



Nova Scotia School
for **Adult Learning**
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PROGRAM GUIDE *for* THE NOVA SCOTIA HIGH SCHOOL GRADUATION DIPLOMA FOR ADULTS

2010-2011


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ADULT EDUCATION
NOVA SCOTIA SCHOOL FOR ADULT LEARNING



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Nova Scotia School for Adult Learning (NSSAL)

Background – What is NSSAL?

The Nova Scotia School for Adult Learning (NSSAL) began in November 2000 in response to the recognized need for a continuum of programming to meet the needs of adult learners. Although quality adult literacy and upgrading programs for adults existed previously in Nova Scotia, the program delivery system was fragmented. There was a lack of collaboration between delivery agencies and coordination of the various programs. The partners were community learning organizations, regional school boards, Nova Scotia Community College (NSCC), and at that time Collège de l'Acadie, now Université Sainte-Anne.

The programs offered were Nova Scotia Academic Upgrading Program, Public School Program (PSP), or the option of writing the General Educational Development (GED) tests. There was no integration among these programs; therefore, the pathway through the system was not clear to learners, education and employment counsellors, employers, post-secondary receiving institutions, and the general public.

Often the learning achieved by adults in programs outside the public school system was not recognized either by post-secondary institutions, employers, or by the public. In addition, the credits received in the adult system and in the public school system were not portable outside their respective systems. This confusion over the various credentials offered in the programs and their limitations in meeting the needs of adults adversely affected the learners' personal, economic, social, and cultural lives.

Goals

1. Develop and coordinate a system of literacy and adult basic education programs and services to meet the needs of the adult learner.

The adult learning programs are delivered through a variety of partners from multiple delivery points across Nova Scotia. NSSAL coordinates the programs and services that these delivery partners offer. Each of the delivery partners receives and refers adult learners through appropriate assessment and counselling services to ensure that they meet their educational goals.

Information on NSSAL programs and services is available from the regional offices of the Adult Education Division, Department of Labour and Workforce Development, Community Services and Service Canada, and delivery organizations and programs.

The mandate of NSSAL is to ensure that adults throughout the province have opportunities to obtain the programming they require to meet their needs.

Delivery partners are:

Adult High Schools

Regional school boards provide public school program (PSP) credits that are required to meet the entrance requirements for some community college and universities courses. These credits are coordinated through regional school boards and may be obtained through adult high schools and alternative schools.

Department of Education Correspondence Studies

Adults who qualify for NSSAL funding are eligible to take one correspondence studies course at a time, tuition-free; but textbooks, supplies, and out-of-province fees are not covered.

Nova Scotia Community College (NSCC)

Primary delivery agency for Levels III and IV of the Adult Learning Program (ALP). Levels III and IV are the equivalent to grades 11 and 12 of the public school system. Programs funded through NSSAL and NSCC provide flexible instruction for adults to obtain the Nova Scotia High School Graduation Diploma for Adults.

Community Learning Organizations

NSSAL funds and coordinates approximately thirty community learning organizations throughout Nova Scotia. These organizations provide the foundational learning through Levels I, II and in some locations, Level III of the Adult Learning Program (ALP).

Formation générale des adultes (French) Adult Learning Program partners:

Équipe d’alphabétisation - Nouvelle-Écosse

This provincial community organization provides flexible classroom instruction at ALP Levels I and II throughout Nova Scotia.

Université Sainte-Anne

The program is offered at all Université Sainte-Anne campuses throughout Nova Scotia. It is funded by NSSAL and Université Sainte-Anne and provides flexible tutored instruction at ALP Levels II, III and IV. Adults can obtain the Nova Scotia High School Graduation Diploma for Adults.

2. Provide learners with a recognized credential that will allow them access to further education, training, and employment.

The Adult Education Division of the Department Labour and Workforce Development (formerly with Department of Education) created the Nova Scotia High School Graduation Diploma for Adults (NSHSGDA) and its French equivalent, the *Diplôme de fin d’études secondaires pour adultes de la Nouvelle-Écosse (DFESANÉ)*. The diploma was implemented on September 1, 2001.

NSSAL established the delivery of credits, criteria, policies, and principles for the diploma.

The diploma requires the completion of 12 credits. All adults 19 years of age or over and who have been out of school for one full year or more who do not have a high school graduation diploma are eligible for the diploma. This includes adults who currently hold an NSCC Academic Upgrading Level IV or a GED certificate.

The Nova Scotia High School Graduation Diploma for Adults is unique because it accepts credits obtained through a number of different educational programs and venues. In recognition of the learning that adults have previously obtained, a Recognition of Prior Learning (RPL) process is in place. Therefore, adult learners are assessed prior to the beginning of their studies to analyse what course outcomes they may have met of the curricula.

3. Increase accessibility to and mobility between programs

NSSAL provides tuition-free programs for adults. The adult learner is responsible for paying any institutional fees or supplies.

The Adult Learning Programs under NSSAL provides a smooth transition from program to program by requiring that all programs deliver outcome-based, standardized curriculum that are approved by the Department of Labour and Workforce Development and the Department of Education and are connected to the public school curriculum. There is a standardized placement assessment process for adults entering the programs that NSSAL supports. It provides a matrix of compulsory credits that are accepted toward the diploma and guidelines for the delivery institutions to follow when making decisions about elective credits. There are referral protocols for the transfer of adult learners from one type of program to another. Programs that deliver the credits for the Nova Scotia High School Graduation Diploma for Adults and the *Diplôme de fin d'études secondaires pour adultes de la Nouvelle-Écosse* use a common transcript (see Appendix B).

4. Principles of Adult Learning

Listed below is a selection of adult learning principles that the Adult Education Division of the Department of Labour and Workforce Development considers in its policies and practices.

- Adults need to know why they are learning something and how it affects them directly. Adults are most interested in learning subjects that have immediate relevance. When they consider it important to acquire a new skill, knowledge, or attitude, they are more ready and willing to engage in the learning process.
- Adults have a lifetime of experiences that should be tapped as a resource for ongoing learning. Adult learners bring various levels of prior exposure to a variety of topics, and this should be acknowledged. Connecting learning to past experience also makes learning more meaningful for adult learners.
- Adults learn more easily using hands-on and task-oriented methods of instruction rather than content-oriented methods. Learning activities should often be in the context of common tasks to be performed. Adults want to apply knowledge and skills immediately. Retention decreases if the learning is applied only at some time in the future.
- Adults have a need to be self-directed and decide for themselves what they want to learn. When possible, instruction should allow learners to discover things for themselves, providing guidance and help when needed. Also, when possible, adult learners should be involved in the process of deciding what and how they learn and also what learning should be assessed and how.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning values all learning that people have gained in their lives. Another term used is Prior Learning Assessment and Recognition (PLAR), which is noted on the transcript for the Nova Scotia High School Graduation Diploma for Adults (NSHSGDA).

RPL processes allow individuals to gain recognition for skills, knowledge, and abilities that they have acquired through formal, informal, or experiential learning. This learning may come from any area of life, including work experience, training, independent study, volunteer activities, travel, hobbies, and/or military service. The Adult Education Division is continually researching and communicating with key people in advancing RPL for Nova Scotia. A guiding principle of NSSAL is that adults should not have to repeat previous learning.

Nova Scotia School for Adult Learning has two mechanisms in place:

1. Transfer Credit

This means granting credits at one educational institution for courses or programs that were completed at another recognized institution. Credits that have been granted or approved can be applied towards the Nova Scotia High School Graduation Diploma for Adults. Those transfer credits must meet the criteria established by the Department of Education and the Department of Labour and Workforce Development.

Types of Transfer Credits:

Credits within the province

If a learner obtained Public School Program (PSP) credits in the past, these credits may be applied to the Nova Scotia High School Graduation Diploma for Adults transcript but they are not considered transfer credits (TC). These credits are designated as Public School Program (PSP).

Credits outside the province

Transcript should be sent to the Department of Labour and Workforce Development for review. In 2007, the department created an online transfer credit database. Access to credit information is available; however, please contact the department for final confirmation as information can change on a regular basis.

International credits

An international learner must have their credentials reviewed by an international credential association.

The two services used are:

1. World Education Services (WES)
ph: 866-343-0070 fax: 416-972-9004
email: canada@wes.org
website: www.wes.org/ca

Instructions:

Applicants need to fill out documentation as instructed on <http://www.wes.org/ca/required/index.asp>

Country profiles:

<http://www.wes.org/ca/wedb/ecountrylist.htm>

2. International Credential Assessment Service of Canada (ICAS)
ph: 519-763-7282 fax: 519-763-6964
email: info@icascanada.ca
website: www.icascanada.ca

Criteria for Determining Transfer Credit

Adults may request transfer credit for formal learning that is not a Nova Scotia grade 11 or 12 PSP credit or an ALP Level IV credit but meets equivalent content and level of learning. Transfer credit may be granted for courses if:

- Adult has completed the full duration of the course or program and has provided verification of completion.
- Course or program was completed at an accredited educational institution or a professional organization. For example, universities, community colleges, or registered private career colleges and technical institutes.
- Course has met at least 80 percent of the prescribed learning outcomes and is at least at the same level of difficulty as the Department of Labour and Workforce Development PSP or ALP courses.
- Course has met a minimum of 60 instructional hours for ½ credit and between 90 to 110 hours for 1 credit.
- Course is at the same level of difficulty as the credit for which equivalency is being evaluated.
- Course satisfies different learning outcomes than those for which credit was previously granted toward the Nova Scotia High School Graduation Diploma for Adults (although courses may share similar outcomes, identical outcomes can be applied only once).
- Course has met the Department of Labour and Workforce Development standards for assessment and evaluation.

Submission of Documentation for Review

The following is the documentation needed to review a course or program:

- Copy of original transcript (containing course marks).
- Copy of diploma or certification.

Note: If an adult obtained a Red Seal certification through a trade program, then a copy of the original document is also required.

- Course name.
- Name of education institution.
- Start and end date of course.
- Length of course – total weeks or hours.
- Number of course hours per week.
- Course outline/outcomes.
- Method of testing and evaluation.
- Course or instructor contact name, phone number and email address.

Learners are responsible to submit the proper documentation. Failure to submit proper documentation will delay the assessment.

2. Challenge for Credit

Learners who have obtained significant informal learning from life and work may request to challenge the learning outcomes in specific PSP or ALP courses and receive credits toward the diploma.

This process differs significantly in the institutions delivering public school programs and Adult Learning Program credits. Therefore, the challenge for credit process already established by these institutions and programs will be followed.

- The challenge for credit process will be administered by the delivery organization in which the adult is enrolled.
- The curriculum consultants from the Adult Education Division, Department of Labour and Workforce Development and NSCC will work collaboratively to develop a process to challenge an ALP credit on a course by course basis. Learners would be expected to complete a sanctioned test or assignment in the challenge for credit process.
- If credit has been granted then NSCC will communicate the outcome to the Adult Education Division, Department of Labour and Workforce Development.
- Adult high schools, through regional school boards, have a process for challenging Public School Program credits. A description of this process may be obtained through regional school board offices or adult high schools.
- A credit awarded through the challenge for credit process will be recorded on a transcript (see page 33 for more information on transcripts).

Roles and Responsibilities

Adult Learner

- Learner must provide the institution with an original transcript containing the name of the course and the mark received. If necessary, course name, name of education institution, course outlines, method of evaluation and testing, length of course, and other relevant documents may be required.
- If a learner requests a transfer credit for a course that is not under the mandate of the institution, the learner is requested to submit specific documentation that will be reviewed by the Adult Education Division, Department of Labour of Workforce Development (see page 5).
- Learner may also have any previous educational qualifications assessed directly by the Adult Education Division, Department of Labour of Workforce Development.
- Learner must obtain a minimum of one Nova Scotia credit.

Delivery Organizations or Institutions

- Institutions may grant transfer credits only for courses delivered by their institution. Therefore, adult high schools may grant transfer credits only for PSP credits. NSCC may consider only previously earned ALP credits or NSCC courses previously taken.
- If a learner requests a transfer credit for a course that is not under the mandate of the institution, the learner is requested to submit specific documentation that will be reviewed by the Adult Education Division, Department of Labour of Workforce Development. The results of the review will be communicated to the learner.
- Faculty or teachers who are content experts will assess the learning outcomes of the course under consideration.

- Following the review of the course, the faculty will inform the appropriate personnel of the outcome. This might include adult learning counsellor, registrar, student services personnel, or the principal. If the course has successfully met the requirements, it will be recorded on the transcript.
- The transcript is the official document that indicates the learner's academic achievements. The institution is responsible for producing the learner's academic achievements on the Nova Scotia High School Graduation Diploma for Adults transcript. The transcript template is provided by the Adult Education Division.
- When an adult has completed the requirements for the diploma without obtaining a maximum of one credit in Nova Scotia, they are required to complete a credit through the adult learning program. The diploma will then be issued from the delivery organization.
- A Request for Diploma form must be filled out by the institution and sent to the Adult Education Division. The Adult Education Division will then issue the diploma.

Adult Education Division

- If a learner requests a transfer credit for a course that is not under the mandate of the institution, the Adult Education Division will evaluate the course material submitted by the institution or learner to determine the transfer credit.
- The Adult Education Division reviews and approves the transfer credit recommended by the delivery institutions that are not listed on the transfer credit database.
- The Adult Education Division completes a Transfer Credit Assessment form (if necessary). This form will enable learners or delivery partners to see what credits have been transferred and what credits are required for the learner to graduate.
- When a course has been assessed and is determined to be equivalent to a PSP or an ALP course, the Adult Education Division will inform all NSSAL partners through updates on a transfer credit database.
- When an adult has completed the requirements for the diploma and has completed more than one Nova Scotia credit, forward the transcript to the Adult Education Division and the diploma will be issued from the department.
- The department will provide the official transcript and diploma paper to all delivery partners.
- The Adult Education Division will then issue the diploma when a Request for Diploma form is submitted from the institution.

ADULT LEARNING PROGRAM AND COURSE DESCRIPTIONS



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Adult Learning Program and Course Descriptions

Introduction

Under NSSAL, the Adult Education Division of the Department of Labour and Workforce Development is responsible for the adult learning program (ALP). The ALP is an outcomes-based education program for adult Nova Scotians who do not have a high school diploma. It is delivered in both English and French. It has been designed to help adults develop a variety of essential skills needed to learn, live, and work in their communities. Adults enrolled in the program will be able to work toward a number of personal goals, which may include the following:

- Improving literacy, math, problem-solving, critical-thinking, teamwork and essential skills.
- Acquiring the Nova Scotia High School Graduation Diploma for Adults.
- Preparing to write the GED test to further employment opportunities.
- Entering the workforce.
- Preparing to enter a post-secondary institution.

The ALP consists of four levels of courses, which range from basic literacy to high school graduation. Levels I and II have been designed for adults who need to develop a broad range of literacy and mathematic skills. Level III has been designed for adults who need to improve a variety of skills before entering into Level IV and/or who need to improve their literacy and essential skills to assist in their life/work transitions. Level IV consists of courses that can be used toward the Nova Scotia High School Graduation Diploma for Adults.

The Five Cross-Cutting Themes of the Adult Learning Program

Continuous dialogue with NSSAL delivery partners has led to the recognition of both successes and challenges. In response, five cross-cutting themes have been identified that impact successful adult transition and graduation: employability, literacy, numeracy, technology, and inclusivity. These five themes have been integrated into all aspects of this curriculum and should be considered by ALP instructors as essential foundations when planning their daily interaction with ALP learners.

The following outlines the main content areas that make up each of the four levels of the ALP:

Level I

Communications, Human Relations and Mathematics

Level II

Communications and Mathematics,

Level III

Communications, Mathematics, Science and Social Studies

Level IV

Biology, Career Skills Development, Chemistry, Communications, Computer Fundamentals, Global Geography, Global History, Introductory Sociology, Mathematics, Physics, Science, and Technical Communications

Course Descriptions

Adult Learning Program—Level I

Communications Level I

This course focuses on introducing adults to writing and reading processes and strategies. Literacy skills are developed by recognizing writing and reading as tools of communication. Adults will utilize their own life and learning experiences to explore issues of interest and relevance to their daily lives.

Mathematics Level I

Adults are introduced to the basic mathematical concepts of whole numbers (equations and addition). By the completion of this course, adults are expected to be able to complete basic computations (addition, subtraction, multiplication, and division) through rote memory or by adeptly using other tools, skills, and strategies.

Human Relations Level I

Adults are expected to explore and improve their communication and relationship skills in order to optimize their learning successes. For those adults considering further studies, exploration of strengths and areas requiring improvement will be explored.

Adult Learning Program—Level II

Communications Level II

Adults are expected to improve their reading, writing, listening, and speaking skills through exploring a diverse range of topics of relevance and personal interest. Communication and literacy skills are developed for personal expression, to communicate with others and to gather, manage, and present information. Throughout, adults focus on identification of their effective learning strategies and work to strengthen these learning strengths.

Mathematics Level II

Adults will increase their accuracy and automaticity of basic computation skills (addition, subtraction, multiplication, and division) and apply these to solving problems involving decimals, fractions, percents, measurement, and basic geometry. A significant amount of time will be dedicated to connecting mathematics to the learners' everyday lives. This will be accomplished by examining purchasing, budgeting and banking situations, and through the interpretation of relevant statistical information and probability data.

Adult Learning Program—Level III

Communications Level III

This course provides adults with opportunities to extend their reading, writing, listening, and speaking skills with texts (text, media, visual) of increasing sophistication. With a focus on self-awareness of learning strengths, adults are encouraged to create written and other texts for a broad range of audiences and purposes, integrating a variety of technologies. Adults are encouraged to infuse their work with topics of relevance, in particular employment-related goals.

Mathematics Level III

This course provides adults with opportunities to improve their numeracy, calculation, and problem-solving skills. Adults are encouraged to identify problem-solving strategies that work for them and to make personal connections to the mathematical topics covered in this course. These topics include exponents, scientific notation, fractions, decimals, percents, integers, order of operations, consumer math, statistics, geometry, introductory algebra, and introductory trigonometry.

Science Level III

This course provides adults with an overview of three major branches of science: biology, chemistry, and physics. It provides opportunities for hands-on investigations reinforced through personal reflections. Adults are encouraged to connect science concepts with their daily lives and examine employment opportunities where these concepts and skills are used.

Social Studies Level III

Social studies provides adults with opportunities to explore communities through an introduction to history, geography, economics, diversity, culture, and citizenship. Adults will focus on current issues that impact Canadian workplaces, particularly in their own communities. They are encouraged to develop skills in critical analysis of various media.

Adult Learning Program—Level IV

The ALP Level IV is an outcomes-based program designed to meet the needs of adults who are returning to learning to earn a high school credential to enter into a post-secondary education or training program, or to increase their employability. The ALP Level IV courses may be used as credit toward the Nova Scotia High School Graduation Diploma for Adults.

The ALP Level IV program currently consists of the following:

- Academic Biology
- Academic Chemistry
- Academic Communications
- Academic Mathematics
- Academic Physics
- ALPE 1001 / 1002
- Career Skills Development
- Communications (graduation level)
- Computer Fundamentals
- Global Geography
- Global History
- Introductory Sociology
- Mathematics (graduation level)
- Science (graduation level)
- Technical Communications

Academic Biology Level IV (academic, 2 credits)

Biology is the study of life, and adults will study life processes and understand the unifying principles and concepts applicable to all life forms. Particular attention is given to the study of human life. Topics include the cell and microbiology, human systems, ecosystems, and genetics and evolution.

Throughout the course, adults will develop a respect for life processes, an understanding of how science benefits society, and knowledge of the interaction between science technology and society.

Adults who successfully complete this course will acquire the knowledge and skills necessary for entry into university and college courses that require academic preparation in biology.

Academic Chemistry Level IV (academic, 2 credits)

In this course, the connection between science, technology, and society is explored. Adults will develop their logic and reasoning skills when they approach topics such as matter and substances, acids and bases, chemical reactions and equations, predicting chemical reactions, organic chemistry, thermo- and electro-chemistry, stoichiometric calculations, and reactions and bonds.

Adults who successfully complete this course will acquire the knowledge and skills necessary for entry into university and college courses that require academic preparation in chemistry.

Academic Communications Level IV (academic, 2 credits)

Adults expand their skills as communicators by developing their knowledge of different genres of literature, by increasing their skills and abilities in report and research writing, and by developing leadership skills. They document sources, summarize and make notes, examine a variety of media, and discuss and present their own ideas.

This course is designed to provide adults with the background they will need to succeed in post-secondary programs that require a high level of reading, writing, listening, and speaking skills.

Academic Mathematics Level IV (academic, 2 credits)

This course is designed to provide adults with the mathematics background to understand real-world phenomena. It stresses the movement from the concrete to the abstract using problem-solving skills and strategies. It will review, extend, or introduce mathematics concepts in the following areas: exponents, polynomials, factoring, radicals, rational expressions, coordinate geometry, linear and quadratic equations, introduction to trigonometry, statistics and probability, sine and cosine, and conic sections.

Adults who successfully complete this course will acquire the knowledge and skills necessary for entry into university and college courses that require academic preparation in mathematics.

Academic Physics Level IV (academic, 2 credits)

This course is designed to provide adults with a solid understanding of fundamental physics concepts and principles. Adults will develop the ability to see how the physical principles underlie many seemingly unrelated aspects of the world. The emphasis in the course is on problem solving, which requires that adults understand the concepts and apply the knowledge to new situations. This course covers a range of topics, including atomic theory, force, energy, mechanics, fluids, heat, hydraulics, and electrical circuits and energy.

Adults who successfully complete this course will acquire the knowledge and skills necessary for entry into university and college courses that require academic preparation in physics.

ALPE 1001 / 1002 (graduation, 1 credit with one 60-hour NSCC elective course) (Adult Learning Program Elective)

Successful completion of ALPE 1001/2 (30-hour module), along with successful completion of one NSCC regular course credit, (at least 60 hours of instruction), provides students with a 90-hour elective credit towards their Nova Scotia High School Graduation Diploma for Adults. ALP students may receive up to two ALP elective credits through this process, ALPE1001 and ALPE1002.

For more information on ALPE 1001/1002, please contact the Adult Education Division.

Career Skills Development Level IV (graduation, 1 credit)

Course outcomes focus on researching and comparing labour market information on employment destinations of personal interest to adults. Through this process, adults are asked to apply critical thinking skills to plan realistic pathways to attain personal career goals. Adults develop a career portfolio through a process of investigations starting with an inventory of personal resources, research into current labour market information, and exploration of current workplace expectations and issues.

Communications Level IV (graduation, 2 credits)

Adults learn to be active readers, writers, listeners, and speakers who critically examine and evaluate ideas and conduct research. They will document sources and utilize charts, tables, and graphs. The course includes a literature component in which adults will study poetry, novels, short stories, and plays. The purpose of this course is to develop adults' skills so that they will become better communicators, problem solvers, critical thinkers, and collaborative and independent adults.

Computer Fundamentals Level IV (graduation, 1 credit)

This course presents the fundamentals of microcomputer hardware and software. Adults will identify and use the components of a computer system, use Windows, perform basic disk and file management tasks, perform basic functions using word processing, spreadsheet, and database software. As part of this course, adults will become familiar with the effective use of the Internet and e-mail.

Global Geography Level IV (academic, 1 credit)

Global geography explores how the interconnected biosphere is subject to change. In this course, adults will develop an understanding of environmental issues and an appreciation of the impact that these have on their own life choices. Global geography includes a study of such topics as the global environment, the population dilemma, urbanization, and global resources.

Global History Level IV (academic, 1 credit)

Global history provides adults with a basic knowledge of how people in all countries are interconnected. This course examines history from three perspectives—social, economic, and political. The topics cover themes such as political interdependence, the economic gap, global justice, and the revolution in technology. While adults will examine some key issues in history that have led to the current state of our world, they will also identify and analyse some of the new historical trends that will emerge during the 21st century.

Introductory Sociology Level IV (graduation, 1 credit)

This course introduces adults to basic sociological concepts, theories, and perspectives, so that they may have a better understanding of society and its social processes. The topic areas to be covered include research methods, social behaviour, culture, social class, deviance, social institutions, and technology and the mass media. In conjunction with these topics, adults will have the opportunity to develop their critical thinking skills by reading and interpreting print and visual texts, creating, writing, and presenting ideas, and recognizing the sociological implications of issues within their own communities.

Mathematics Level IV (graduation, 2 credits)

This course is designed for adults who have not studied algebra, but have a firm background in basic mathematics. The emphasis is on problem solving to investigate and understand mathematical content. The course will use a variety of real-life experiences and provide learning activities that will reinforce and extend the adults' logical reasoning skills. It includes such topics as fundamental concepts, measurement, consumer math, algebra, trigonometry, and applied statistics.

Science Level IV (graduation, 2 credits)

This course was developed to serve the needs of adults who do not require academic physics, chemistry, and biology credits as preparation for their post-secondary or vocational goals. It is designed to help adults connect science to their lives and the world around them. Adults will have the opportunity to discover topics such as healthy lifestyle, consumer chemistry, the sustainable environment, psychology, materials, technology, and forensic science.

Technical Communications Level IV (graduation, 1 credit)

This course is designed to provide adults with an overview of the knowledge and skills necessary to perform tasks integral to the processing and communicating of technical information. Through various methods, including group work and individual presentations, adults will be given many opportunities for hands-on learning.

To register in this course, adults are required to have all of the following:

- completed Communications III or English language arts at least to the grade 10 level or equivalent; preferably, adults will have completed many of the outcomes for either Academic Communications IV or Communications IV
- demonstrated the ability to write clear and concise sentences/paragraphs and competency in proper grammar usage
- demonstrated facility with word-processing software to create and format documents
- must have written permission from the ALP Academic Chair.

Note: As the use of technology is integrated throughout this course, teachers and adults must have consistent access to computers.

PLACEMENT PROCESS POLICIES AND PROCEDURES



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Placement Process Policies and Procedures

Characteristics of Effective Placement of an Adult Learner

The Adult Education Division recognizes that sensitivity and skills are required by NSSAL practitioners when placing adults into the appropriate NSSAL program and level. There are many non-academic factors including: geography and transportation, availability of additional support services such as child-care, financial support through a service agency, time-frame, health, family and personal supports, goals and dreams that are also a part of the referral process.

An effective placement process:

Provides a welcoming environment

Many adults who are returning to school are often nervous and may feel anxious as they have been out of school for awhile and might have had negative educational experiences in the past. Practitioners can set an inviting and welcoming atmosphere to put adults at ease and set the tone for a positive learning experience by focusing on the development of a relationship with the adult learner.

NSSAL programs should scrutinize their processes, procedures, and practices to eliminate undue barriers. For example, ensure that the placement process is respectful of adults' culture, ethnicity, socio-economic background, gender, and sexual orientation. Overall, the adult learner should feel this is a process, a first step and not a test.

Centres around a confidential interview

The complexity of adults' lives and background experiences must be taken into account to determine the most appropriate program or learning level. There are many factors and options to take into account. The placement process is only the first step in what will become an ongoing conversation about skills, hopes, goals, and plans.

Includes activities that demonstrate a variety of essential skills

Appropriate placement helps to match adults' current skills with programs and instructional levels best able to move them towards realistic hopes and goals.

To do this, the placement process needs to allow adults to demonstrate these skills through short reading, writing, thinking, and mathematical problem-solving activities.

Identifies starting levels for instruction in ALP or PSP curriculum

The placement process needs to align with curriculum outcomes and skills by identifying starting levels for instruction (ALP or PSP). Once placed and attending a program, ongoing academic assessments will be essential to inform targeted instruction.

NSSAL practitioners who administer placement process recognize the complex needs of adults entering NSSAL programs. As a provincially co-ordinated system of adult education, practitioners are asked to build community and consistency through shared professional development.

NSSAL Placement Process

The NSSAL Placement Process involves four components:

1. Interview
2. Canadian Adult Reading Assessment
3. Writing Sample
4. Math Skills and Problem-Solving Strategies

1. The Interview

The purpose of the interview is to help adults feel at ease about returning to learning and to provide a comfortable method to gather information about their previous experiences, education, and goals. It is important to assure adults that all information collected is confidential.

A good interview process requires time, but in the long term is cost effective because it promotes individual success. Since the needs of adults participating in an interview may vary, not all adults should have to go through an identical process. Adults who require a few credits to get the Nova Scotia High School Graduation Diploma for Adults may require only a short initial interview. Other adults may need to go through a series of interviews before the counsellor/practitioner has enough information to make an appropriate placement and programming decision.

The first meeting with the adult should be seen as the initial step in the ongoing process of information gathering, and collaborative goal setting. The initial interview should take place in a quiet, private space that has adequate lighting, heating, and ventilation. The atmosphere should be relaxed, and the counsellor/practitioner must be supportive.

The interview should be a dialogue rather than a question-and-answer session. The dialogue may be based on the questions on a questionnaire with the necessary information recorded. Take the time to read these recorded notes with adults so they understand what is in their file. Adults must feel that the process is comfortable and non-threatening.

Summary notes from the interview should be included in the learner's confidential files. If this information needs to be shared with others, they will need to sign a permission form.

2. Canadian Adult Reading Assessment (CARA)

The Canadian Adult Reading Assessment, (CARA), provides adult learning programs with a consistent process to determine adults' reading levels to appropriately place them into ALP programs and levels. CARA was developed by a Canadian educator, Dr. Pat Campbell, and is used in adult education programs across Canada. As a placement tool, CARA involves four steps.

Step #1: Graded Word Lists

Give adults a few minutes to quietly read the lists silently, and find one where the words seem a bit difficult. Tell the adults, "Please look over these columns and choose one you feel comfortable reading." Once they have identified a place to begin say, "Please read the words out loud. If you do not know a word, you may take a guess. If you want to skip a word, you may." Use the marking sheet to record the words they read correctly, and write out what they say as their attempt for those read incorrectly, and circle any words skipped. When they read three words incorrectly in any one list, stop.

Step #2: Reading Passages

Read the titles of the reading passages that correspond to the word list where adults read incorrectly or skipped three words and ask adults to select one that they will read. Be sure to state if the passages are fiction – (N) Narrative or non-fiction – (I) Information.

Provide adults a few minutes to silently look over the passage they selected, then ask them to read the passage out loud. “I would like you to read this passage silently to yourself. When you have finished, please read it out loud to me. While you are reading, I will record the way in which you read. After you read the passage, tell me about it. Then I will ask you some questions.”

As adults read, circle any words that were skipped, or read differently than these appear on the page. Underline passages where adults self-corrected any errors.

If the passage is causing too much difficulty, rescue the learner, but quickly move to a more appropriate level passage.

Step # 3: Retelling

Allow them to keep the passage and say, “Tell me what you have read, using your own words.” or “Tell me as much information as you can about what you have just read.” Record adults’ ideas, noting if they generally understood the passage, if they missed or misunderstood key main ideas, or if they missed or misunderstood key details. Also note if they seem able to find their way around the passage efficiently. Can they find the information and details they are looking for with ease?

Step # 4: Comprehension Questions

After each passage CARA provides some comprehension questions. Some are factual (F) and some are inferential (I). Ask each question, noting with a ‘√’ those questions that were answered correctly and thoroughly. Mark questions that were not well answered with an ‘X’.

Add up the check marks.

- More than 9 points = appropriate level for independent reading
- 7 and 9 points = appropriate level for instruction
- Below 7 points = frustration level

Characteristics of ALP Levels

The following general descriptions of the four ALP levels are provided to assist NSSAL practitioners with placement into ALP levels.

ALP Level I	No time restrictions for completion. Focus on introduction to essential skills to meet personal goals, personal growth and improved quality of life, and some non-credentialed employment.
ALP Level II	No time restrictions for completion. Focus on basic essential skill improvement to meet personal goals, personal growth, improved quality of life, and entry level non-credentialed employment.
ALP Level III	Focus on skill development to bridge to employment, GED, or academic credential courses for high school graduation diploma completion.
ALP Level IV (Graduation)	Credential courses for high school graduation diploma completion for entry level employment or NSCC regular certificate or diploma courses.
ALP Level IV (Academic)	Credential courses for high school graduation diploma completion for NSCC diploma courses or entrance to university.

If there is doubt about adults' reading strategies and comprehension, try another passage at the same level, or try one above or below. The focus should be to gather an overall sense of the effectiveness of adults' reading skills. Too many passages will tire and confuse adults. Better to make another appointment than base adults' placement on their efforts when they are exhausted. Always finish a reading placement session with success. If the session was filled with struggle, find a passage at a comfortable reading level as a finale.

3. Writing Sample

Adults will write a short passage (provide lined paper, pen, and dictionary) selected from a short list of topics such as:

- goals
- favourite place
- family
- thoughts about returning to learning
- employment experiences.

a. Placing Adults into ALP Level – Writing

Writing Trait	Placement in ALP Level I	Placement in ALP Level II	Placement in ALP Level III	Placement in ALP Level IV
Ideas	Very hesitant writer	Topic ideas are superficial Few details	Topic ideas are conventional/predictable Took time to add some details	Topic ideas show some original thinking reflecting their personality Motivated to include details
Organization	Very hesitant writer	One short paragraph of a few simple sentences Ideas loosely connected, ideas may not flow smoothly and some may not reflect the topic	A few brief paragraphs Ideas are generally consistent with the topic Paragraphs may not separate ideas logically	A few longer paragraphs Motivated to tell the story or idea Paragraphs generally separate ideas logically
Word Choice/Spelling	Very hesitant writer	Many misspelled words with no dictionary use Word choice is limited and repetitive	Misspelled words with some dictionary use Word choice cautious but shows evidence of accurate use of vocabulary about the topic	Attempts to self-correct misspelled words with evidence of use of dictionary Word choice shows evidence of selection and choice of vocabulary to describe the topic
Sentence Structure and Grammar	Very hesitant writer	Simple sentence structures Many basic grammar errors (e.g. verb tense, pronoun use) Basic punctuation errors (e.g. periods missing or misused)	Some variety in sentence construction Numerous grammar errors (e.g. verb tense, subject-verb agreement, use of suffixes) Basic punctuation generally used correctly (e.g. periods, question marks) Commas often missing or misused	Attempts longer sentences (e.g. phrases, clauses, compound sentences) Attempts more challenging vocabulary Punctuation (including commas) generally used correctly

b. Placing Adults into ALP Level – Reading

This placement process is meant to provide adults and assessors with an overall picture of adults' reading strategies and comprehension. Considering adults' overall reading skills:

CARA Level 2 (or below)	passages generally correspond to ALP Level I
CARA Level 3 – 5	passages generally correspond to ALP Level II
CARA Level 6	passages generally correspond to ALP Level III
CARA Level 7 (or above)	passages generally correspond to ALP Level IV (Graduation)

4. Math Skills and Problem-Solving Strategies

Placing adults into the appropriate math course is a challenging endeavour. Every adult learner comes from a unique mathematical background and every NSSAL partner (not exclusive to NSCC) has unique needs and challenges. Designing one placement assessment that addresses the variety of needs and characteristics of both the learners and NSCC campuses is almost impossible. Instead of taking this route, the department, in conjunction with a committee of NSSAL instructors, has designed a Math Placement Toolkit. This toolkit is comprised of four parts, each fulfilling a different need in the placement process. Rather than instructing campuses to use all four parts, we believe that the needs of the learners are better served if we allow counsellors, academic chairs, and instructors to exercise their professional judgment and use the parts of the assessment that meet their unique needs. Some campuses may choose to use one part of the toolkit, while others choose to use all four. Some campuses may decide that the placement process will be conducted only by the counsellor, while others will use a coordinated effort between the counsellor, academic chair, and instructors. Each campus will ultimately decide how the toolkit is used.

The placement toolkit is broken into four parts:

Part 1 (Self Appraisal)

Allows the adult to reflect upon their own mathematical knowledge without having to deal with a battery of skills-based questions. They are merely required to check off one of three columns for each of the described tasks.

Part 2 (Number Sense Multiple Choice)

Designed to examine an adult learner's sense of number both in and out of context. No work needs to be shown. This part, in conjunction with the self-appraisal component, is most useful in delineating Level II learners from Level III learners.

Part 3 (Guided Assessment)

Gives some insight into the adult learner's ability with new or forgotten concepts. It is designed to mimic the experience these adult learners will encounter in future math classes. The learner is required to read two completed sample problems and then complete two similar questions. This part is most useful in delineating Level III learners from Level IV learners.

Part 4 (Skills-Based Multiple-Choice)

Designed to delineate Graduation and Academic Math IV learners and is more skills-based knowledge. No work needs to be shown. This part is most useful in delineating Level IV graduation learners from Level IV academic learners.

Prior to the placement assessment, the adults will be supplied with the sample placement assessment. This sample describes the format of the assessment tools and provides a few worked examples.

During the actual placement assessment, the adult learners will be given a basic calculator (adds, subtracts, multiplies, divides, roots, exponents) for Parts 3 and 4, and access to a variety of manipulatives (base ten blocks, algebra tiles, pattern blocks) and mathematical instruments (rulers, protractors, compasses). If you are using Part 4, learners will need a scientific calculator. If the adult learner is struggling with the reading components of this assessment tool, counsellors are permitted to read the directions (and explanations as is the case for Part 3) to the learner. There are no time restrictions for this placement assessment.

It is unreasonable to expect that all NSCC practitioners have extensive backgrounds in mathematics and mathematics assessment. In an attempt to address this issue, the toolkit includes an answer key and a Score Ranges and Recommended Placements Chart. These two features should allow any counselor to quickly assess the results and easily place the learner in the appropriate mathematics course.

An electronic copy of this math placement toolkit can be found on NSCC's SharePoint under ALP documents.

Other factors to consider when placing adults into an ALP Level

Suspicion of Undiagnosed Reading Decoding Disability

Adults may need to be flagged for testing for a reading decoding disability if they:

- seem to be able to think clearly about what they have read (retelling seems stronger than the reading; comprehension questions are answered surprisingly articulately)
- struggle with decoding (many problems decoding the word lists; many circled words in the passages read out loud)
- struggle with spelling.

Consider an ALP level consistent with the adult's thought processes rather than their decoding skills. For example, place adults who show the following kinds of skills at the highest ALP level you think they can manage if they:

- frequently self-correct (many words or phrases in the word lists or reading passages are underlined)
- navigate around texts fairly easily (locates answers to factual or inferential questions with ease)
- make logical connections between ideas expressed in different formats such as TV programs, radio interviews, personal experiences, Internet sites, books.

Suspicion of Undiagnosed Written Expression Disability

Adults may need to be flagged for testing for a written expression disability if they:

- seem to be able to think of ideas to write about, but freeze when presented with pen and paper
- show evidence of significantly more sophisticated ideas when speaking than when writing
- seem to select words to write based on words they know how to spell correctly or show evidence of severe spelling difficulties that are inconsistent with their spoken language and thought processing skills.

Consideration of Barriers to Learning

- personal motivation and persistence.
- purpose and goals for returning to learning.
- personal barriers (e.g. home life complications impacting negatively on commitment to learning, not yet stabilized use of medications, not yet stabilized treatments for substance abuse, or mental health problems, episodes of violence that might put other adults at risk).

Time required for level completion: realistically, adults should not need more than two years to complete ALP Level III or Level IV.

**NOVA SCOTIA HIGH SCHOOL
GRADUATION DIPLOMA FOR ADULTS**



Nova Scotia School
for **Adult Learning**
Success starts here!

Nova Scotia High School Graduation Diploma for Adults (NSHSGDA)

Requirements for the Diploma

Who is Eligible?

- Must be 19 years of age or over.
- Out of public school for one full year or more.
- Must be a resident of Nova Scotia and have supporting documentation (i.e. medical card). Military personnel should contact the Adult Education Division.
- Must not have a recognized high school diploma as defined by the Department of Education.
- An immigrant learner must have a permanent resident card (formerly known as “landed immigrant”) to be eligible for the adult learning program and to be entitled to receive free tuition. A copy of the permanent resident card must be verified by the delivery partner or department and kept on file. No reimbursement is given if the permanent resident card is obtained after the start of courses. A temporary resident, defined as a foreign national who is legally in Canada on a temporary basis as a visitor, student, worker or under a Temporary Resident permit, is not eligible for free tuition in the Adult Learning Program.

For more information:

<http://www.cic.gc.ca/english/resources/publications/guide/section-02.asp>

Note: Adults who have high school equivalency certificates such as the GED certificate, an Academic Upgrading Level IV Certificate, or a Nova Scotia Vocational Education Certificate are eligible to obtain the Nova Scotia High School Graduation Diploma for Adults.

Requirements

- 12 credits at grades 11 or 12 or level IV ALP must be completed.
- 5 credits must be grade 12 level or Level IV ALP credits (compulsory and/or electives).
- 1 credit must be obtained as an adult (19 years of age and over).
- 1 credit must be completed through an adult high school or NSCC.
- No 2 credits may be obtained from the same specific subject area in the same grade level.

There are a few exceptions: these include Nova Scotia co-op courses, Canadian Literature, Global Geography, Global History, and technology-related courses.

Notes:

Some ALP courses are 2 credits because they meet the outcomes of both grades 11 and 12. Passing mark for ALP is 60 percent.

Adults may choose to take all PSP credits or all ALP credits or a combination of both.

The credits chosen should be determined by the long-term goals of the adult. Both academic and graduation courses are available in both the PSP and ALP systems. Therefore, it is important to be aware of the admission requirements of the post-secondary institutions being considered by the learner and to choose courses accordingly.

Compulsory Credits

Six grades 11 and 12 PSP credits or Level IV ALP credits of the 12 credits that must be compulsory credits. The compulsory credits consist of:

- 2 English credits (grades 11 and 12) or 2 French credits depending if first language is French
- 1 Mathematic credit (primary)
- 1 Biology, Chemistry or Physics (Science) credit
- 1 other Mathematics, Science, Social Studies, or Technology credit
- 1 Global History or Global Geography credit

The courses outlined in the following tables offer an overview of recognized compulsory credits. It is important to note that courses may not be offered each school year or may have been offered in the past. Please contact the Adult Education Division, Department of Labour and Workforce Development, to confirm credit eligibility of other credits not listed below.

English Language Arts / Communications or French Language Arts 2 credits required

Public School System

Title	Credits	Credit Type
English 11	1	Academic
English Communication 11	1	Graduation
African Heritage Literature 12	1	Academic
English 12	1	Academic
English Communication 12	1	Graduation

Adult Learning Program

Title	Credits	Credit Type
Academic Communications IV	2	Academic
Communications IV	2	Graduation

FGA (French) Adult Learning Program

Title	Credits	Credit Type
Français IV	2	Academic
Anglais IV	2	Academic

Mathematics 1 credit required**Public School System**

Title	Credits	Credit Type
Advanced Mathematics 11	1	Advanced
Mathematics 11	1	Academic
Mathematics Foundations 11	1	Graduation
Mathematics Essentials 11	1	Graduation
Advanced Mathematics 12	1	Advanced
Pre-calculus 12	1	Advanced
Mathematics 12	1	Academic
Mathematics Foundations 12	1	Graduation

Adult Learning Program

Title	Credits	Credit Type
Academic Mathematics IV	2	Academic
Mathematics IV	2	Graduation

FGA (French) Adult Learning Program

Title	Credits	Credit Type
Mathématiques IV	2	Academic

Science 1 credit required**Public School System**

Title	Credits	Credit Type
Advanced Biology 11	1	Advanced
Advanced Chemistry 11	1	Advanced
Advanced Physics 11	1	Advanced
Biology 11	1	Academic
Chemistry 11	1	Academic
Physics 11	1	Academic
Advanced Biology 12	1	Advanced
Advanced Chemistry 12	1	Advanced
Advanced Physics 12	1	Advanced
Biology 12	1	Academic
Chemistry 12	1	Academic
Physics 12	1	Academic

Adult Learning Program

Title	Credits	Credit Type
Academic Biology IV	2	Academic
Academic Physics IV	2	Academic
Academic Chemistry IV	2	Academic
Science IV	2	Graduation

FGA (French) Adult Learning Program

Title	Credits	Credit Type
Biologie IV	2	Academic
Chimie IV	2	Academic
Physique IV	2	Academic

Technology or Social Studies or Secondary Mathematics or Science 1 credit required**Public School System:**

Title	Credits	Credit Type
African Canadian Studies 11	1	Academic
Agriculture/Agrifood 11	1	Academic
Canadian History 11	1	Academic
Communications Technology 11	1	Open
Computer-Related Studies 11	1	Academic
Consumer Chemistry 11	1	Academic
Design 11	1	Academic
Electrotechnologies 11	1	Academic
Energy, Power, and Transportation 11	1	Open
Film and Video Production 11	1	Open
History 11	1	Academic
Modern History 11	1	Academic
Oceans 11	1	Academic
Physical Science 11	1	Graduation
Production Technology 11	1	Open
Science in the Everyday World 11 (approved locally – ALC)	1	Open
Twentieth-Century History 11	1	Graduation
Communications Technology 12	1	Open
Computer-Related Studies 12	1	Academic
Data Processing 12	1	Open
Earth Science 12	1	Graduation
Food Science 12	1	Academic
Geology 12	1	Academic
History 12	1	Academic

Adult Learning Program:

Title	Credits	Credit Type
Computer Fundamentals IV	1	Graduation
Introductory Sociology IV	1	Graduation

FGA (French) Adult Learning Program

Title	Credits	Credit Type
Introduction à l'informatique IV	1	Graduation
Technologie IV	1	Graduation

Technology or Social Studies or Secondary Mathematics or Science (continued)

Title	Credits	Credit Type
Law 12	1	Academic
Math for the Workplace 12	1	Graduation
Political Science 12	1	Academic
Production Technology 12	1	Open
Sociology 12	1	Open
Word/Information Processing 12	1	Open

Global Studies 1 credit required**Public School System**

Title	Credits	Credit Type
Global Geography Studies 12	1	Academic
History Global Studies 12	1	Academic
Global History 11	1	Academic
Global History 12	1	Academic
Modern World Problems 12	1	Academic
World Geography 12	1	Academic

Adult Learning Program

Title	Credits	Credit Type
Global Geography IV	1	Academic
Global History IV	1	Academic

FGA (French) Adult Learning Program

Title	Credits	Credit Type
Histoire planétaire IV	1	Academic
Géographie planétaire IV	1	Academic

Note: Adults who only need the global studies credit to graduate should contact the Adult Education Division for possible options.

Elective Credits

Six grade 11 and 12 PSP credits or Level IV ALP credits of the 12 credits must be elective credits. These credits may come from a broad selection of courses completed via the PSP, the ALP, other provinces' PSPs and adult basic education programs, post-secondary programs, apprenticeship programs, and vocational and training programs. The elective credits consist of:

- other Nova Scotia Department of Education grade 11 and 12 high school courses
- other approved grade 11 and 12 high school courses from outside the province of Nova Scotia
- adult learning programs:

Adult Learning Program

Title	Credits	Credit Type
Career Skills Development IV	1	Graduation
Technical Communications IV	1	Graduation

Transcript & Diploma Information

Transcript

The transcript is the official document that indicates the learner's academic achievements. The institution is responsible for producing the learner's academic achievements on the Nova Scotia High School Graduation Diploma for Adults transcript. This transcript is provided by the Adult Education Division, Department of Labour and Workforce Development. All programs offering the Nova Scotia High School Graduation Diploma for Adults must use the official transcript.

All courses should be entered chronologically from the earliest to the most recent, including courses that a learner has repeated or failed (see Appendix B).

Diploma

A Request for Diploma form must be filled out by the institution and sent to the Adult Education Division. The Adult Education Division will then issue the diploma.

The diploma may also be issued directly by the Adult Education Division if the learner applies to the division and meets the diploma requirements.

Issuing the Transcript and the Diploma

Delivery institutions will notify the division when an adult has successfully met the graduation requirements of the diploma.

Adults graduate from the last institution where they completed the final credits required for graduation.

APPENDICES



Nova Scotia School
for **Adult Learning**
Success starts here!

APPENDIX A

Glossary of Terms

Compulsory Credits

Credits that an adult must earn, in specific subject areas, to successfully complete the requirements for a credential.

Credit

A certified unit of assessment that recognizes the successful completion of a defined set of learning outcomes.

Diploma

Certificate or deed issued by an educational institution, such as a university, that testifies that the recipient has successfully completed a particular course of study or confers an academic degree.

Elective Credits

Credits that the adult completes from a wide variety of courses to fulfil the requirements of a credential. These courses do not have to be chosen from particular subject areas and may be used by adults to assist in meeting personal or professional goals.

Transfer Credit Assessment Form

A form that is completed for adults who are using previously completed course work to fulfil the requirements of the Nova Scotia High School Graduation Diploma for Adults.

Transcript


An official academic record that lists the courses completed, the credits awarded, and the grades received.

Transfer Credits

Credits achieved in one program and recognized by an educational institution as satisfying the various requirements in another program. The recognition process involves the assessment of learning outcomes and alleviates the need to repeat previous learning. The credits granted to courses successfully completed outside the receiving institution must meet established criteria.

APPENDIX B

Example of High School Transcript

		<h3>High School Transcript</h3> <p>High School Graduation Diploma for Adults</p>					
Student Name:		Institution Name: Department of Education					
Student Identifier: Not Applicable		Address: 2021 Brunswick Street PO Box 578 Halifax, Nova Scotia B3J 2S9					
		Phone: 902 424 0882					
Year	Course Title	Grade	Mark	Credit Type	Credit	Status	Lang
1989	Chemistry	11	53	ACAD	1.0	PSP	ENG
	Computer-Related Studies	11	71	OPEN	1.0	PSP	ENG
	English	11	52	ACAD	1.0	PSP	ENG
	Mathematics	11	51	ACAD	1.0	PSP	ENG
	French	11	80	ACAD	1.0	PSP	FRE
1990	Science	11	62	ACAD	1.0	PSP	ENG
	Law	12	54	ACAD	1.0	PSP	ENG
1992	Business Mathematics	12	66	GRAD	1.0	PSP	ENG
	Elective – Computer Operator Scotia Career Academy		CR	POST	2.0	TC	ENG
2000	English	12	68	ACAD	1.0	PSP	ENG
2002	Elective – Accounting St. Lawrence College of Applied Arts & Technology		CR	POST	1.0	TC	ENG
Total credits earned					12.0		
Nova Scotia High School Graduation Diploma for Adults awarded November 14, 2005.							
An official transcript must be printed on official transcript paper and bear the school seal. Only ONE CREDIT will be awarded for courses which have been passed more than once.							
_____ Official Signature of Institution			_____ Title			_____ Date	

APPENDIX C

High School Transcript — Explanation of the Three Main Sections of the Transcript

General Information Section

Student Name: The learner’s surname first, then the first given name, second given name, and initial, if any.

Student Identifier: The student number (if applicable).

Institution Name, Address, and Phone: Learner’s contact information.

Academic Information Section

Year: The year the course was successfully completed, repeated, or failed. The courses should be listed in order from least recent to most recent.

Course Title: The full official name for the course, which includes grade level and where required, the designation code to indicate CO-OP, IND (Independent Study Credit), IPP (Individual Program Plan), EXT (Extended Core French) or IMM (French Immersion).

Grade: For PSP courses enter the grade level at which the course was offered. For ALP Level IV courses, enter grade 12. For all other types of courses, TC will be noted as a transfer credit.

Mark: Enter the final mark that the learner received in the course. Different codes to enter if learner does not have a mark:

CR If the credit is a transfer credit which indicates a pass mark.

F Failure to complete a course. If the learner withdrew from a course prior to completion, do not record it on the transcript.

IP (In progress). If the course has not been completed as yet.

PL If credit was earned via PLAR.

Credit Type: Denotes the type of credit assigned to a course:

ACAD: Academic / Académique (French)

These courses are designed for students who expect to enter College, university, or other post secondary institutions

ADV / AV: Advanced / Avancé (French)

These courses are designed for students who have demonstrated an exceptional degree of academic ability or achievement

GRAD / DIPL: Graduation / Diplôme (French)

These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

OPEN / OUV: Open / Ouvert (French)

Although none of these courses is designed to meet the specific entrance requirements of any post secondary institution, individual courses may meet entrance requirements of some institutions.

POST Post-secondary

These courses have been completed at a post-secondary institution and have been granted as transfer credits.

Credit: The credit value assigned to a course.

Status: This indicates if the course is:

ALP/FGA Adult Learning Program / Formation generale des adultes: All courses authorized by the Department of Education ([English / French](#)). To view provincial curriculum documents, visit the Department of Labour and Workforce Development website www.goNSSAL.ca. For information call 1-877-466-7725

PSP / PÉP Public School Program: All courses authorized by the Department of Education. ([English / French](#))

CAL French CAL courses

IPP / PPI Individual Program Plan. ([English / French](#))

ALC / LOC Approved Local Course: A locally developed course offered by a school, board, or college and approved by the Department of Education. Independent study credits developed within provincial policy guidelines are also designated as approved local courses. ([English / French](#))

TC / CT Transfer Credit: credits awarded externally and recognized by the institution issuing the transcript. ([English / French](#))

ALP/TC Adult Learning Program / Transfer Credit
Recognized 30-hour module in conjunction with a 60-hour regular Nova Scotia Community College elective course equates to one elective credit towards the Nova Scotia High School Diploma for Adults.

Language: The language of instruction for the course:

ENG English

FRA French (first language)

FRE French (second language/immersion)

GAE Gaelic

GER German

LAT Latin

MI' Mi'kmaq

SPA Spanish

Total Credits Earned: The total number of credits recorded on the transcript.

Official Validation Section

Official Signature of Institution: The transcript must be signed by the designated official of the enrolling institution, normally the principal or registrar. The transcript should also bear the school seal if one is available.

Title: The title of the signatory.

Date: The date of issue; include name of month using the following format:
(e.g.) October 15, 2011.