

**NC Arts Education Essential Standards**  
**State Course Coding Structure and Honors Policy**  
**Frequently Asked Questions**

## **Honors Policy**

Q: What is the current honors policy for arts education courses in NC?

A: State Board of Education Policy GCS-L-004 (approved in March 2012), states under Item 3 of the policy that arts education courses will receive weighted (honors) credit of one point at the proficient and advanced levels:

“Arts education courses meeting the standards for proficient and advanced dance, music, theatre arts, and visual arts (1 point).”

Q: Can students receive weighted credit for more than one course at each proficiency level?

A: Students are not restricted by policy to only one honors credit at each level. Because the proficient and advanced standards are inherently advanced and students must achieve proficiency (mastery) of the objectives, it is possible for students to take multiple courses for honors credit at the proficient and/or advanced levels. It is important for school systems to have in place criteria for placement of students at the appropriate level (e.g., student profile, checklists, pre-requisites and other criteria).

Q: Are we allowed to offer the proficient level courses as either standard or honors?

A: Because the proficient and advanced levels are written at the highest achievement levels and require inherently advanced coursework, they are only available for weighted (honors) credit.

Q: What about the 2005 Honors Implementation Guide and Rubric?

A: Because the standards have been revised, the Arts Education requirements in the current 2005 Honors Implementation Guide are no longer valid. The Implementation Guide and Honors Rubric is being revised for all content areas, and is anticipated to be available by August 2012, for use during the 2012-13 school year.

Q: What course codes should we be using for honors courses in the arts?

A: Course numbers will be any courses that are coded as proficient and advanced within each arts discipline (see chart that follows for codes and titles):

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State Course Code	Course Title*
5117	Dance (Proficient)
5118	Dance (Advanced)
5127	Dance Specialization (Proficient)
5128	Dance Specialization (Advanced)
5232	Vocal Music (Proficient)
5233	Vocal Music (Advanced)
5242	Orchestra (Proficient)
5243	Orchestra (Advanced)
5257	Band (Proficient)
5258	Band (Advanced)
5218	Music Specialization (Proficient)
5219	Music Specialization (Advanced)
5317	Theatre Arts (Proficient)
5318	Theatre Arts (Advanced)
5363	Theatre Arts Specialization (Proficient)
5364	Theatre Arts Specialization (Advanced)
5417	Visual Arts (Proficient)
5418	Visual Arts (Advanced)
5463	Visual Arts Specialization (Proficient)
5464	Visual Arts Specialization (Advanced)

**\*Note:** School systems may specify content in their short titles, for example: “Music Specialization (Proficient): Piano” or “Theatre Arts (Advanced): Technical Theatre.” Another option is to pull the course in with the local NC Wise coordinator and put in a specific local iteration for the course. Multiple courses can be offered aligned with the same state course code. There may be several specialized studies available within a given discipline and proficiency level.

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## **Course Coding Structure**

Q: How does my school system transition from the old state course codes to the new codes effective in the 2012-13 school year?

A: The new course codes are aligned directly with the 2010 Arts Education Essential Standards, and are organized by the four proficiency levels of Beginning, Intermediate, Proficient, and Advanced. School systems will need to crosswalk each previous course to ensure alignment with the new codes and the standards that are being used to teach each course.

Q: What about Advanced Placement (AP) and International Baccalaureate (IB) courses?

A: AP and IB courses retain their designations because the standards and designation are guided by outside organizations (College Board and International Baccalaureate Association).

Q: Can students repeat courses for credit?

A: Yes, students may repeat courses for credit at any of the arts education proficiency levels, including proficient and advanced. It is important for school systems to have in place criteria for placement of students at the appropriate level (e.g., student profile, checklists, etc.).

Q: When do students move from one proficiency level to the next?

A: Mastery of the objectives is the criteria for advancement. Thus, students may repeat courses for credit within a given proficiency level before moving to the next level, based on their mastery of the standards.

Q: How do the specialized courses work?

A: Specialized courses may be offered at each proficiency level in each arts education discipline. Specializations are aligned to the proficiency levels and take the place of courses that were not previously aligned.

School systems may specify content in their short titles or they may pull down the course and create a new iteration, for example: "Music Specialization (Proficient): Piano" or "Theatre Arts (Advanced): Technical Theatre."

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Multiple courses can be offered and aligned with the same state course code. There may be several specialized studies available within a given discipline and proficiency level. (See the chart that follows for examples):

#### Specialized Course Examples

Discipline Specializations	Examples of Previous Course Names
<b>Dance</b>	Special Topics in Dance, Jazz, Ballet, Dance Appreciation, or other specialized studies in dance.
<b>Music</b>	Music Theory, Music Appreciation, Electronic Music, Piano, Guitar, Handbells, Jazz Ensemble, Music History/Appreciation, and other specialized studies in music.
<b>Theatre Arts</b>	Technical Theatre, Acting, Directing, Play Production, and other specialized studies in Theatre Arts.
<b>Visual Arts</b>	Fine Crafts, Ceramics, Photography, Film Production, Electronic Art, Art History, and other specialized studies in Visual Arts.

#### Specialized Course Codes Effective 2012

Discipline Specializations	State Course Codes
<b>Dance</b>	5125 Dance Specialization (Beginning)
	5126 Dance Specialization (Intermediate)
	5127 Dance Specialization (Proficient)
	5128 Dance Specialization (Advanced)
<b>Music</b>	5216 Music Specialization (Beginning)
	5217 Music Specialization (Intermediate)
	5218 Music Specialization (Proficient)
	5219 Music Specialization (Advanced)
<b>Theatre Arts</b>	5361 Theatre Arts Specialization (Beginning)
	5362 Theatre Arts Specialization (Intermediate)
	5363 Theatre Arts Specialization (Proficient)
	5364 Theatre Arts Specialization (Advanced)
<b>Visual Arts</b>	5461 Visual Arts Specialization (Beginning)
	5462 Visual Arts Specialization (Intermediate)
	5463 Visual Arts Specialization (Proficient)
	5464 Visual Arts Specialization (Advanced)

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## Proficiency Levels

Q: What are the proficiency levels?

A: The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. The Beginning and Intermediate levels build the foundation for student success in continuing coursework at the Proficient and Advanced levels.

Q: How does my school system determine student placement?

A: Use the standards as your guide. Courses using Beginning Standards are for those students who have not received a complete K-8 education within a particular arts education discipline. Intermediate standards are for those students who have achieved the Beginning Standards; Proficient standards are for those students who have achieved the Intermediate standards, and Advanced standards are for those students who have achieved the Proficient Standards. It is highly likely that students may complete multiple courses at a given level before moving to the next, based on their mastery of the standards.

Q: Will the state provide placement exams or other tools for appropriate placement of students to determine whether they should use beginning or progress immediately to intermediate standards at the high school level?

A: Currently, there are no state placement tools. The standards require that any student who has not received a complete K-8 education or who has not met beginning level standards should begin coursework at the beginning level. Intermediate standards are for those students who have received a complete K-8 education or who can provide evidence of having met beginning level standards. This is an excellent example of how a student profile/portfolio could be used to document evidence of student learning prior to high school.

Q: Do students need to wait until the end of the course to progress if they meet standards mid-course?

A: Teachers must differentiate the standards as appropriate to the individual student. If there is evidence that students have achieved all of the standards within a given proficiency level, it is up to the teacher to ensure that the student has opportunities to either extend the standards or work toward the next level of proficiency. Course titles and levels will only change on a student's transcript with each new course enrollment.