

# College & Career Readiness (CCR) / Adult High School (AHS) Progression and Completion

## Departmental Policy

Approved By and Date    Executive Leadership Team    March 16, 2026

ICORE    March 11, 2026

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### **I. Purpose**

In alignment with the mission of the North Carolina Community College System (NCCCS) College & Career Readiness (CCR) division, this policy establishes clear expectations for enrollment, pacing, and completion within the Adult High School (AHS) program.

The purpose of this policy is to:

- Promote timely completion of the Adult High School diploma
- Support student persistence and transition to postsecondary education or employment
- Provide structured academic planning within a two-year completion framework
- Ensure responsible stewardship of state-funded Adult Secondary Education (ASE) resources

### **II. Scope**

This policy applies to all students enrolled in the Adult High School (AHS) program within the College & Career Readiness (CCR) division.

### **III. Time-to-Completion Requirement**

Students enrolled in the Adult High School (AHS) program are expected to complete all graduation requirements within two (2) academic years from the date of enrollment.

The AHS diploma requires successful completion of 22 total high school credits in accordance with North Carolina graduation requirements.

### **IV. Entry Credit Recommendation**

Students are strongly encouraged to enter the AHS program with a minimum of 10 verified high school credits. Students entering with fewer than 10 credits must follow an accelerated academic plan to meet the two-year completion requirement. Plan details are included below for a sampling of entry credits. Plans will be created individually based on the previous transcript credits provided at program entry.

# Adult High School (AHS) Two-Year Completion Model

## College & Career Readiness (CCR)

Policy Overview: AHS students are expected to complete their program within two years. To do this, students entering with fewer than 10 credits must follow an accelerated plan. Sample progress plans are below. Students not maintaining satisfactory academic progress will have to transition to High School Equivalency. Individualized plans may be created for students with documented barriers.

Entry Credits	Credits Needed	Credits Needed Per Semester for Two-Year Completion	Estimated Completion Timeline
0	22	Year 1, Fall – 4 classes Year 1, Spring – 4 classes Year 1, Summer – 3 classes Year 2, Fall – 4 classes Year 2 Spring – 4 classes Year 2 Summer – 3 classes	Entering with no credits creates an accelerated timeline to completion, requiring time, dedication and effort.
10	12	Year 1, Fall – 2 classes Year 1, Spring – 2 classes Year 1, Summer – 2 classes Year 2, Fall – 2 classes Year 2 Spring – 2 classes Year 2 Summer – 2 classes	Entering with at least 10 credits makes the two-year time-line much more manageable and creates the possibility of completion in fewer than 2 years.
15	7	Year 1, Fall – 2 classes Year 1, Spring – 2 classes Year 1, Summer – 1 classes Year 2, Fall – 2 classes	Timeline to completion shrinks dramatically with the real possibility of graduation in just a little over a year, or sooner, if more classes are taken per semester

### V. Satisfactory Academic Progress

To remain in the AHS program, students must:

- Maintain continuous enrollment (Fall and Spring; Summer when applicable)
- Successfully complete the required number of credits per academic year
- Demonstrate measurable academic progress consistent with their individualized academic plan

Students who do not successfully complete the required pace may be transitioned to the High School Equivalency (HSE) program in consultation with the Student Success Coordinator and Pathways Navigator, and/or CCR Director.

The HSE pathway remains an approved and respected secondary credential aligned with:

- Postsecondary enrollment eligibility
- Workforce entry requirements
- Financial aid qualification (as applicable)
- Career and technical education pathways

### VI. Exceptions

Students with documented disabilities, medical conditions, or other verified barriers may request a modified academic plan. For questions related to documenting disabilities, please contact Counseling or Disability Services: <https://www.stanly.edu/counseling/index.html>

In such cases, the student must provide documentation from Disability Services and will then work with the Student Success Coordinator and Pathways Navigator, and/or CCR Director, to develop a documented individualized completion plan.

Any other circumstances/exceptions must be formally approved by the CCR Director and maintained in the student's file.