, etc.)

APPENDIX II

AISA Personnel Requirements

The following are required qualifications for personnel serving in an AISA accredited school:

Administrators

- A Master's Degree certification in School Administration from Alabama or another state with certification reciprocity AND attend the AISA Leadership Conference once every other year or twice in a four-year period.

OR

- A Bachelor's Degree from a four-year college or university AND must fulfill both of the following:
 1. Must attend the Leadership Conference, which is conducted in June of each year, for three consecutive years.
 2. Upon completion of the initial three consecutive years, the administrator must attend once every other year or twice in a four-year period to remain in good standing.

Note: Attendance at the AISA Leadership Conference may be substituted for attendance at another approved conference for administrators. The school will be subject to payment of registration fees for attendance at the AISA Leadership Conference or other approved conferences.

Instructional and Support Staff

- All **Elementary teachers**, whether certified or exempt, must (1) have at least a Bachelor's Degree from a four-year college or university, (2) hold certification (retired or active) from Alabama or another state with certification reciprocity, and (3) every five years must accumulate at least 50 hours of professional development OR complete a three semester hour / four quarter hour course in a field related to current teaching assignment.
 - Elementary teachers of grades 1-6 must hold Early Childhood or Elementary certification beginning with school year 1989. Those employed prior to 1989 who have been continuously employed in their present position are exempt.
 - K-5 teachers must hold Early Childhood or Elementary certification if employed after January 1, 1994. Those employed as kindergarten teachers before 1994, and are currently teaching kindergarten without the certification, are exempt.
- All **Secondary teachers**, whether certified or not, must (1) have at least a Bachelor's Degree from a four-year college or university, (2) every five years must accumulate at

least 50 hours of professional development OR complete a three semester hour /four quarter hour course in a field related to current teaching assignment.

- Instruction in all advanced curriculum courses must be by persons teaching in their major field of study, area of certification or any discipline in which 24 semester hours of college credit have been earned.
- Instruction in junior high and/or general curriculum courses must be by persons with 18 or more earned semester hours of college credit in the specific discipline taught. Teachers may teach a subject with 12 hours of college credit if it is a minor part of the instructional day.

Note: Instructional staff members and/or part-time personnel who do not meet the above requirements may be employed as teacher's aides only. A teacher's aide must work under the direct supervision of a certified and/or degreed AISA professional in the area of assignment.

Librarians/Media Specialists

- All Librarians/Media Specialists must have at least a Bachelor's Degree from a recognized college or university AND complete ten hours of professional development annually AND must comply with the following requirements:
 - Must hold current Library/Media Specialist certification from Alabama or another state with certification reciprocity.
- OR
- Have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise.
- OR
- Earn a minimum of 24 clock hours of in-field (media services) and/or related fields of professional development during the school year or complete at least six (6) semester hours of college credit each year while working toward compliance for the position.

Guidance Counselors

- All Guidance Counselors must have at least a Bachelor's degree from a recognized college or university AND complete ten hours of professional development annually AND comply with the following requirements:
- Must hold current guidance certification from Alabama or another state with certification reciprocity.

OR

- Have a portfolio of educational and professional accomplishments, documenting a highly qualified level of expertise.

OR

- Earn a minimum of 24 clock hours of in-field and/or related fields of professional development during the school year OR complete at least six (6) semester hours of college credit each year while working toward compliance for the position.

Support Personnel

- Properly trained support personnel (e.g. clerical, custodial and child nutrition) shall be employed to ensure a safe, clean school environment and smooth administration of the school.

Note: The AISA **recommends** the following personnel requirements for administrative and support personnel based on size of student body.

Membership	1-249	250-499	500-749	750-999	1000-1249	1250-1499	1500-up
Principal or Headmaster	1	1	1	1	1	1	One (full-time equivalent) staff member shall be added where needed for each additional 250 students over 1,500.
Administrative Assistants	0	.5	1	1.5	2	2.5	
Guidance Professionals	.5	1	1.5	2	2.5	3	
Library or Media Specialists	.5	1	1	1	2	2	
Library or Media Aides	0	.5	1	1	1	1	1
Secretaries or Clerks	1	2	3	3.5	4	4.5	4.5
Custodian or Maintenance	1	In addition to one full-time custodian, custodial and maintenance shall be provided in such numbers that the school facilities are adequately cleaned and maintained.					

Appendix III Course Credit Guidelines

- A. Students (grades 9-12) in a required course must pass the course or make arrangements to repeat the course prior to graduation. Each student successfully completing a one semester course will earn **one-half (1/2) unit of credit** and those completing a full year course will earn **one (1) unit of credit**.
- B. Courses must be designated as one credit courses or one-half credit courses. One credit courses are either passed or failed in their entirety. Semester courses earn one-half (1/2) unit of credit. One unit courses do not assign credits for semesters.
- C. No student may earn more than **ten (10) credits toward graduation during any calendar year** beginning September 1 of each year.
- D. A student may not earn credit through **external academic programs** unless the program is accredited by Cognia or another Department of Education approved accrediting agency.
- E. Credits toward high school graduation are not awarded for **independent study programs** that are not supervised, do not follow a standard course of study and are not approved by the school administrator through existing school policy.
- F. **Dual enrollment** (with credit earned in high school and college) in an AISA accredited school is acceptable only under the following conditions:
 - 1. Dual enrollment is possible only in AISA accredited schools that have board policies allowing the practice.
 - 2. AISA schools should adopt Alabama State Code Guidelines for dual enrollment to remain consistent with statewide policy (See Appendix VI). Schools may adopt a more restrictive policy.
 - 3. Written approval from the administrator (or his/her designee) for dual enrollment for each specific course must be placed in the student's cumulative folder at the school prior to enrollment in any course at the college/university.
 - 4. In awarding high school credit, schools should follow the Alabama Dual Enrollment Course/High School Subject Equivalency List (See Appendix VII).
- G. For credits to be given in **laboratory science courses**, students must engage in traditional hands-on laboratory activities on a regularly scheduled basis. Science courses in Biology, Chemistry, Physics, Physical Science and Anatomy/Physiology must include the prescribed curriculum and learning activities supported by a traditional textbook and a correlated laboratory manual.

H. An AISA accredited school may develop and implement a local board policy that allows up to two of the elective units for graduation to be earned through **work/study** during the regular school year. If such an option is pursued by a local board, the following minimum requirements must be met:

1. For each 1/2 unit of credit awarded, a minimum of **180 clock hours of on-the- job activity** must be documented.

2. The **maximum number of elective credits** that can be earned through this option is **two**.

3. The **local board must have a policy** that includes the following:

a. Appropriate limits should be set for **compensation** for the student.

b. Acceptable potential job assignments that are in **proximity to the school** should be identified.

c. Credits for work/study may be earned **only during the regular school year** of the eleventh and twelfth grades.

(Note: One credit may be earned each year).

d. A work/study student must be enrolled in at least five (5) regular curriculum courses each day.

4. A plan must be in place that provides **regular supervision** of the student and interaction with the employer by a paid member of the professional staff of the school. The paid professional staff member and the student's employer will function as a mentoring and evaluating team. The employer will provide input to the staff member concerning the grade to be given to the work/study student.

5. The relationship involving the school, the student and the employer ends at the end of the school day; however, the student's work day may extend after school hours.

6. **Written approval from the administrator** (or his/her designee) for work/study credit to be awarded must be placed in the student's cumulative folder at the school prior to the beginning of the work/study experience.

I. Administrators and/or counselors shall monitor each student's progress in grades 9-11 to ensure a **sufficient number of credits** to enter grade 12 and to be a viable candidate for graduation.

J. Administrators shall encourage all students to select their electives with consideration toward long range/career objectives.

- K.** No credit may be awarded for **study halls or student aide positions** (unless part of an organized volunteer services program) and those students shall have appropriate adult supervision at all times.
- L.** A student cannot be a valid candidate for graduation unless he/she is **continuously “on-roll” in the member school**.
- M.** Member schools are **not authorized** to issue diplomas based on completion of the **GED** or other types of examinations or on the completion of any given number of years of schooling.
- N.** Schools may develop their own **grading structure** but the AISA suggested grade structure is as follows:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

Appendix IV

Student Placement/Transfer Guidelines

A. A transfer student may be accepted and placed temporarily in accordance with a report card or a grade sheet that is hand-delivered by the student and/or parents; however, the official transcript must be received from the previous school for official placement in a grade (elementary) or in specific courses (secondary). If the official transcript is not received within six weeks after temporary enrollment/placement, the school may move the student to a lower placement, or, if deemed appropriate, inform the parents that the student's instructional/educational needs do not match the mission and/or the admissions policy of the school. If there is not a match between student instructional/educational needs and the school's mission and/or its admissions policy, the student can be refused official admission.

B. Schools should have a written first grade and five-year-old kindergarten (K5) age entry policy. AISA recommends that students entering K5 be five years of age before October 1st or students entering first grade be six years of age before October 1st. Schools should consider state law for public schools when developing age entrance policies to maintain consistency with other state academic programs.

C. A senior transferring into an AISA school must be a viable candidate for graduation from the school he/she is leaving. For example, if the school is an Alabama public school, the student must have passed all required courses through the 11th grade, so that all course work requirements for graduation can be met during the senior year at the AISA accredited school.

D. Transfer students from non-traditional schools, PACE programs, and/or from home schooling must provide notarized statements of grade level(s) (elementary) and/or courses/subjects (secondary) completed. Students may be temporarily placed while their progress is evaluated to determine if changes to their placement are necessary. If changes are necessary, school administrators should take great care to not disrupt the student's learning.

E. The school accepts and classifies transfer credits or grade placements from schools that are accredited by regional accrediting agencies that are part of Cognia or the National Council for Private School Accreditation (NCPSA) without further validation.

F. Schools shall honor grading scales, practices and credit awarded from the transferring school. It is not permissible to adjust a transfer student's grades/credits to meet the transferred school's own standards.

Appendix V

Graduation Guidelines

- Each student who graduates from an AISA accredited school must earn a minimum of twenty-four (24) credit hours to receive a diploma. The following units must be included in the credits earned:

CORE UNITS REQUIRED

English Language Arts 4

Must include the following:

American Literature

English Literature

Mathematics 4

Must include the following:

Geometry

Algebra II

Science 4

Must include the following:

A Laboratory-Based Biological Science

A Physical Science

Social Studies 4

Must include the following:

American History

American Government

Notes:

1. AISA Graduation Guidelines are intentionally broad to give schools the flexibility to create their own diploma requirements and guidelines that best fit their independent missions. When developing guidelines, schools should consider statewide requirements, college admission requirements, NCAA requirements and career preparedness. Additionally, schools may choose to develop different diploma paths and standards (standard diploma, college prep diploma, advanced diploma, honors diploma, etc.) These guidelines should be clearly noted in student/parent handbooks and materials.
2. The following subjects may be taken below the 9th grade for credit toward graduation so long as they carry the same rigor as a high school course: Algebra I, Geometry, Introductory Computer, Health and Foreign Language. This is a school decision approved by school's board.
3. For credits to be given in laboratory science courses, students must engage in traditional hands-on laboratory activities on a regularly scheduled basis. Science courses in Biology, Chemistry, Physics, Physical Science and Anatomy/Physiology must include the prescribed curriculum and learning activities supported by a traditional textbook and a correlated laboratory manual.
4. Member schools are not authorized to issue diplomas based on completion of the GED or other types of examinations or on the completion of any given number of years of schooling.
5. Subjects taught by tutors will not be counted toward AISA graduation requirements.
6. Credits earned toward graduation in a summer school program must be from a program that is approved by the State Department of Education, Cognia, NCPSA and/or sanctioned in writing by AISA office.

Appendix VI

State of Alabama Dual Enrollment Guidelines



Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit

Updated May 2019

DUAL ENROLLMENT/DUAL CREDIT

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution while still enrolled in high school. Dual Enrollment for Dual Credit is available to students attending public, private, parochial or church/religious schools pursuant to §16-28-1 of the Code of Alabama 1975, or who are receiving instruction from a home school/private tutor pursuant to §16-28-5 of the Code of Alabama 1975.

An institution within ACCS is authorized to establish Dual Enrollment for Dual Credit agreements with local educational agencies (LEAs) in the institution's service area. Institutions may also establish agreements with private, home school/private tutor, parochial, or church/religious secondary entities. Establishment of Dual Enrollment for Dual Credit agreements with LEAs and other secondary educational entities outside of an institution's service area must be through written, mutual consent of the respective ACCS institutions' presidents. All out-of-service-area agreements must be filed with the Academic and Student Affairs Division of the ACCS and the LEAs or other secondary educational entities.

ADMISSION CRITERIA FOR DUAL ENROLLMENT/DUAL CREDIT

Students must meet the following criteria:

1. Students must satisfy the requirements prescribed in State Board of Education Procedure 801.01: Admission: General, with the exception of proof of high school graduation or GED completion until such time as the ACCS Board of Trustees (BOT) develops a replacement policy.
2. Students must be in grade 10, 11, or 12. An exception may be granted by the Chancellor for students documented as gifted and talented in accordance with *Alabama Administrative Code §290-8-9.12*.
3. Students seeking enrollment in Dual Enrollment for Dual Credit coursework must have a minimum cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale.
4. Students must have written approval of the appropriate principal or career and technical education program representative (if applicable) and counselor. Dual Enrollment for Dual Credit eligibility for students enrolled in private, home school/private tutor, parochial, or church/religious secondary educational entities must be documented in writing by an appropriate school official. Approval from secondary school officials indicates that the student has demonstrated both academic readiness and social maturity.

CONTINUOUS ELIGIBILITY FOR DUAL ENROLLMENT FOR DUAL CREDIT

Students who meet the criteria for initial admission for a Dual Enrollment for Dual Credit program will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses.

Students who fail to meet this minimum grade requirement or who withdraw from a course will be suspended from the program for a minimum of one term. The one-term suspension may not be served during the summer. The student may not re-enroll until the suspension has been served. For re-entry, the student must reapply to the program and must meet the minimum grade point average requirements.

COURSE OFFERINGS

Dual Enrollment for Dual Credit courses offered by the postsecondary institution shall be of postsecondary/college level. Students may be exposed to and be involved in discussions of mature subject-matter. Course curricula will not be modified. Courses may be offered at approved locations on or off the institution's campus(es). Courses may be cancelled at the discretion of the institution for reasons such as, but not limited to, low enrollment or lack of credentialed faculty.

Courses offered by postsecondary institutions shall be drawn from the respective institution's existing academic inventory of credit courses. Only courses required in the student's program of study will be eligible for Dual Enrollment for Dual Credit. Developmental courses (those numbered below 100) are not offered through dual enrollment.

COURSE AUDITING

Dually enrolled students may not audit courses.

COMBINED COURSES

Dually enrolled and non-dually enrolled high school students may be concurrently taught in the same course. It is the responsibility of the college to ensure that the instruction is taught at the collegiate level and is in compliance with the syllabus of the college course and that such compliance is documented and monitored on a regular basis. Prior coordination between the college and the LEAs must be properly conducted to eliminate any issues with this type of course delivery.

ADHERENCE TO COLLEGE POLICIES AND REQUIREMENTS

Dual Enrollment for Dual Credit programs must operate on the ACCS institution schedule, which may vary greatly from the high school schedule. Students must follow the institution schedule for Dual Enrollment for Dual Credit courses. The institution is not responsible for the supervision of Dual Enrollment for Dual Credit students during non-class times or periods of absence.

Students must adhere to all institutional policies and requirements including, but not limited to, those outlined in course syllabi, the academic calendar, the college catalog, and the Student Code of Conduct. The institution reserves the right to refuse re-admission to any student who violates institutional policies.

PROVISIONS FOR DISABILITY SERVICES AND ACCOMMODATIONS

ACCS institutions must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) which prohibit discrimination against individuals with disabilities who are otherwise qualified for ACCS programs and services.

It is the student's responsibility to disclose and provide current documentation in support of his or her request for accommodation from the disability services office of the college. Decisions regarding accommodations provided in postsecondary courses will be made by the institution upon submission of appropriate documentation. Institutions will not provide modifications to change the course content or performance expectations that would substantially alter the essential functions or physical demands of the course, unless required to do so by applicable law. Students with disabilities who meet the prerequisites of ACCS courses will be provided reasonable accommodations that allow equal access. Some accommodations available at the high school may not be provided by the postsecondary institution.

PAYMENT OF TUITION FEES AND ADDITIONAL ASSOCIATED COSTS

Students in Dual Enrollment for Dual Credit courses are responsible for the cost of tuition, fees, textbooks, and materials and supplies as required in the syllabus of each course at the institution, unless covered by alternative funding sources. Dual Enrollment scholarship funds may be provided for required items that are listed in the college course syllabus.

Students who fail to pay tuition and fees by the end of the drop/add period are not considered enrolled and may automatically be dropped from course rolls. The appropriate LEAs and/or other secondary educational entities will be notified.

DUAL ENROLLMENT FOR DUAL CREDIT LIMITATIONS

Student enrollment in a combined number of high school and college courses per term will not exceed that which is educationally sound as determined by the institution and the LEA and/or other secondary educational entity.

DUAL ENROLLMENT FOR DUAL CREDIT AGREEMENT

Participating LEAs and/or other secondary educational entities and colleges shall develop a Dual Enrollment for Dual Credit Agreement that includes, but is not limited to, the following:

1. Mutually approved Dual Enrollment for Dual Credit courses. Courses offered must be of postsecondary/college level and shall be drawn from the respective institution's existing academic inventory of credit courses. Approval of the particular course to be offered and the high school equivalency for each course shall be determined through the mutual agreement of the college and the participating LEA. A list of approved courses shall be included in Dual Enrollment for Dual Credit information for students and parents.
2. Faculty qualifications and requirements. Dual Enrollment for Dual Credit instructors shall be faculty of the college. Faculty must be under the ultimate control and supervision of the college for the dual enrollment class or classes. The institution must provide faculty orientation, supervision, and evaluation. A high school teacher employed to teach Dual Enrollment for Dual Credit courses will be designated as an adjunct faculty member of the institution and must meet the credentialing requirements of the ACCS and applicable accrediting agencies. Documentation of appropriate faculty credentials which meet or exceed these requirements must be on file at the institution. Faculty credentials shall be provided to the appropriate secondary officials as needed to meet credentialing standards of appropriate secondary system accrediting agencies.
3. Faculty compensation. The college shall be responsible for the compensation (examples include but are not limited to salaries, stipends or supplements) of faculty in accordance with ACCS and institutional policy. New consortia arrangements and/or contractual agreements whereby the institution pays the secondary system or high school to provide the instruction for Dual Enrollment for Dual Credit classes are prohibited as they may (1) lessen the institution's ability to exercise control and supervision of the instructor and (2) increase the complexity of compliance with accreditation standards related to educational programs. (Current agreements of this type may be phased out and brought into compliance with the new requirement at the end of the current agreements.) Faculty may not receive dual compensation for instructional time.



Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit

Updated May 2019

4. Credit awarded. Semester credit hours at the postsecondary level for high school courses specifically named as a requirement for graduation are found on the *Dual Enrollment—High School Graduation Requirement Equivalency List*. Partial/full credit agreements may be developed between the local board of education and participating postsecondary institutions. A list of approved courses should be included in secondary curriculum guides and communicated with students and parents.
5. Transcripts. Courses approved for dual credit shall be posted on both secondary and postsecondary transcripts. Courses completed for dual credit shall be transcribed with the appropriate statement at the postsecondary level indicating dual enrollment credit. It shall be the responsibility of the postsecondary institution to report grades (in numerical format) to secondary officials. Courses only approved for college credit should not be posted to secondary transcripts.
6. Annual evaluation plan. A plan for an annual evaluation of the institution's Dual Enrollment for Dual Credit program shall be prepared and shall adhere to procedures established by the Chancellor. The institution and the LEA and/or other secondary educational entity shall assume the responsibility for reporting required information in a timely manner.
7. Student issues. Methods for addressing student related issues such as admissions, procedures, advisement, monitoring and evaluation, privacy rights, ADA issues, and verification of student attendance must be addressed in the agreement. The local education agency and the community college must jointly develop written policies and procedures detailing information that includes, but is not limited to, attendance and critical dates, drop/add and withdrawal policies, student code of conduct (discipline/in-school suspensions), and grading policies. The procedures shall be outlined in the Dual Enrollment Student Policies and Procedures Handbook.
8. Provisions for Disability Services and Accommodations. Roles and responsibilities regarding accommodations and disability services must be clearly defined in the agreement developed between ACCS institutions and LEAs and/or other secondary educational entities. Participation in a Dual Enrollment for Dual Credit program is considered to be a choice on the part of the student. Therefore, the Individuals with Disabilities Education Act (IDEA) requirements concerning a Free Appropriate Public Education (FAPE) do not apply in a postsecondary educational setting. Furthermore, since requirements under the IDEA do not apply to the postsecondary level, services described in the Individual Education Plan (IEP) will not be required for Dual Enrollment for Dual Credit courses.



Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit

Updated May 2019

Alternatively, postsecondary institutions must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) which guarantees that "no qualified individual with a disability may be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination if otherwise qualified." Students with disabilities who meet the prerequisites of ACCS courses will be provided reasonable accommodations that allow equal access. It is the student's responsibility to disclose and provide current documentation in support of his or her request for accommodation from the disability services office of the college. Decisions regarding accommodations provided in postsecondary courses will be made by the institution upon submission of appropriate documentation. Institutions will not provide modifications to change the course content or performance expectations that would substantially alter the essential functions or physical demands of the course, unless required to do so by applicable law. Some accommodations available at the high school may not be provided by the postsecondary institution.

9. Transportation responsibility. Transportation is the responsibility of the parent/guardian of such students unless otherwise negotiated between the institution and the secondary educational entity.
10. Communication to parents and students. ACCS institutions must have a provision for communicating to parents and students the educational and economic benefits of the Dual Enrollment for Dual Credit program as well as requirements for participation and enrollment procedures. The institution will communicate the confidentiality requirements of the Family Education Rights and Privacy Act (FERPA) regarding college students.

At a minimum, the information above will be included in the postsecondary institution's appropriate publications and on its website.

11. Career and Technical Education Dual Enrollment (CTEDE) Scholarship Funds. CTEDE scholarship funds are contingent upon allocations by the Alabama Legislature. Colleges must begin to phase in a system to prioritize the scholarships to be awarded based on the allocation received for the Spring, Summer, and Fall semesters of the school year that funds are received. Enrollment planning and budgeting of these funds require that colleges provide annual course schedules for dual enrollment classes to the partner high schools by February 1 of each year, and that the partner high schools provide complete enrollment forms to the colleges by May 1 for enrollment in the Fall semester; November 15 for enrollment in the Spring semester; and, March 1 for enrollment in the Summer semester.



Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit

Updated May 2019

Colleges may maximize the CTEDE scholarship funds by providing textbooks, tool kits, personal protective equipment, and other associated materials and supplies for student checkout, but details must be listed in the agreement.

CTEDE scholarship funds may be used to cover costs of academic course(s) in the eligible CTE program of study but must be taken concurrently with CTE course(s). The Anatomy and Physiology course is an exception if the dual enrolled student is on a healthcare career pathway.

COMPLIANCE

Failure to comply with the foregoing procedures may result in reduced funding.

COMPLIANCE

Failure to comply with the foregoing procedures may result in reduced funding.

Appendix VII

Dual Enrollment Course/High School Subject Area Equivalency List



STATE OF ALABAMA DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

Alabama
State Board
of Education

Governor Kay Ivey
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District I

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Jeff Newman
District VII
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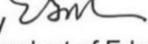
Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

May 16, 2019

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey 
State Superintendent of Education

SUBJECT: Credit for Dual Enrollment Courses

On September 13, 2018, the Alabama State Board of Education amended the *Alabama Administrative Code*, Rule No. 290-3-1-.02, pertaining to secondary course credit awarded for postsecondary coursework through dual enrollment. The revised rule now includes the following language: "Semester credit hours at the postsecondary level for high school courses specifically named as a requirement for graduation as outlined in AAC Rule 290-3-1-.02(8)(a) are determined according to guidelines established by the SDE. Partial/full credit agreements shall be developed between the local board of education and participating postsecondary institutions for courses that are excluded from the SDE guidelines for assigning credit."

The attached Alabama Dual Enrollment Course/High School Subject Area Equivalency List may be updated annually, which identifies dual enrollment courses taken through the Alabama Community College System (ACCS) that may satisfy one or more Alabama High School Diploma graduation requirements. This list may also be found at www.alsde.edu.

In order for students' transcripts to accurately reflect approved dual enrollment course credit(s) earned at an Alabama four-year college or university, the following course codes will be added to the *2019-2020 Subject and Personnel Codes*:

Course Code	Course Name
980001	Dual Enrollment English Language Arts—College/University
980011	Dual Enrollment Mathematics—College/University
980021	Dual Enrollment Science—College/University
980031	Dual Enrollment Social Studies—College/University
980041	Dual Enrollment World Languages—College/University
980051	Dual Enrollment Arts Education—College/University
980061	Dual Enrollment Elective—College/University

City and County Superintendents of Education
Page 2
May 16, 2019

If you have questions, please contact Dr. Elisabeth Davis, Assistant State Superintendent, by telephone at (334) 694-4692 or by email at edavis@alsde.edu; Mrs. Robin A. Nelson, Program Coordinator, Instructional Services Section, by telephone at (334) 694-4768 or by email at rnelson@alsde.edu; or Mr. Sean J. Stevens, Education Administrator, Counseling and Guidance, by telephone at (334) 694-4877 or by email at sstevens@alsde.edu.

EGM/RAN/SJS

Attachment

cc: LEA Career and Technical Education Directors
LEA Counseling Coordinators
LEA Secondary Curriculum and Instruction Directors
LEA High School Counselors
Dr. Daniel Boyd
Dr. Elisabeth Davis
Mr. Tommy Glasscock
Mrs. Robin A. Nelson
Mr. Sean J. Stevens
Mr. Josh Laney

FY19-2087



**DUAL ENROLLMENT—HIGH SCHOOL GRADUATION REQUIREMENT
EQUIVALENCY LIST
2021-2022**

ALABAMA FOUR-YEAR COLLEGES AND UNIVERSITIES

In order for students' transcripts to accurately reflect approved dual enrollment course credit(s) earned at an Alabama four-year college or university, the following course codes are available in PowerSchool:

Course Code	Course Name
22999C1005	Dual Enrollment English Language Arts—College/University
22999C1006	Dual Enrollment Mathematics—College/University
22999C1007	Dual Enrollment Science—College/University
22999C1008	Dual Enrollment Social Studies—College/University
22999C1009	Dual Enrollment World Languages—College/University
22999C1010	Dual Enrollment Arts Education—College/University
22999C1011	Dual Enrollment Elective—College/University

ALABAMA COMMUNITY COLLEGE SYSTEM



ENGLISH LANGUAGE ARTS

The following ACCS Written Composition postsecondary courses are approved as credit-eligible options that satisfy the English Language Arts graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
01999C1001	ENG 101	ENGLISH COMPOSITION I	English 11 and/or English 12	1.0
01999C1002	ENG 102	ENGLISH COMPOSITION II	English 11 and/or English 12	1.0
01999C1003	ENG 251	AMERICAN LITERATURE I	English 11 and/or English 12	1.0
01999C1004	ENG 252	AMERICAN LITERATURE II	English 11 and/or English 12	1.0
01999C1005	ENG 261	ENGLISH LITERATURE I	English 11 and/or English 12	1.0
01999C1006	ENG 262	ENGLISH LITERATURE II	English 11 and/or English 12	1.0
01999C1007	ENG 271	WORLD LITERATURE I	English 11 and/or English 12	1.0
01999C1008	ENG 272	WORLD LITERATURE II	English 11 and/or English 12	1.0

MATHEMATICS

The following ACCS Mathematics postsecondary courses are approved as credit-eligible options that satisfy the Mathematics graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
12999C1009	BUS 271	BUSINESS STATISTICS I	Mathematics 4	1.0
12999C1010	BUS 272	BUSINESS STATISTICS II	Mathematics 4	1.0

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Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
02999C1009	MTH 100	INTERMEDIATE COLLEGE ALGEBRA	Mathematics 4	1.0
02999C1016	MTH 103	INTRO TO TECH MATHEMATICS	Mathematics 4	1.0
02999C1001	MTH 110	FINITE MATHEMATICS	Mathematics 4	1.0
02999C1002	MTH 112	PRECALCULUS ALGEBRA	Mathematics 4	1.0
02999C1003	MTH 113	PRECALCULUS TRIGONOMETRY	Mathematics 4	1.0
02999C1004	MTH 115	PRECALCULUS W/ ALGEBRA & TRIG	Mathematics 4	1.0
02999C1017	MTH 116	MATHEMATICAL APPLICATIONS	Mathematics 4	1.0
02999C1021	MTH 120	CALCULUS AND ITS APPLICATIONS	Mathematics 4	1.0
02999C1005	MTH 125	CALCULUS I	Mathematics 4	1.0
02999C1006	MTH 126	CALCULUS II	Mathematics 4	1.0
02999C1007	MTH 227	CALCULUS III	Mathematics 4	1.0
02999C1010	MTH 231	MATH FOR THE ELEM TEACHER I	Mathematics 4	1.0
02999C1008	MTH 237	LINEAR ALGEBRA	Mathematics 4	1.0
02999C1013	MTH 265	ELEMENTARY STATISTICS	Mathematics 4	1.0
02999C1014	MTH 270	PROBABILITY & STAT CONCEPTS	Mathematics 4	1.0

SCIENCE

The following ACCS Natural Sciences postsecondary courses are approved as credit-eligible options that satisfy the Science graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
03999C1001	AST 220	INTRODUCTION TO ASTRONOMY	Science 3 and/or Science 4	1.0
03999C1022	GLY 101	PHYSICAL GEOLOGY	Science 3 and/or Science 4	1.0
03999C1002	BIO 101	INTRODUCTION TO BIOLOGY I	Science 3 and/or Science 4	1.0
03999C1003	BIO 102	INTRODUCTION TO BIOLOGY II	Science 3 and/or Science 4	1.0
03999C1004	BIO 103	PRINCIPLES OF BIOLOGY I	Science 3 and/or Science 4	1.0
03999C1005	BIO 104	PRINCIPLES OF BIOLOGY II	Science 3 and/or Science 4	1.0
03999C1008	BIO 201	HUMAN ANATOMY & PHYSIOLOGY I	Science 3 and/or Science 4	1.0
03999C1009	BIO 202	HUMAN ANATOMY & PHYSIOLOGY II	Science 3 and/or Science 4	1.0
03999C1011	BIO 220	GENERAL MICROBIOLOGY	Science 3 and/or Science 4	1.0
03999C1012	CHM 104	INTRO TO INORGANIC CHEMISTRY	Science 3 and/or Science 4	1.0
03999C1013	CHM 105	INTRO TO ORGANIC CHEMISTRY	Science 3 and/or Science 4	1.0
03999C1016	CHM 111	COLLEGE CHEMISTRY I	Science 3 and/or Science 4	1.0
03999C1017	CHM 112	COLLEGE CHEMISTRY II	Science 3 and/or Science 4	1.0
03999C1024	PHS 111	PHYSICAL SCIENCE	Science 3 and/or Science 4	1.0
03999C1025	PHS 112	PHYSICAL SCIENCE II	Science 3 and/or Science 4	1.0

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Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
03999C1026	PHS 120	ENVIRONMENTAL SCIENCE	Science 3 and/or Science 4	1.0
03999C1035	PHY 115	TECHNICAL PHYSICS	Science 3 and/or Science 4	1.0
03999C1036	PHY 120	INTRODUCTION TO PHYSICS	Science 3 and/or Science 4	1.0
03999C1027	PHY 201	GENERAL PHYSICS I—TRIG-BASED	Science 3 and/or Science 4	1.0
03999C1028	PHY 202	GENERAL PHYSICS II—TRIG-BASED	Science 3 and/or Science 4	1.0
03999C1029	PHY 213	GENERAL PHYSICS WITH CALC I	Science 3 and/or Science 4	1.0
03999C1030	PHY 214	GENERAL PHYSICS WITH CALC II	Science 3 and/or Science 4	1.0

SOCIAL STUDIES

The following ACCS History, Social, and Behavioral Sciences postsecondary courses are approved as credit-eligible options that satisfy the Social Studies graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
04999C1009	HIS 201	UNITED STATES HISTORY I	US History I	1.0
04999C1010	HIS 202	UNITED STATES HISTORY II	US History II	1.0
04999C0517	POL 211	AMERICAN NATIONAL GOVERNMENT	US Government	0.5
04999C0503	ECO 231	PRINCIPLES OF MACROECONOMICS	Economics	0.5
04999C0504	ECO 232	PRINCIPLES OF MICROECONOMICS	Economics	0.5

ARTS EDUCATION

The following ACCS Humanities and Fine Arts postsecondary courses are approved as credit-eligible options that satisfy the Arts Education graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
05999C1001	ART 100	ART APPRECIATION	Arts Education	1.0
05999C1008	ART 203	ART HISTORY I	Arts Education	1.0
05999C1010	ART 233	PAINTING I	Arts Education	1.0
05999C1026	MUS 101	MUSIC APPRECIATION	Arts Education	1.0
05999C1031	THR 120	THEATER APPRECIATION	Arts Education	1.0
05999C1033	THR 126	INTRODUCTION TO THEATER	Arts Education	1.0
05999C1034	THR 131	ACTING TECHNIQUES I	Arts Education	1.0

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WORLD LANGUAGES

The following ACCS Humanities and Fine Arts postsecondary courses are approved as credit-eligible options that satisfy the World Languages graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
24999C1001	FRN 101	INTRODUCTORY FRENCH I	World Languages	1.0
24999C1002	FRN 102	INTRODUCTORY FRENCH II	World Languages	1.0
24999C1003	FRN 201	INTERMEDIATE FRENCH I	World Languages	1.0
24999C1004	FRN 202	INTERMEDIATE FRENCH II	World Languages	1.0
24999C1011	SPA 101	INTRODUCTORY SPANISH I	World Languages	1.0
24999C1012	SPA 102	INTRODUCTORY SPANISH II	World Languages	1.0
24999C1013	SPA 201	INTERMEDIATE SPANISH I	World Languages	1.0
24999C1014	SPA 202	INTERMEDIATE SPANISH II	World Languages	1.0

COMPUTER SCIENCES

The following ACCS Pre-Professional, Major, and Elective postsecondary courses are approved as credit-eligible options that satisfy the Career & Technical Education, Mathematics, and/or Science graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
10999C1011	CIS 150	INTRO TO COMP LOGIC & PROGRAM	CTE, Math 4, or Science 3/4	1.0
10999C1014	CIS 155	INTRO TO MOBILE APP DEVELOP	CTE, Math 4, or Science 3/4	1.0
10999C1066	CIS 157	INTRO TO APP DEVELOP WITH SWIFT	CTE, Math 4, or Science 3/4	1.0
10999C1022	CIS 191	INTRO TO COMP PROG CONCEPTS	CTE, Math 4, or Science 3/4	1.0
10999C1028	CIS 201	INTRO TO COMP PROG CONCEPTS	CTE, Math 4, or Science 3/4	1.0
10999C1072	CIS 202	PYTHON PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1036	CIS 212	VISUAL BASIC PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1037	CIS 213	ADV VISUAL BASIC PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1039	CIS 215	C# PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1040	CIS 216	ADVANCED C# PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1047	CIS 251	C++ PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1073	CIS 252	ADVANCED C++ PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1071	CIS 255	JAVA PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
10999C1074	CIS 256	ADVANCED JAVA	CTE, Math 4, or Science 3/4	1.0
10999C1075	CIS 285	OBJECT ORIENTED PROGRAMMING	CTE, Math 4, or Science 3/4	1.0
11999C1013	CAP 105	INTRO TO COMP PROG FOR 3D	CTE, Math 4, or Science 3/4	1.0

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10999C1076	EGR 156	COMP METHODS FOR ENGINEERS	CTE, Math 4, or Science 3/4	1.0
10999C1077	MTH 156	MATHEMATICS COMP PROGRAMMING	CTE, Math 4, or Science 3/4	1.0

CAREER & TECHNICAL EDUCATION

The following ACCS Career & Technical Education (CTE) postsecondary courses are approved as credit-eligible options that satisfy the CTE graduation requirement(s) for the Alabama High School Diploma.

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
20149C1001	ABR 111	NON-STRUCTURAL REPAIR	CTE	1.0
20149C1002	ABR 114	NON-STRUCTURAL PANEL REPLACEMENT	CTE	1.0
20149C1003	ABR 122	SURFACE PREPARATION	CTE	1.0
20149C1004	ABR 123	PAINT APPLICATION AND EQUIPMENT	CTE	1.0
20149C1005	ABR 151	SAFETY AND ENVIRONMENTAL PRACTICES	CTE	1.0
20149C1012	ABR 265	PAINT DEFECTS & FINAL REPAIR	CTE	1.0
20149C1014	ABR 267	SHOP MANAGEMENT	CTE	1.0
12999C1001	ACC 115	COLLEGE ACCOUNTING	CTE	1.0
12999C1002	ACC 129	INDIVIDUAL INCOME TAXES	CTE	1.0
12999C0503	ACC 140	PAYROLL ACCOUNTING	CTE	0.5
12999C1004	ACC 149	INTRO TO ACCOUNTING SPREADSHEETS	CTE	1.0
17099C1001	ACR 111	PRINCIPLES OF REFRIGERATION	CTE	1.0
17099C1002	ACR 112	HVACR SERVICE PROCEDURES	CTE	1.0
17099C1003	ACR 113	REFRIGERATION PIPING PRACTICES	CTE	1.0
17099C1004	ACR 119	FUNDAMENTALS OF GAS HEATING SYSTEMS	CTE	1.0
17099C1005	ACR 120	FUNDAMENTALS OF ELECTRIC HEATING SYSTEMS	CTE	1.0
17099C1006	ACR 121	PRINCIPLES OF ELECTRICITY FOR HVACR	CTE	1.0
17099C1007	ACR 122	HVACR ELECTRIC CIRCUITS	CTE	1.0
17099C1008	ACR 123	HVACR ELECTRICAL COMPONENTS	CTE	1.0
17099C1010	ACR 126	COMMERCIAL HEATING SYSTEMS	CTE	1.0
17099C1014	ACR 132	RESIDENTIAL AIR CONDITIONING	CTE	1.0
17099C1021	ACR 147	REFRIGERANT TRANS & RECOVERY THEORY	CTE	1.0
17099C1022	ACR 148	HEAT PUMP SYSTEMS I	CTE	1.0
17099C1023	ACR 149	HEAT PUMP SYSTEMS II	CTE	1.0
17099C1028	ACR 209	COMMERCIAL AIR CONDITIONING SYSTEMS	CTE	1.0
17099C1029	ACR 210	TROUBLESHOOTING HVACR SYSTEMS	CTE	1.0
12999C1020	ACT 201	ENTREPRENEURISM	CTE	1.0
12999C1058	ACT 249	PAYROLL ACCOUNTING	CTE	1.0
12999C1059	ACT 253	INDIVIDUAL INCOME TAX	CTE	1.0
13999C1059	ADM 100	INDUSTRIAL SAFETY	CTE	1.0

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Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
13999C1051	ADM 101	PRECISION MEASUREMENT	CTE	1.0
13999C1050	ADM 102	COMPUTER AIDED DESIGN	CTE	1.0
13999C1046	ADM 106	QUALITY CONTROL CONCEPTS	CTE	1.0
13999C1088	ADM 107	Introduction to CAD for CIM	CTE	1.0
13999C1045	ADM 108	INTRODUCTION TO 3D MODELING	CTE	1.0
13999C1083	ADM 110	BLUEPRINT READING	CTE	1.0
13999C1058	ADM 111	MANUFACTURING SAFETY PRACTICES	CTE	1.0
13999C1044	ADM 114	DESIGN INNOVATION	CTE	1.0
13999C1085	ADM 208	INTRODUCTION TO 3D MODELING	CTE	1.0
17999C1003	AET 200	ADVANCED ARCHITECTURAL CAD	CTE	1.0
18999C1001	AGP 130	POULTRY PRODUCTION	CTE	1.0
18999C1002	AGP 152	AGRICULT EQUIPMENT REPAIR & MAINTENANCE	CTE	1.0
20999C1001	AMT 100	TECHNICAL PREPARATION	CTE	1.0
20999C1002	AMT 101	BASIC ELECTRICITY	CTE	1.0
20999C1003	AMT 102	MATERIALS AND PROCESSES	CTE	1.0
20999C1005	AMT 111	AIRCRAFT SHEET METAL STRUCTURES	CTE	1.0
20999C1023	AMT 115	AIRFRAME SYSTEMS IV	CTE	1.0
20999C1008	ARS 151	WELDING PRINCIPLES, THEORY, AND SYMBOLS	CTE	1.0
20999C1009	ARS 153	GAS TUNGSTEN ARC AND PLASMA ARC WELDING	CTE	1.0
20999C1010	ARS 176	ELECTRICAL/ELECTRONIC ASSEMBLY	CTE	1.0
20999C1011	ARS 178	AEROSPACE MECHANICAL ASSEMBLY	CTE	1.0
20999C1012	ARS 251	SPECIALIZED WELDING PROCESSES	CTE	1.0
20999C1013	ARS 253	WELDING CERTIFICATION PREPARATION	CTE	1.0
17099C1024	ASC 111	PRINCIPLES OF REFRIGERATION	CTE	1.0
20149C1015	ASE 101	FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY	CTE	1.0
20149C1016	ASE 112	ELECTRICAL FUNDAMENTALS	CTE	1.0
20149C1017	ASE 121	BRAKING SYSTEMS	CTE	1.0
20149C1018	ASE 122	STEERING AND SUSPENSION	CTE	1.0
20149C1021	ASE 162	ELECTRICAL & ELECTRONIC SYSTEMS	CTE	1.0
20149C1063	ASE 212	ADVANCED ELECTRICAL ELECTRONIC SYSTEMS	CTE	1.0
20149C1067	ASE 220	ADVANCED AUTOMOTIVE ENGINES	CTE	1.0
20149C1022	ASE 224	MANUAL TRANSMISSION AND TRANSAXLE	CTE	1.0
20149C1023	ASE 230	AUTO TRANSMISSION AND TRANSAXLE	CTE	1.0
20149C1024	ASE 239	ENGINE PERFORMANCE & DIAGNOSIS	CTE	1.0
20149C1024	ASE 239	ENGINE PERFORMANCE AND DIAGNOSTICS	CTE	1.0
13999C1042	ATM 205	INTRO ELECTRONICS FOR AUTO MFG. TECH	CTE	1.0
20149C1026	AUM 101	FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY	CTE	1.0

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Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
20149C1027	AUM 112	ELECTRICAL FUNDAMENTALS	CTE	1.0
20149C1028	AUM 121	BRAKING SYSTEM	CTE	1.0
20149C1029	AUM 122	STEERING AND SUSPENSION	CTE	1.0
20149C1030	AUM 124	AUTOMOTIVE ENGINES	CTE	1.0
20149C1031	AUM 130	DRIVE TRAIN AND AXLES	CTE	1.0
20149C1032	AUM 162	ELECTRICAL AND ELECTRONIC SYSTEMS	CTE	1.0
20149C1034	AUM 224	MANUAL TRANSMISSION AND TRANSAXLE	CTE	1.0
20149C1035	AUM 230	AUTO TRANSMISSIONS AND TRANSAXLE	CTE	1.0
20149C1036	AUM 239	ENGINE PERFORMANCE	CTE	1.0
20149C1037	AUM 244	ENGINE PERFORMANCE AND DIAGNOSTICS	CTE	1.0
13999C1039	AUT 100	INTRODUCTION TO AUTOMOTIVE CONCEPTS	CTE	1.0
13999C1037	AUT 102	LEAN MANUFACTURING AND INDUSTRIAL SAFETY	CTE	1.0
13999C0536	AUT 103	OCCUPATIONAL HEALTH AND SAFETY	CTE	0.5
13999C1035	AUT 104	BLUEPRINT READING FOR MANUFACTURING	CTE	1.0
13999C1033	AUT 110	DC FUNDAMENTALS	CTE	1.0
13999C1032	AUT 111	AC FUNDAMENTALS	CTE	1.0
13999C1031	AUT 114	INTRO TO PROGRAM LOGIC CONTROLLERS	CTE	1.0
13999C1030	AUT 116	INTRODUCTION TO ROBOTICS	CTE	1.0
13999C1029	AUT 130	FUND OF IND HYDRAULICS & PNEUMATICS	CTE	1.0
13999C1028	AUT 138	PRINCIPLES OF INDUSTRIAL MECHANICS	CTE	1.0
13999C1027	AUT 178	GAS TUNGSTEN ARC WELDING	CTE	1.0
13999C1026	AUT 180	GAS TUNGSTEN ARC WELDING LAB	CTE	1.0
13999C1024	AUT 186	PRIN IND MAIN WELD & METAL CUTTING TECH	CTE	1.0
13999C1023	AUT 212	ROBOT OPERATION AND PROGRAMMING	CTE	1.0
19149C1001	BAR 108	INTRODUCTION TO BARBERING	CTE	1.0
19149C1004	BAR 111	INTRODUCTION TO BARBERING LAB	CTE	1.0
19149C1005	BAR 112	SCIENCE OF BARBERING	CTE	1.0
19149C1006	BAR 113	FUNDAMENTALS OF BARBERING APPLICATIONS	CTE	1.0
19149C1016	BAR 140	PRACTICUM I	CTE	0.5
03999C1007	BIO 120	MEDICAL TERMINOLOGY	CTE	1.0
17049C1002	BUC 111	BASIC CONSTRUCTION LAYOUT	CTE	1.0
12999C1013	BUS 100	INTRODUCTION TO BUSINESS	CTE	1.0
12999C1014	BUS 146	PERSONAL FINANCE	CTE	1.0
12999C1016	BUS 150	BUSINESS MATH	CTE	1.0
12999C1017	BUS 186	ELEMENTS OF SUPERVISION	CTE	1.0
12999C0518	BUS 189	HUMAN RELATIONSHIPS	CTE	0.5
12999C1019	BUS 215	BUSINESS COMMUNICATION	CTE	1.0

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Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
12999C1005	BUS 241	PRINCIPLES OF ACCOUNTING I	CTE	1.0
12999C1006	BUS 242	PRINCIPLES OF ACCOUNTING II	CTE	1.0
12999C1071	BUS 245	ACCOUNTING WITH QUICKBOOKS	CTE	1.0
12999C1007	BUS 248	MANAGERIAL ACCOUNTING	CTE	1.0
12999C1008	BUS 263	LEGAL & SOCIAL ENVIRONMENT OF BUSINESS	CTE	1.0
12999C1009	BUS 271	BUSINESS STATISTICS I	CTE	1.0
12999C1011	BUS 275	PRINCIPLES OF MANAGEMENT	CTE	1.0
12999C1012	BUS 285	PRINCIPLES OF MARKETING	CTE	1.0
12999C1069	BUS 296	BUSINESS INTERNSHIP I	CTE	1.0
17049C1011	CAB 140	WOODFINISHING FUNDAMENTALS	CTE	1.0
11999C1007	CAP 101	CGI SOFTWARE BASICS	CTE	1.0
11999C1008	CAP 102	COMPOSITING BASICS	CTE	1.0
11999C1009	CAP 122	STORYTELLING & PREVISUALPROCESS/PROJECT	CTE	1.0
11999C1010	CAP 123	CGI SHADING, LIGHTING AND RENDERING	CTE	1.0
11999C1011	CAP 203	ADVANCED COMPOSITING	CTE	1.0
17049C1012	CAR 111	CONSTRUCTION BASIC	CTE	1.0
17049C1013	CAR 112	FLOORS, WALLS, AND SITE PREP.	CTE	1.0
17049C1014	CAR 113	FLOORS, WALLS, SITE PREP LAB	CTE	1.0
17049C1015	CAR 114	CONSTRUCTIONS BASICS LAB	CTE	1.0
17049C1016	CAR 131	ROOF AND CEILING SYSTEMS	CTE	1.0
17049C1017	CAR 133	ROOF AND CEILING SYSTEMS LAB	CTE	1.0
11999C1014	CAT 120	DIGITAL IMAGING	CTE	1.0
11999C1015	CAT 260	PORTFOLIO	CTE	1.0
21999C1003	CET 100	ENGINEERING BLUEPRINTS	CTE	1.0
21999C1004	CET 101	INTRODUCTION TO ENGINEERING TECHNOLOGY	CTE	1.0
21999C1007	CET 112	INTERMEDIATE SURVEYING	CTE	1.0
21999C1008	CET 121	ENGINEERING MATERIALS	CTE	1.0
16999C0502	CFS 112	SANITATION, SAFETY, AND FOOD SERVICE	CTE	0.5
19199C1010	CHD 100	INTRODUCTION EARLY CARE & ED OF CHILDREN	CTE	1.0
19199C1011	CHD 201	CHILD GROWTH AND DEVELOPMENT	CTE	1.0
19199C1012	CHD 202	CHILDRENS CREATIVE EXPERIENCES	CTE	1.0
19199C1013	CHD 203	CHILDRENS LITERATURE AND LANGUAGE DEV	CTE	1.0
19199C1014	CHD 204	METHODS & MATERIALS FOR TEACHING CHILDREN	CTE	1.0
19199C1015	CHD 206	CHILDRENS HEALTH AND SAFETY	CTE	1.0
19199C1016	CHD 209	INFANT AND TODDLER EDUCATION PROGRAMS	CTE	1.0
19199C1017	CHD 210	EDUCATING EXCEPTIONAL CHILDREN	CTE	1.0
19199C1023	CHD 214	FAMILIES & COMM IN EARLY CARE EDU PROGRAMS	CTE	1.0

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19199C1019	CHD 217	MATH AND SCIENCE FOR YOUNG CHILDREN	CTE	1.0
19199C1020	CHD 222	SOCIAL STUDIES FOR CHILDREN	CTE	1.0
10999C1002	CIS 111	WORD PROCESSING SOFTWARE APPLICATIONS	CTE	1.0
10999C1003	CIS 113	SPREADSHEET SOFTWARE APPLICATIONS	CTE	1.0
10999C0501	CIS 120	GOOGLE IT I TECH SUPPORT FUNDAMENTALS	CTE	0.5
10999C0502	CIS 121	GOOGLE IT II COMPUTER NETWORKING	CTE	0.5
10999C0503	CIS 122	GOOGLE IT III OPERATING SYSTEMS	CTE	0.5
10999C0504	CIS 123	GOOGLE IT IV SYSTEM ADMIN INFRASTRUCTURE	CTE	0.5
10999C0505	CIS 124	GOOGLE IT V IT SECURITY	CTE	0.5
10999C1006	CIS 130	INTRO TO INFORMATION SYSTEMS	CTE	1.0
10999C1060	CIS 134	IT FUNDAMENTALS	CTE	1.0
10999C1007	CIS 146	MICROCOMPUTER APPLICATIONS	CTE	1.0
10999C1008	CIS 147	ADVANCED MICRO APPLICATIONS	CTE	1.0
10999C1010	CIS 149	INTRODUCTION TO COMPUTERS	CTE	1.0
10999C1011	CIS 150	INTRO TO COMPUTER LOGIC AND PROGRAMMING	CTE	1.0
10999C1012	CIS 151	GRAPHICS FOR THE WORLD WIDE WEB	CTE	1.0
10999C1066	CIS 157	INTRO TO APP DEVELOPMENT WITH SWIFT	CTE	1.0
10999C1016	CIS 161	INTRO TO NETWORKING COMMUNICATIONS	CTE	1.0
10999C1058	CIS 162	ADVANCED NETWORKING	CTE	1.0
10999C1018	CIS 171	UNIX I	CTE	1.0
10999C0524	CIS 193	INTRO TO COMPUTER PROGRAMMING LAB	CTE	0.5
10999C1025	CIS 196	COMMERCIAL SOFTWARE APPLICATIONS	CTE	1.0
10999C1026	CIS 197	ADV COMMERCIAL SOFTWARE APPLICATIONS	CTE	1.0
10999C1027	CIS 199	NETWORK COMMUNICATIONS	CTE	1.0
10999C1028	CIS 201	INTRO TO COMPUTER PROGRAMMING CONCEPTS	CTE	1.0
10999C1029	CIS 203	INTRODUCTION TO THE INFORMATION HIGHWAY	CTE	1.0
10999C1031	CIS 207	WEB DEVELOPMENT	CTE	1.0
10999C1032	CIS 208	WEB AUTORING SOFTWARE	CTE	1.0
10999C1036	CIS 212	VISUAL BASIC PROGRAMMING	CTE	1.0
10999C1039	CIS 215	C# PROGRAMMING	CTE	1.0
10999C1064	CIS 220	APP DEVELOPMENT WITH SWIFT I	CTE	1.0
10999C1065	CIS 227	APP DEVELOPMENT WITH SWIFT II	CTE	1.0
10999C1069	CIS 244	INTRO TO CYBERSECURITY	CTE	1.0
10999C1044	CIS 245	CYBERTERRORISM	CTE	1.0
10999C1045	CIS 246	ETHICAL HACKING	CTE	1.0
10999C1046	CIS 249	MICROCOMPUTER OPERATING SYSTEMS	CTE	1.0
10999C1047	CIS 251	C++ PROGRAMMING	CTE	1.0

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10999C1048	CIS 263	COMPUTER MAINTENANCE	CTE	1.0
10999C1049	CIS 268	SOFTWARE SUPPORT	CTE	1.0
10999C1050	CIS 269	HARDWARE SUPPORT	CTE	1.0
10999C1051	CIS 270	CISCO CCNA I	CTE	1.0
10999C1078	CIS 280	NETWORK SECURITY	CTE	1.0
10999C1056	CIS 282	COMPUTER FORENSICS	CTE	1.0
10999C1057	CIS 283	UNDERSTAND VOICE OVER INT PROTOCOL (VOIP)	CTE	1.0
19149C1019	COS 111	INTRODUCTION TO COSMETOLOGY	CTE	1.0
19149C1020	COS 112	INTRODUCTION TO COSMETOLOGY LAB	CTE	1.0
19149C1021	COS 113	THEORY OF CHEMICAL SERVICES	CTE	1.0
19149C1022	COS 114	CHEMICAL SERVICES LAB	CTE	1.0
19149C1023	COS 115	HAIR COLORING THEORY	CTE	1.0
19149C1024	COS 116	HAIR COLORING LAB	CTE	1.0
19149C1025	COS 117	BASIC SPA TECHNIQUES	CTE	1.0
19149C1026	COS 118	BASIC SPA TECHNIQUES LAB	CTE	1.0
19149C1027	COS 119	BUSINESS OF COSMETOLOGY	CTE	1.0
19149C1056	COS 120	HAIR COLORING THEORY AND LAB COMBINED	CTE	1.0
19149C1057	COS 121	BASIC SPA TECHNIQUES THEORY & LAB COMBINED	CTE	1.0
19149C1028	COS 123	COSMETOLOGY SALON PRACTICES	CTE	1.0
19149C1029	COS 125	CAREER AND PERSONAL DEVELOPMENT	CTE	1.0
19149C1032	COS 134	ADVANCED ESTHETICS	CTE	1.0
19149C1037	COS 143	SPECIALTY HAIR PREPARATION TECHNIQUES	CTE	1.0
19149C1038	COS 144	HAIR SHAPING AND DESIGN	CTE	1.0
19149C1040	COS 146	HAIR ADDITIONS	CTE	1.0
19149C1041	COS 148	NAIL CARE THEORY	CTE	1.0
19149C1042	COS 149	NAIL ART THEORY	CTE	1.0
19149C1045	COS 152	NAIL CARE APPLICATIONS	CTE	1.0
19149C1047	COS 154	NAIL ART APPLICATIONS	CTE	1.0
19149C1059	COS 162	SPECIAL TOPICS IN COSMETOLOGY	CTE	1.0
19149C1049	COS 163	FACIAL TREATMENTS	CTE	1.0
19149C1050	COS 164	FACIAL MACHINE	CTE	1.0
19149C1054	COS 168	BACTERIOLOGY AND SANITATION	CTE	1.0
19149C1055	COS 169	SKIN FUNCTIONS	CTE	1.0
15999C1001	CRJ 100	INTRODUCTION TO CRIMINAL JUSTICE	CTE	1.0
15999C1002	CRJ 110	INTRODUCTION TO LAW ENFORCEMENT	CTE	1.0
15999C1003	CRJ 208	INTERNSHIP IN CRIMINAL JUSTICE	CTE	1.0
15999C1004	CRJ 220	CRIMINAL INVESTIGATION	CTE	1.0

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16999C1003	CUA 101	ORIENTATION TO HOSPITALITY	CTE	1.0
16999C1004	CUA 102	CATERING	CTE	1.0
16999C1005	CUA 110	BASIC FOOD PREPARATION	CTE	1.0
16999C1006	CUA 111	FOUNDATIONS OF NUTRITION	CTE	1.0
16999C1009	CUA 122	FUNDAMENTALS OF QUANTITY COOKING	CTE	1.0
16999C1010	CUA 125	FOOD PREPARATION	CTE	1.0
16999C1011	CUA 204	FOUNDATIONS OF BAKING	CTE	1.0
16999C1014	CUA 208	ADVANCED BAKING	CTE	1.0
16999C1015	CUA 210	BEVERAGE MANAGEMENT	CTE	1.0
17999C1005	DDT 104	INTRODUCTION TO COMPUTER AIDED DRAFTING	CTE	1.0
17999C1006	DDT 111	FUND OF DRAFTING AND DESIGN TECHNOLOGY	CTE	1.0
17999C1007	DDT 114	INDUSTRIAL BLUEPRINT READING	CTE	1.0
17999C1009	DDT 117	MANUFACTURING PROCESSES	CTE	1.0
17999C1010	DDT 124	BASIC TECHNICAL DRAWING	CTE	1.0
17999C1012	DDT 127	INTERMEDIATE COMP AIDED DRAFTING & DESIGN	CTE	1.0
17999C1013	DDT 128	INTERMEDIATE TECHNICAL DRAWING	CTE	1.0
17999C1014	DDT 131	MACHINE DRAFTING BASICS	CTE	1.0
17999C1015	DDT 132	ARCHITECTURAL DRAFTING	CTE	1.0
17999C1034	DDT 144	BASIC 3D MODELING	CTE	1.0
17999C1016	DDT 211	INTERMEDIATE MACHINE DRAFTING	CTE	1.0
17999C1017	DDT 212	INTERMEDIATE ARCHITECTURAL DRAFTING	CTE	1.0
17999C1018	DDT 214	PIPE DRAFTING	CTE	1.0
17999C1019	DDT 220	ADVANCED TECHNICAL DRAWING	CTE	1.0
17999C1020	DDT 226	TECHNICAL ILLUSTRATION	CTE	1.0
17999C1021	DDT 233	INTERMEDIATE 3D MODELING	CTE	1.0
17999C1022	DDT 236	DESIGN PROJECT	CTE	1.0
20149C1039	DEM 104	BASIC ENGINES	CTE	1.0
20149C1040	DEM 105	PREVENTIVE MAINTENANCE	CTE	1.0
20149C1041	DEM 108	DOT VEHICLE INSPECTION	CTE	1.0
20149C1042	DEM 111	EQUIPMENT SAFETY / MECHANICAL FUND	CTE	1.0
20149C1043	DEM 114	FLUID POWER COMPONENTS	CTE	1.0
20149C1045	DEM 122	HEAVY VEHICLE BRAKES	CTE	1.0
20149C1046	DEM 123	PNEUMATICS AND HYDRAULICS	CTE	1.0
20149C1047	DEM 124	ELECTRONIC ENGINE SYSTEMS	CTE	1.0
20149C1049	DEM 126	ADVANCED ENGINES	CTE	1.0
20149C1050	DEM 127	FUEL SYSTEMS	CTE	1.0
20149C1051	DEM 130	ELECTRICAL / ELECTRONIC FUNDAMENTALS	CTE	1.0

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20149C1052	DEM 135	HEAVY VEH STEERING AND SUSPENSION SYSTEMS	CTE	1.0
20149C1053	DEM 137	HEATING, AIR COND, AND REFRIG SYSTEMS	CTE	1.0
20149C1054	DEM 154	VEHICLE MAINT & SAFE OPERATING PRACTICES	CTE	1.0
20149C1055	DEM 156	CDL LICENSE TEST PREPARATION	CTE	1.0
21999C1009	EET 100	INTRODUCTION TO ENGINEERING TECHNOLOGIES	CTE	1.0
21999C1010	EET 103	DC FUNDAMENTALS	CTE	1.0
21999C1011	EET 104	AC FUNDAMENTALS	CTE	1.0
21999C1012	EET 109	ELECTRICAL BLUEPRINT READING I	CTE	1.0
21999C1013	EET 114	CONCEPTS OF SOLID-STATE ELECTRONICS	CTE	1.0
21999C0514	EET 119	CIRCUIT FABRICATION I	CTE	0.5
21999C1031	EET 203	ELECTRIC CIRCUITS I	CTE	1.0
21999C1001	EGR 101	ENGINEERING FOUNDATIONS	CTE	1.0
17149C1002	ELT 108	DC FUNDAMENTALS	CTE	1.0
17149C1003	ELT 109	AC FUNDAMENTALS	CTE	1.0
17149C1004	ELT 110	WIRING METHODS	CTE	1.0
17149C1005	ELT 114	RESIDENTIAL WIRING METHODS	CTE	1.0
17149C1006	ELT 115	RESIDENTIAL WIRING METHODS II	CTE	1.0
17149C1008	ELT 117	AC/DC MACHINES	CTE	1.0
17149C1009	ELT 118	COMMERCIAL /INDUSTRIAL WIRING I	CTE	1.0
17149C1062	ELT 209	MOTOR CONTROLS I	CTE	1.0
17149C1010	ELT 212	MOTOR CONTROL II	CTE	1.0
17149C1011	ELT 213	INDUSTRIAL EQUIPMENT	CTE	1.0
17149C1012	ELT 231	INTRO TO PROGRAMMABLE CONTROLLERS	CTE	1.0
17149C1047	ELT 232	ADVANCED PROGRAMMABLE CONTROLLERS	CTE	1.0
17149C1013	ELT 241	NATIONAL ELECTRIC CODE	CTE	1.0
17149C1061	ELT 253	INDUSTRIAL ROBOTICS	CTE	1.0
17149C1063	ELT 254	ROBOT MAINTENANCE AND TROUBLESHOOTING	CTE	1.0
14999C1001	EMS 100	CARDIOPULMONARY RESUSCITATION	CTE	0.5
14999C0503	EMS 101	CARDIOPULMONARY RESUSCITATION II	CTE	0.5
14999C0504	EMS 103	FIRST AID/CPR	CTE	0.5
14999C1002	EMS 105	EMERGENCY MEDICAL RESPONDER	CTE	1.0
14999C0506	EMS 113	INFECTION CONTROL FOR HEALTH PROFESSIONS	CTE	0.5
14999C1004	EMS 118	EMERGENCY MEDICAL TECHNICIAN	CTE	1.0
14999C0505	EMS 119	EMERGENCY MED TECHNICIAN CLINICAL	CTE	0.5
17149C1015	ENT 127	MECHANICAL DRAWING	CTE	1.0
17149C1017	ENT 129	SECTION AND AUXILIARY VIEWS	CTE	1.0
17149C1018	ENT 215	ARCHITECTURAL DRAWING	CTE	1.0

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21999C1021	ETC 101	DC FUNDAMENTALS	CTE	1.0
21999C1022	ETC 102	AC FUNDAMENTALS	CTE	1.0
21999C1024	ETC 108	MOTOR CONTROLS I	CTE	1.0
15999C1031	FSC 100	ORIENTATION & TERMINOLOGY OF FIRE SERV	CTE	1.0
15999C1007	FSC 161	HAZARDOUS MATERIALS AWARE AND OPERATIONS	CTE	1.0
11999C1016	GRD 150	WEB DESIGN	CTE	1.0
11999C1017	GRD 250	WEB MEDIA	CTE	1.0
19999C0501	HEC 131	INTRODUCTION TO CLOTHING CONSTRUCTION I	CTE	0.5
16999C1001	HEC 140	PRINCIPLES OF NUTRITION	CTE	1.0
14999C1006	HIT 110	MEDICAL TERMINOLOGY	CTE	1.0
14999C1007	HIT 115	PATHOPHYSIOLOGY & PHARMACOLOGY FOR HIT	CTE	1.0
14999C1009	HIT 130	HIT CLASSIFICATION AND REIMBURSEMENT	CTE	1.0
14999C1010	HIT 134	HIT LEGAL AND ETHICAL ISSUES	CTE	1.0
14999C1011	HIT 151	HEALTH DATA CONTENT AND STRUCTURE	CTE	1.0
14999C1012	HIT 153	HEALTHCARE DELIVERY SYSTEMS	CTE	1.0
18999C1008	HOC 136	RESIDENTIAL LANDSCAPE DESIGN	CTE	1.0
18999C1009	HOC 230	VEGETABLE AND ORCHARD CROPS	CTE	1.0
18999C0510	HOC 277	DEVELOPMENTS IN HORTICULTURE	CTE	0.5
14999C1021	HPS 105	MEDICAL TERMINOLOGY	CTE	1.0
14999C0523	HPS 114	BASIC PHARMACOLOGY	CTE	0.5
17149C1019	IET 111	DC FUNDAMENTALS	CTE	1.0
17149C1020	IET 114	BASIC ELECTRICITY	CTE	1.0
17149C1021	IET 122	ROTATING MACHINERY AND CONTROLS	CTE	1.0
17149C1022	IET 131	FLUID POWER SYSTEMS	CTE	1.0
17149C1023	IET 143	PRINCIPLES OF ELECTRICITY	CTE	1.0
17149C1024	IET 232	ADV PROGRAMMABLE LOGIC CONTROLLERS	CTE	1.0
17149C1025	ILT 100	APPLIED ELECTRONIC COMPUTATION	CTE	1.0
17149C1026	ILT 106	CONCEPTS OF DIRECT CURRENT	CTE	1.0
17149C1027	ILT 107	CONCEPTS OF ALTERNATING CURRENT	CTE	1.0
17149C1028	ILT 108	INTRO TO INSTRUMENTS AND PROCESS CONTROL	CTE	1.0
17149C1058	ILT 110	ADVANCED INDUSTRIAL PROCESS CONTROL TECH	CTE	1.0
17149C1064	ILT 114	INSTRUMENTAL OPERATION & CALIBRATION	CTE	1.0
17149C1029	ILT 117	PRINCIPLES OF CONSTRUCTION WIRING	CTE	1.0
17149C1032	ILT 139	INTRODUCTION TO ROBOTIC PROGRAMMING	CTE	1.0
17149C1033	ILT 160	DC FUNDAMENTALS	CTE	1.0
17149C1034	ILT 161	AC FUNDAMENTALS	CTE	1.0
17149C1035	ILT 162	SOLID STATE FUNDAMENTALS	CTE	1.0

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17149C0537	ILT 164	CIRCUIT FABRICATION I	CTE	0.5
17149C1038	ILT 166	MOTORS & TRANSFORMERS I	CTE	1.0
17149C1040	ILT 169	HYDRAULICS/PNEUMATICS	CTE	1.0
17149C1042	ILT 196	ADV PROGRAMMABLE LOGIC CONTROLLERS	CTE	1.0
17149C1059	ILT 197	MOTOR CONTROLS I	CTE	1.0
17149C1046	ILT 235	PRINCIPLES OF ROBOTIC SYSTEMS	CTE	1.0
17149C1060	ILT 271	INDEPENDENT STUDY	CTE	0.5
13999C1021	INT 101	DC FUNDAMENTALS	CTE	1.0
13999C1020	INT 102	INDUSTRIAL MAINTENANCE CUTTING/WELDING	CTE	1.0
13999C1019	INT 103	AC FUNDAMENTALS	CTE	1.0
13999C1018	INT 104	PRINCIPLES OF TECHNOLOGY	CTE	1.0
13999C1017	INT 106	ELEMENTS OF INDUSTRIAL MECHANICS	CTE	1.0
13999C1015	INT 117	PRINCIPLES OF INDUSTRIAL MECHANICS	CTE	1.0
13999C1014	INT 118	FUND OF INDUSTRIAL HYDRAULICS & PNEUMATICS	CTE	1.0
13999C1012	INT 127	PRIN OF INDUSTRIAL PUMPS AND PIPING SYSTEMS	CTE	1.0
13999C1070	INT 132	PREVENTATIVE AND PREDICTIVE MAINTENANCE	CTE	1.0
13999C1011	INT 134	PRIN OF IND MAIN WELD & METAL CUTTING TECH	CTE	1.0
13999C1010	INT 153	PRECISION MACHINING FUNDAMENTALS I	CTE	1.0
13999C1009	INT 158	INDUSTRIAL WIRING I	CTE	1.0
13999C1086	INT 161	BLUEPRINT READING FOR INDUSTRY	CTE	1.0
13999C1008	INT 184	INTRO TO PROGRAMMABLE LOGIC CONTROLLERS	CTE	1.0
13999C1007	INT 215	TROUBLESHOOTING TECHNIQUES	CTE	1.0
17049C1025	IRW 111	IRONWORKER TOOLS AND EQUIPMENT	CTE	1.0
17049C1026	IRW 113	IRONWORKER TRADE PRACTICES	CTE	1.0
17049C1027	IRW 115	IRONWORKER FIELD WORK	CTE	1.0
17049C1018	MAS 111	MASONRY FUNDAMENTALS	CTE	1.0
17049C1020	MAS 131	BRICK/BLOCK MASONRY FUNDAMENTALS II	CTE	1.0
17049C1024	MAS 171	RESIDENTIAL/COMMERCIAL MASONRY	CTE	1.0
14999C1024	MAT 101	MEDICAL TERMINOLOGY	CTE	1.0
14999C1025	MAT 102	MEDICAL ASSISTING THEORY I	CTE	1.0
14999C1026	MAT 103	MEDICAL ASSISTING THEORY II	CTE	1.0
14999C1043	MAT 111	CLINICAL PROCEDURES I FOR MEDICAL ASSISTANT	CTE	1.0
14999C1027	MAT 120	MEDICAL ADMINISTRATIVE PROCEDURES I	CTE	1.0
14999C1028	MAT 121	MEDICAL ADMINISTRATIVE PROCEDURES II	CTE	1.0
14999C1029	MAT 122	BASIC CONC OF INTERPERSONAL RELATIONSHIPS	CTE	1.0
14999C1030	MAT 125	LAB PROCEDURES I FOR MEDICAL ASSISTANT	CTE	1.0
14999C1031	MAT 128	MEDICAL LAW & ETHICS FOR MEDICAL ASSISTANT	CTE	1.0

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14999C1045	MAT 200	MANAGEMENT OF OFFICE EMERGENCIES	CTE	0.5
14999C1046	MAT 211	CLINICAL PROC II FOR MEDICAL ASSISTANT	CTE	1.0
14999C1032	MAT 215	LAB PROCEDURES II FOR MEDICAL ASSISTANT	CTE	1.0
14999C1033	MAT 216	PHARMACOLOGY FOR THE MEDICAL OFFICE	CTE	1.0
14999C1056	MAT 218	EKG TECHNICIAN	CTE	1.0
14999C1048	MAT 220	MEDICAL OFFICE INSURANCE	CTE	1.0
17999C1024	MDT 105	INTRODUCTION TO COMPUTER-AIDED DESIGN	CTE	1.0
17999C1028	MDT 146	AUTOCAD CADD	CTE	1.0
17999C1035	MDT 252	ADVANCED SOLID WORKS CADD	CTE	1.0
21999C1027	MET 190	MECHANICAL TOOLS I	CTE	1.0
13249C1001	MSP 101	BASIC MACHINING TECHNOLOGY	CTE	1.0
13249C0504	MSP 104	BASIC MACHINING CALCULATIONS	CTE	0.5
13249C1005	MSP 105	LATHES	CTE	1.0
13249C1006	MSP 107	MILLING MACHINES	CTE	1.0
13249C1007	MSP 111	INTRO TO COMPUTER NUMERICAL CONTROL	CTE	0.5
13249C0508	MSP 121	BASIC BLUEPRINT READING FOR MACHINISTS	CTE	0.5
13249C1009	MTT 100	MACHINING TECHNOLOGY I	CTE	1.0
13249C1011	MTT 107	MACHINING CALCULATIONS I	CTE	1.0
13249C1012	MTT 108	MACHINE HANDBOOK FUNCTIONS I	CTE	1.0
13249C1013	MTT 109	ORIENTATION TO COMPUTER ASSISTED MANUFAC	CTE	1.0
13249C1014	MTT 121	BASIC PRINT READING FOR MACHINISTS	CTE	1.0
13249C1066	MTT 125	INTRODUCTION TO MACHINING TECHNOLOGY	CTE	1.0
13249C1015	MTT 127	METROLOGY	CTE	1.0
13249C1063	MTT 128	GEO DIMENSIONING AND TOLERANCES	CTE	1.0
13249C1065	MTT 129	LATHE OPERATIONS	CTE	2.0
13249C1016	MTT 134	LATHE OPERATIONS I	CTE	1.0
13249C1017	MTT 135	LATHE OPERATIONS I LAB	CTE	1.0
13249C1019	MTT 137	MILLING I	CTE	1.0
13249C1021	MTT 139	BASIC COMPUTER NUMERICAL CONTROL	CTE	1.0
13249C1022	MTT 140	BASIC COMPUTER NUM CONTROL TURNING PROG I	CTE	1.0
13249C1023	MTT 141	BASIC COMP NUMERICAL CONTROL MILLING PROG I	CTE	1.0
13249C1024	MTT 147	INTRODUCTION TO MACHINE SHOP I	CTE	1.0
13249C1025	MTT 148	INTRODUCTION TO MACHINE SHOP I LAB	CTE	1.0
13249C1026	MTT 149	INTRODUCTION TO MACHINE SHOP II	CTE	1.0
13249C1027	MTT 150	INTRODUCTION TO MACHINE SHOP II LAB	CTE	1.0
13249C1028	MTT 171	INTERMED BLUEPRINT READING FOR MACHINISTS	CTE	1.0
13249C1068	MTT 213	ADV COMPUTER NUMERICAL CONTROL MILLING	CTE	1.0

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13249C1069	MTT 218	COMPUTER INTEGRATED MANUFACTURING	CTE	1.0
13249C1067	MTT 219	COMPUTER NUM CONTROL GRAPHICS: TURNING	CTE	1.0
13249C1070	MTT 241	CNC MILLING LAB I	CTE	1.0
13249C1071	MTT 242	CNC MILLING LAB II	CTE	1.0
14999C1034	NAS 100	LONG TERM CARE NURSING ASSISTANT	CTE	1.0
14999C1061	NAS 102	MEDICATION ASSISTANT	CTE	2.0
14999C1060	NAS 111	FUNDAMENTALS OF LONG-TERM CARE	CTE	2.0
14999C0501	NAS 112	FUNDAMENTALS OF LONG-TERM CARE CLINICALS	CTE	0.5
14999C0502	NAS 115	CPR BASIC FIRST AID	CTE	0.5
14999C1035	NAS 120	FUND OF NURSING ASSISTANT/HOME HEALTH AIDE	CTE	1.0
14999C1036	NAS 121	FUND OF NURSING ASSISTANT/HOME HEALTH AIDE	CTE	1.0
12999C1021	OAD 101	BEGINNING KEYBOARDING	CTE	1.0
12999C1022	OAD 103	INTERMEDIATE KEYBOARDING	CTE	1.0
12999C1023	OAD 104	ADVANCED KEYBOARDING	CTE	1.0
12999C1024	OAD 110	COMPUTER NAVIGATION	CTE	1.0
12999C1025	OAD 125	WORD PROCESSING	CTE	1.0
12999C1028	OAD 130	ELECTRONIC CALCULATIONS	CTE	1.0
12999C1029	OAD 131	BUSINESS ENGLISH	CTE	1.0
12999C1030	OAD 133	BUSINESS COMMUNICATIONS	CTE	1.0
12999C1031	OAD 134	CAREER & PROFESSIONAL DEVELOPMENT	CTE	1.0
12999C1033	OAD 138	RECORDS/INFORMATION MANAGEMENT	CTE	1.0
12999C1035	OAD 211	MEDICAL TERMINOLOGY	CTE	1.0
12999C1038	OAD 217	OFFICE MANAGEMENT	CTE	1.0
12999C1039	OAD 218	OFFICE PROCEDURES	CTE	1.0
12999C1040	OAD 230	COMPUTERIZED DESKTOP PUBLISHING	CTE	1.0
12999C1042	OAD 243	SPREADSHEET APPLICATIONS	CTE	1.0
12999C1043	OAD 244	DATABASE APPLICATIONS	CTE	1.0
13999C1052	PFT 101	INTRODUCTION TO PIPEFITTING	CTE	1.0
13999C1061	PFT 103	INTRODUCTION TO PIPEFITTING TOOLS	CTE	1.0
13999C1062	PFT 105	INTRODUCTION TO PIPEFITTING BLUEPRINTS	CTE	1.0
13999C1063	PFT 106	INTRO TO PIPING SYS, DRAWINGS DETAIL SHEETS	CTE	1.0
13999C1064	PFT 107	THREADED PIPE & SOCKET WELD PIPE FABRIC	CTE	1.0
13999C1065	PFT 108	THREADED & SOCKET WELD PIPE	CTE	1.0
13999C1066	PFT 109	BUTT WELD PIPE FITTING AND PIPE RIGGING	CTE	1.0
13999C1067	PFT 111	PIPE RIGGING AND BUTT WELD FABRICATION	CTE	1.0
14999C1037	PHL 210	ETHICS AND THE HEALTH SCIENCES	CTE	1.0
15999C1020	PRL 160	CRIMINAL LAW AND PROCEDURE	CTE	1.0

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**DUAL ENROLLMENT—HIGH SCHOOL GRADUATION REQUIREMENT
EQUIVALENCY LIST
2021-2022**

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
14999C0537	PTA 180	MEDICAL TERMINOLOGY	CTE	0.5
19149C1058	SAL 133	SALON MANAGEMENT TECHNOLOGY	CTE	1.0
12999C1045	SET 103	INTERMEDIATE KEYBOARDING	CTE	1.0
12999C1047	SET 110	COMPUTER NAVIGATION	CTE	1.0
12999C1048	SET 125	BASIC WORD PROCESSING	CTE	1.0
12999C1051	SET 130	ELECTRONIC CALCULATIONS	CTE	1.0
12999C1053	SET 134	CAREER AND PROFESSIONAL DEVELOPMENT	CTE	1.0
12999C1054	SET 218	OFFICE PROCEDURES	CTE	1.0
12999C1055	SET 243	SPREADSHEET APPLICATIONS	CTE	1.0
12999C1056	SET 244	DATABASE CONCEPTS	CTE	1.0
15999C1015	SOC 208	INTRODUCTION TO CRIMINOLOGY	CTE	1.0
20149C1056	VTR 112	ELECTRICAL FUNDAMENTALS	CTE	1.0
20149C1057	VTR 121	BRAKING SYSTEMS	CTE	1.0
20149C1059	VTR 133	MOTOR VEHICLE AIR CONDITIONING	CTE	1.0
13249C1029	WDT 108	SMAW FILLET/OFC	CTE	1.0
13249C1030	WDT 109	SMAW FILLET/PAC/CAC	CTE	1.0
13249C1031	WDT 110	INDUSTRIAL BLUEPRINT READING	CTE	1.0
13249C1032	WDT 115	GTAW CARBON PIPE	CTE	1.0
13249C1033	WDT 116	GTAW STAINLESS PIPE	CTE	1.0
13249C1034	WDT 119	GAS METAL ARC/FLUX FORED ARC WELDING	CTE	1.0
13249C1035	WDT 120	SHIELDED METAL ARC WELDING GROOVE	CTE	1.0
13249C1036	WDT 122	SMAW FILLET/OFC LAB	CTE	1.0
13249C1037	WDT 123	SMAW FILLET/PAC/CAC LAB	CTE	1.0
13249C1038	WDT 124	GAS METAL ARC/FLUX CORED ARC WELDING LAB	CTE	1.0
13249C1039	WDT 125	SHIELDED METAL ARC WELDING GROOVE LAB	CTE	1.0
13249C1040	WDT 155	GTAW CARBON PIPE LAB	CTE	1.0
13249C1041	WDT 156	GTAW STAINLESS PIPE LAB	CTE	1.0
13249C1042	WDT 157	CONSUMABLE WELDING PROCESSES	CTE	1.0
13249C1043	WDT 158	CONSUMABLE WELDING PROCESSES LAB	CTE	1.0
13249C1044	WDT 166	FLUX CORE ARC WELDING (FCAW)	CTE	1.0
13249C1045	WDT 167	FLUX CORE ARC WELDING LAB	CTE	1.0
13249C1046	WDT 217	SMAW CARBON PIPE	CTE	1.0
13249C1072	WDT 218	CERTIFICATION	CTE	1.0
13249C1047	WDT 219	WELDING INSPECTION/TESTING	CTE	1.0
13249C1048	WDT 221	PIPEFITTING AND FABRICATION	CTE	1.0
13249C1050	WDT 228	GAS TUNGSTEN ARC WELDING	CTE	1.0
13249C1051	WDT 257	SMAW CARBON PIPE LAB	CTE	1.0

Updated 09/01/2021



**DUAL ENROLLMENT—HIGH SCHOOL GRADUATION REQUIREMENT
EQUIVALENCY LIST
2021-2022**

Course Code	Course Prefix	ACCS Course Name	Graduation Requirement	Credit
13249C1973	WDT 258	CERTIFICATION LAB	CTE	1.0
13249C1052	WDT 268	GAS TUNGSTEN ARC LAB	CTE	1.0
22999C1001	WKO 106	WORKPLACE SKILLS	CTE	1.0
22999C1003	WKO 110	NCCER CORE	CTE	1.0
13999C1056	WKO 131	MSSC SAFETY COURSE	CTE	1.0

Updated 09/01/2021

Appendix VIII

AISA Interpretations/Rulings/Opinions

The AISA office receives numerous calls with questions concerning academics, accreditation, and athletic matters. The AISA stands ready to offer advice and attempts to answer each question according to the information that is provided over the phone. However, there are times that verbal questions and responses can be misunderstood and/or not clearly communicated. Therefore, official rulings from the AISA office are only made in writing after the appropriate procedure is followed.

Official rulings or interpretations are given after a *written request by the head school administrator* is provided to the appropriate AISA staff member (Athletic Director or Academic Programs Director). The request must include all related facts and documentation. After reviewing the written request, documentation and applicable standards/policies, the AISA office will respond in writing to the school administrator.

Schools receiving sanctions may appeal to the appropriate committee (accreditation or athletic) and should follow the guidelines for such actions found in the appropriate handbook.

Appendix IX

AISA Notice to Parents and Others Regarding AISA Responsibility to Member Schools

The AISA has served independent schools since 1970 by focusing on excellence in academics, athletics, and accreditation and providing member schools and students with services and programs. Member schools have voluntarily joined the AISA and follow the guidelines and standards in order to provide an effective school program.

All complaints concerning a school's local decisions should be made at the school level (i.e. teacher/administrator/board). The AISA office will not interfere in the daily operations of the school. Complaints by parents and teachers concerning local decisions will be referred to the school administrator. In order to meet the AISA's obligations and responsibilities to our member schools, parents and others with concerns should direct inquiries to their school.

The Alabama Independent School Association (AISA) acknowledges that an essential characteristic of every member school is its independence. Furthermore, the Association has no desire ever to diminish individual school autonomy.

Appendix X

AISA Approved Schools

According to AISA Course Credit Guidelines, the AISA will approve credits for graduation from the following schools/programs. Transfer students admitted from any other school must be admitted as a temporary student. (See Student Placement/Transfer Guidelines, Appendix IV.)

The Head of School has the ultimate responsibility to approve all credits for graduation.

All AISA Member Schools

(see website www.aisaonline.org)

All Cognia Accredited Schools

(see website www.cognia.org)

All Public Schools

(see website www.alsde.edu)

All NCPSA Accrediting Agencies

(see website www.ncpsa.org)

Appendix XI

Restitution Rule

Any Alabama Independent School Association member school or member school employee that sues the AISA or is involved in a legal action against the AISA shall pay all legal expenses incurred by the AISA if the AISA is exonerated.

Passed by the AISA State Board of Directors, September 26, 1998.

Appendix XII
Additional Recommendations for all AISA/Cognia Accredited Schools

- A written policy outlining the selection (hiring) and termination (firing) of all personnel.
- A written policy requiring a criminal background check on all school employees in accordance with the Child Protection Act.
- A written employee/employer contractual agreement including review, dismissal and appeal procedures.
- A written admission policy which clearly defines all enrollment criteria, including a non-discriminatory policy, and supports the school's mission statement.
- A written policy requiring the annual development of a Parent/Student Handbook.
- A written policy requiring the annual development of a Faculty Handbook
- A written policy for safeguarding school's inventory of equipment and supplies, corporate records, minutes, deeds and other important papers.
- A written policy for securing student transcripts, teacher grade books and attendance records. Student data should remain in the "active file" for a minimum of five (5) years following graduation.
- A written policy requiring adequate insurance coverage to include general liability, professional liability, property, workers' compensation, student accident, vandalism, etc.
- A written policy detailing a distance learning plan to be enacted in the event of extended physical plant closures due to pandemic, natural disaster, etc.
- A written policy stating the maximum pupil/teacher ratios at each grade level.

AISA recommendations :

Kindergarten	20/1
Grades 1-3	22/1
Grades 4-6	25/1
Grades 7-12	28/1

Appendix XIII

Requirements for AISA/Cognia Accreditation Candidacy

	Criteria	Meets	Does Not Meet
1	School has submitted the required membership form and application fee to the Alabama Independent School Association (AISA).	<input type="checkbox"/>	<input type="checkbox"/>
2	The school is a: <i>(please check one)</i> <input type="checkbox"/> non-profit chartered corporation <input type="checkbox"/> for-profit chartered corporation <input type="checkbox"/> church chartered school	<input type="checkbox"/>	<input type="checkbox"/>
3	The school serves at least 25 students in any combination of grades 1 – 12.	<input type="checkbox"/>	<input type="checkbox"/>
4	The school has adequate space, building, grounds and facilities to accommodate the curriculum offered.	<input type="checkbox"/>	<input type="checkbox"/>
5	The school has hosted a Readiness Visit from the AISA Office to determine the school's ability to meet the AISA/COGNIA standards.	<input type="checkbox"/>	<input type="checkbox"/>
6	All personnel at the school meets AISA accreditation standards. (See the AISA Accreditation Manual for personnel requirements or see "AISA Assurances" below. <i>*(Check all the apply)</i> <input type="checkbox"/> Administration <input type="checkbox"/> Elementary Faculty <input type="checkbox"/> Secondary Faculty <input type="checkbox"/> School Counselors <input type="checkbox"/> Librarian/Media Specialists <input type="checkbox"/> Support Personnel <i>*The AISA reserves the right to review background checks on all school personnel prior to acceptance into candidacy.</i>	<input type="checkbox"/>	<input type="checkbox"/>
7	The school may remain a candidate for accreditation for up to two (2) years. After two years, the school must complete the aforementioned process again. <i>*(Please check one)</i> <input type="checkbox"/> This is the first year of our candidacy. <input type="checkbox"/> This is the second year of our candidacy.		

Appendix XIV Personnel Reports

Administration: Head of School and Division Heads

- A **Master's Degree** certification in School Administration from Alabama or another state with certification reciprocity **AND attend the AISA Leadership Conference** once every other year or twice in a four-year period.

OR

- A **Bachelor's Degree** from a four-year college or university **AND** must fulfill **both** of the following:
 - Must **attend the Leadership Conference**, which is conducted in June of each year, for three consecutive years.
 - Upon completion of the initial three consecutive years, the administrator must attend once every other year or twice in a four-year period to remain in good standing.
 - **Note:** Attendance at the AISA Leadership Conference may be substituted for attendance at another approved conference for administrators. The school will be subject to payment of registration fees for attendance at the AISA Leadership Conference or other approved conferences.



NAME: Last, First	Sex	College Degree And College/University	Subject Area of Certification	Certification Grade Level Elem, Sec, K-12, Adm	Present School Level Assigned Elem, Sec, K-12, Adm	Title	State Issuing Certificate	Rank Of Certification S = Bachelor A = Masters AA = his above Masters	Date of Hire	Check Years that attended AISA Leadership Conference (if substituted another conference, see below)			
										20-21	21-22	22-23	23-24
Name: _____ Other Conferences attended: _____													
Name: _____ Other Conferences attended: _____													

Guidance Counselors

All Guidance Counselors must (1) have at least a **Bachelor's Degree** from a recognized college or university, AND (2) complete **10 hours of professional development** annually, and (3) must comply with the following requirements:

(1) Must hold current **Guidance certification** from Alabama or another state with certification reciprocity.

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem, Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelor's A = Masters AA = His above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

OR (2) Have a **portfolio** of educational and professional accomplishments documenting a highly qualified level of expertise

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem, Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelor's A = Masters AA = His above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

OR (3) Earn a minimum of **24 clock hours** of in-field (media services) and/or related fields of professional development during the school year or complete at least **six (6) semester hours** of college credit each year while working toward compliance for the position

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem, Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelor's A = Masters AA = His above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

Elementary Faculty

All **Elementary teachers**, whether certified or exempt, must (1) have at least a **Bachelor's Degree** from a four-year college or university, (2) hold **certification** (retired or active) from Alabama or another state with certification reciprocity, and (3) every five years must accumulate at least 50 hours of **professional development** OR complete a 3-semester hour /4-quarter hour course in a field related to current teaching assignment.

Elementary teachers of **grades 1-6** must hold **Early Childhood or Elementary certification** beginning with school year 1989. Those employed prior to 1989 who have been continuously employed in their present position are exempt.

K-5 teachers must hold **Early Childhood or Elementary certification** if employed after January 1, 1994. Those employed as kindergarten teachers before 1994, and are currently teaching kindergarten without the certification, are exempt.

 **ELEMENTARY FACULTY (Grades 1 – 6)**

NAME Last, First	Sex	College Degree and College/University	(1) Teacher Certification if any And (2) Level of Certification (Sec, K-12, Elem)	Level of Certificate Elem, Sec K-12, Adm	Level taught Subjects taught	State Issuing Certificate	Certification S = Bachelor A = Masters AA = His above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL
	T												
	T												
	T												
	T												
	T												
	T												
	T												

Secondary Faculty

All **Secondary teachers**, whether certified or not, must (1) have at least a **Bachelor's Degree** from a four-year college or university, and (2) every five years must accumulate at least **50 hours of professional development** OR complete a 3-semester hour / 4 quarter hour course in a field related to current teaching assignment.

Instruction in all advanced curriculum courses must be by persons teaching in their major field of study, area of certification or any discipline in which 24 semester hours of college credit have been earned.

Instruction in junior high and/or general curriculum courses must be by persons with 18 or more earned semester hours of college credit in the specific discipline taught. Teachers may teach a subject with 12 hours of college credit if it is a minor part of the instructional day.



NAME Last, First	Sex	College Degree And College/University	(1) Certification And (2) Level of Certification (Sec, K-12)	Sem Hrs of College Credit Earned Complete this only if teacher is teaching outside degree or certification	List all Levels of Courses Taught HS/US, JHS/MS, AP, Honors	Courses Taught	State Issuing Certi- ficate	Certi- fication 2 = Bachelor's A = Masters AA = Hrs above Masters	Professional Development number of hours per year					
									20-21	21-22	22-23	23-24	TOTAL	

Librarians / Media Specialists

All Librarians/Media Specialists must have at least a Bachelor's Degree from a recognized college or university **AND** complete 10 hours of professional development annually **AND** must comply with the following requirements:

(1) Must hold current Library/Media Specialist certification from Alabama or another state with certification reciprocity.

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem. Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelors A = Masters AA = Hrs above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

OR (2) Have a portfolio of educational and professional accomplishments documenting a highly qualified level of expertise

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem. Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelors A = Masters AA = Hrs above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

OR (3) Earn a minimum of 24 clock hours of in-field (media services) and/or related fields of professional development during the school year **or** complete at least six (6) semester hours of college credit each year while working toward compliance for the position

NAME Last, First	Sex	College Degree And College/University	Subject Area of Certification	Level of Certificate Elem. Sec K-12, Adm	Title	State Issuing Certificate	Certification B = Bachelors A = Masters AA = Hrs above Masters	Date of Hire	Professional Development number of hours per year				
									20-21	21-22	22-23	23-24	TOTAL

Appendix XV Professional Development Form



Professional Development School Year:

School: _____

Teacher: _____

Professional Development Hours

<i>Date</i>	<i>Title of Presentation</i>	<i>Presented By</i>	<i>Clock Hours</i>

c. Professional development activities must include the specific title, date, and number of clock hours. Example: Communicating with Parents; January 12, 2019; 1.5 clock hours. Activities with generic titles such as "faculty meetings," "grade-level meetings," "teacher in-service," "institute," "clinic," "data meetings," "professional development," etc., are not specific titles of professional development activities. If titles such as these are used, a detailed explanation of each activity must be included. From alabamachieves.org

College Credit Hours

<i>Date</i>	<i>Course Number</i>	<i>Title of Course</i>	<i>College/University/Online School</i>	<i>Clock Hours</i>

Teacher: _____

Administrator: _____

See [Teacher Certificate Renewal](#) (Alabama State Department of Education)

See AISA [Accreditation Standards Manual](#) on AISA website. See Appendix II: Personnel Requirements

Appendix XVI Learning Environment Observation

Learning Environment Observation

School: _____ Date: _____ Subject: _____ Grade Level: _____

Please Check One: Beginning of Class _____ Middle of Class _____ End of Class _____ Observer: _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Evident	Not Applicable
A. Equitable Learning Environment					
1. Has differentiated learning opportunities and activities that meet her/his needs					
2. Has equal access to classroom discussions, activities, resources, technology, and support					
3. Knows that rules and consequences are fair, clear, and consistently applied					
B. High Expectations Environment					
1. Knows and strives to meet the high expectations established by the teacher					
2. Is tasked with activities and learning that are challenging but attainable					
3. Is provided exemplars of high quality work					
C. Supportive Learning Environment					
1. Demonstrates a sense of community that is positive, cohesive, engaged and purposeful					
2. Takes risks in learning (without fear of negative feedback)					
3. Is provided support by teachers, peers or other resources to understand content and accomplish tasks					
D. Active Learning Environment					
1. Has several opportunities to engage in discussions with teacher and other students					
2. Makes connections from content to real-life experiences					
3. Collaborates with peers to accomplish/complete projects, activities, task and/or assignments					

Learning Environment Observation

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Evident	Not Applicable
E. Progress Monitoring					
1. Responds to teacher feedback to improve understanding and/or revised work					
2. Demonstrates or verbalizes understanding of the lesson/content					
3. Understands how her/his work is assessed					
4. Has opportunities to revise/improve work based on feedback					
F. Well-Managed Learning Environment					
1. Speaks and interacts respectfully with teacher(s) and peers					
2. Follows classroom rules and works well with others					
3. Transitions smoothly and efficiently from one activity to another					
4. Class time is used purposefully with minimal wasted time or disruptions					
G. Digital Learning Environment					
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning					
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning					
3. Uses digital tools/technology to communicate and work collaboratively for learning					
Notes:					