

**Policy SCOS-012: Process for the Review, Revision, and Implementation of the NC Standard Course of Study**

**NC State Board of Education**

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Item	Description
Policy Title	Process for the Review, Revision, and Implementation of the NC Standard Course of Study
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Statutory Reference	GS 115C-12(9a), GS 115C-81

**I. North Carolina Standard Course of Study**

The North Carolina Standard Course of Study (NCSCOS)\* shall include the content areas of:

- Arts Education (Dance, Music, Theatre Arts, Visual Arts),
- Career Technical Education\*\* (Agricultural Education; Business, Finance and Information Technology; Career Development Education; Family and Consumer Sciences Education; Health Sciences Education; Marketing and Entrepreneurship Education; Technology Engineering and Design Education; and Trade & Industrial Education),
- Computer Science
- English Language Arts,
- English Language Development,
- Guidance,
- Healthful Living,
- Information and Technology,
- Mathematics,
- Science,
- Social Studies, and,
- World Language

**II. North Carolina Standard Course of Study Review, Revision, and Implementation Process**

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle

allows time for review, revision, and consistent implementation of the standards. Alignment with the statewide assessment program, extended content standards, and materials adoption will be addressed throughout the process, as appropriate.

To promote transparency and stakeholder engagement in every standards review, revision, and implementation, NCDPI will use a uniform and formalized system built on four guiding principles:

- A. **Feedback-Based:** NCDPI will formally collect feedback on the current standards from educators, administrators, parents, students, institutions of higher education, business/industry representatives, national organizations, and other education agencies.
- B. **Research-Informed:** NCDPI will review contemporary and current research on standards and learning in the content area under review. Benchmarking with other states, third-party reviews, and comparability of national and international standards and trends will inform the process.
- C. **Improvement-Oriented:** NCDPI will provide the State Superintendent and State Board of Education an annual report summarizing feedback received from stakeholders concerning standards and implementation.
- D. **Process-Driven:** The system process includes three phases: review, revision, and implementation. The steps included in each phase are outlined below.

The review, revision, and implementation phases outlined in this policy represent standard processes for updating standards. However, this policy does not prevent the State Superintendent from recommending or the State Board of Education from taking prompt action regarding standards revisions in response to legislation or for other reasons deemed necessary and appropriate by the Board.

### 1. NC Standard Course of Study Review Phase

All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

- a. Collect and review feedback through various methods from stakeholders, including but not limited to educators, administrators, parents, community members, students, institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.
- b. Analyze contemporary and current research on standards in the content area being reviewed.
- c. Establish and convene a data review committee.
- d. Facilitate the committee's review of data and research, State or federal legislative requirements, surveys and other stakeholder feedback.
- e. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

### 2. NC Standard Course of Study Revision Phase

If the data review committee recommends changes to the existing content standards, NCDPI will use the subsequent steps iteratively as appropriate:

- a. Establish and convene a standards writing team.
- b. Share the draft standards with local districts, charter schools, and other stakeholders for at least 30 days of review and input.
- c. Engage the data review committee to compile feedback and share with the writing team.
- d. Reconvene the writing team to review the feedback and incorporate changes as necessary.
- e. Share additional drafts for stakeholder review and input as appropriate.
- f. Submit the revised standards to the State Board of Education.

### 3. NC Standard Course of Study Implementation Phase

Following State Board of Education approval, NCDPI will support standards implementation through the following actions:

- a. Launch and disseminate a state-level standards implementation plan to local districts and charter schools.
- b. Modify the annual statewide assessment program as necessary in accordance with the revised standards.
- c. Facilitate statewide training and support for educators on the revised standards.
- d. Collect data and evaluate the implementation of the revised standards.

*\*Extended content standards follow the same review, revision, and implementation process.*

*\*\*Career and Technical Education (CTE) follows the North Carolina CTE Essential Standards Guide, located in SBE Policy SCOS-005.*

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### **Supporting Links**

[K-12 Standards, Curriculum and Instruction](#)

### **State Reference**

GS 115C-81.5

### **Description**

[Standard Course of Study](#)