1D SBCCC 100.3 PROGRAM CLASSIFICATION
The following criteria are used for classifying the programs offered in the North Carolina Community College System.
(1) Curriculum Programs:
   (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
   (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
   (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
(B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.

(C) The associate in general education degree programs are designed for students who desire a general liberal arts education.

(ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.

(iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

(b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

(2) Continuing Education Programs:

(a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

(b) Community Service:

(i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.
(ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:

(i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.

(ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

(i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

(ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a
maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual’s assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

(iv) development of communication skills;

(v) development of problem-solving skills; and

(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);

Eff. February 1, 1976;

Readopted Eff. January 24, 1978;

Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;
1D SBCCC 200.93 FACULTY

(a) General

(1) Colleges shall employ faculty members so as to meet Southern Association of Colleges and Schools’ criteria.

(2) Colleges shall determine appropriate teaching and non-teaching loads for faculty and for technical assistants to the faculty so as to meet Southern Association of Colleges and Schools’ criteria.


(b) Instructors for Extension Emergency Services Training. All instructors in the area of Emergency Services Training must be qualified as established by the respective emergency services certifying agency. Emergency services training means training delivered to personnel in law enforcement, fire and rescue services, and emergency medical services agencies.

History Note: Authority G.S. 115D-5.

Eff. February 1, 1976;

1D SBCCC 200.94 BASIC SKILLS PLAN

Reserved for Future Codification
1D SBCCC 200.95 EDUCATION SERVICES FOR MINORS

(a) The major purpose of community colleges is to serve students who have graduated from high school or are beyond the compulsory age limit of the public school and have left public school. However, a minor may seek admission to a community college subject to the conditions in this Section.

(b) Drop-out. A minor, 16 years old or older, who is not currently enrolled in a public or private educational agency may be admitted to a Basic Skills or Continuing Education program at a college if a North Carolina local public or private educational agency, where the minor now resides, determines that admission to a Basic Skills or Continuing Education program is the best educational option for the student and the admission of the student to a Basic Skills or Continuing Education program is approved by the college under one of the following conditions:

(1) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency within the last six months, a college may admit the minor to a Basic Skills or Continuing Education program if the minor obtains a signed official withdrawal form from the local public or private educational agency and a notarized petition of the minor's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor's residence, date of birth, date of leaving school, name of last school attended, and the petitioner's legal relationship to the minor.

(2) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency for at least six months, a college may admit the minor to a Basic Skills or Continuing Education program without the release form from the public or private educational agency. However, the minor must obtain a notarized petition of the minor's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor's residence, date of birth, date of leaving school, name of last school attended, and the petitioner's legal relationship to the minor.

(3) If the minor is an emancipated minor, the requirement for the release form from the public or private educational agency and the requirement for the notarized petition are waived. The minor must provide legal documentation of emancipation.
Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older.

(c) Concurrent Enrollment. Concurrent enrollment allows a high school student to be enrolled in high school and in a local institution of higher education at the same time. A high school student, 16 years old or older, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to any curriculum course one hundred level and above or any continuing education course, except adult basic skills, concurrently under the following conditions:

1. Upon recommendation of the chief administrative school officer and approval of the president of the college;
2. Upon approval of the student's program by the chief administrative school officer and the president of the college; and
3. Upon certification by the chief administrative school officer that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation.

(d) High school students, taking courses pursuant to Paragraph (c) of this Rule, shall not displace adults but may be admitted during any term on a space-available basis to any curriculum course one hundred level and above or any continuing education course, except adult basic skills. Once admitted, they shall be treated the same as all other students.

(e) Huskins. Huskins programs enrich high school students by providing college level academic, technical, and advanced vocational courses to high school students that would not otherwise be available to them. Local boards of trustees and local school boards may establish cooperative programs in areas they serve in order to provide college courses to high school students. College credits shall be awarded to those high school students upon successful completion of the courses. Cooperative programs shall be approved, prior to implementation, by the State Board or its designee.

(f) Learn and Earn Online Program:

1. Definition of Credits. For the purposes of this section, credits mean curriculum courses 100 level or above. For the purposes of this section, credits do not include
continuing education courses, cooperative education courses (COE), selected topics (SEL), or seminar topics (SEM).

(2) Definition of Disabilities. For the purposes of this Section, disabilities shall mean "persons with disabilities" as defined in G.S. 168A-3(7a).

(3) Student Eligibility. A student shall be permitted to enroll in any online courses through North Carolina community colleges for college credit, regardless of the college service areas in which the student resides under the following conditions:
   (A) The student must be enrolled in a North Carolina school or have completed all high school graduation requirements in a North Carolina school throughout the duration of the online course;
   (B) The student must be enrolled in the 9th, 10th, 11th, or 12th grades;
   (C) The student's enrollment in an online course for college credit is subject to space availability;
   (D) The student must meet the prerequisites, co-requisites and course admission requirements as published in the college's catalog at the time the student seeks to enroll in the online course;
   (E) A student enrolled in grades 9th, 10th, 11th, or 12th is participating in the Learn and Earn Online program by virtue of enrolling in a Learn and Earn Online course; and
   (F) High school students attending a nonpublic school may enroll in any Learn and Earn Online course with space available that has been offered to but not filled by any eligible public school student.

(4) Course Eligibility.
   (A) Only online courses in the NCCCS Combined Course Library numbered 100 and above are eligible for Learn and Earn Online credits, excluding cooperative education courses (COE), selected topics (SEL), and seminar topics (SEM).
   (B) Only online courses that generate budget FTE are eligible for Learn and Earn Online credits.
   (C) To be eligible for course credit under the Learn and Earn Online Program, courses must be the same as those delivered to other adult college students.

(5) Costs.
(A) A student enrolled in Learn and Earn Online shall be exempt from tuition and calculated as budget FTE regardless of the term during which the instruction is provided.

(B) North Carolina Community Colleges may seek reimbursement from the Department of Public Instruction for technology, course fees, and textbooks required for course participation as set out in S.L. 2009-451, s. 8.6(a).

(C) A student participating in the Learn and Earn Online program is exempt from any additional college fees.

(6) Coding. Enrollment in a Learn and Earn Online course shall be coded as T90920.

(7) Program Completion. If students meet the curriculum program requirements effective at the time of enrollment, they are awarded a certificate, diploma or degree. Students shall meet the curriculum program requirements that are applicable to the college from which they are seeking to obtain a certificate, diploma, or degree.

(8) Transfer of Learn and Earn Online courses. Learn and Earn Online courses listed in the North Carolina Comprehensive Articulation Agreement or listed in the North Carolina Independent Comprehensive Articulation Agreement shall be treated the same as all other courses listed in either Agreement.

(9) Transfer degree. Learn and Earn Online students who obtain a degree listed in the North Carolina Comprehensive Articulation Agreement or listed in the North Carolina Independent Comprehensive Articulation Agreement shall be treated the same as all other students who have obtained a degree listed in either Agreement.

(10) Persons with Disabilities. Learn and Earn Online students must abide by the college's disability eligibility standards, as set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Chapter 1, Part 104, Subchapter E (34 C.F.R. 104.41 through 104.47).

(g) Intellectually Gifted and Mature Students. Students less than 16 years old who are mature enough to function well in an adult education setting and are intellectually gifted as evidenced by a score in the range from the 92nd percentile to the 99th percentile on an aptitude and an achievement test selected from a list of tests approved by the System Office may be admitted to community colleges. Tests
included on the System Office approved list shall be selected from the Mental Measurements Year Book published by the Buros Institute of Mental Measurements. The student shall be ranked by an official of the student's school in the top 10 percent on the following behavioral characteristics: mature, observant, inquisitive, persistent, innovative, analytical, adaptable, leadership, desire to achieve, self-confidence and communications skills. Students less than 16 years old shall not displace adults but may be admitted any term on a space-available basis to any curriculum course one hundred level and above. Students admitted to community colleges under this Paragraph shall pay the same tuition and fees as other curriculum students.

(h) Except as authorized by G.S. 115D-20(4), colleges shall not start classes, offer summer school courses, or offer regular high school courses for high school students.

(i) A college may make available to persons of any age non-credit, non-remedial, enrichment courses during the summer reporting period. These courses shall be self-supporting and shall not earn credit toward a diploma, certificate, or degree at the college or high school.

(j) At the request of the director of a youth development center having custody of juveniles committed to the Department of Juvenile Justice and Delinquency Prevention, a college may make available to these juveniles any course offered by that college if they meet the course admission requirements. The director's request shall include the director’s approval for each juvenile to enroll in the course.

*History Note:* Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625; S.L. 2009-451, s. 7.10(j);

*Eff.* January 1, 1987;

*Amended Eff.* September 1, 1993;

*Temporary Amendment Eff.* June 1, 1997;

*Amended Eff.* July 1, 1998;

*Temporary Amendment Eff.* August 22, 2001;

1D SBCCC 200.96  ASSESSMENT PROCEDURES
Reserved for Future Codification

1D SBCCC 200.97  PROGRAM MONITORING
Reserved for Future Codification

1D SBCCC 200.98  BASIC SKILLS PLUS
Reserved for Future Codification

1D SBCCC 200.99  DRIVERS’ ELIGIBILITY CERTIFICATE
(a) Local Boards of Trustees shall be responsible for the issuance of driving eligibility certificates, the timely reporting of dropouts and students unable to make progress toward graduation, and the provision of grievance procedures associated with the issuance of driving eligibility certificates. Local Boards of Trustees shall provide a program which meets the following requirements:
(1) The president or the president’s designee shall issue a driving eligibility certificate if it is determined that:
   (A) The student seeking the certificate is currently enrolled in a basic skills program and is making progress toward obtaining a high school diploma or its equivalent. Making progress toward obtaining a high school diploma for a person enrolled in a community college basic skills program is defined as:
      (i) Attending a basic skills class a minimum of sixty hours per month for a period of six consecutive months; and
      (I) Demonstrating progress in GED at the end of each six month period by passing a minimum of two GED tests with a score of 40 or higher.
      (II) Demonstrating progress in Adult High School at the end of each six month period by passing a minimum of two Adult High School units.
      (III) Demonstrating progress in Adult Basic Education or English as a Second Language at the end of each six month period by one of the following: increase scores on each subsequent standardized test or make progress as documented by teacher assessment.
(ii) If a student does not meet the criteria for making progress and attendance
during any month, the president or the president’s designee shall notify the
Division of Motor Vehicles the following month that the student no longer
meets the requirements for the driving eligibility certificate.

(B) A substantial hardship would be placed on the person seeking the certificate or
the person’s family if the person does not receive the certificate. Examples of
a substantial hardship include:
(i) A parent’s inability to drive due to sickness or other impairment and the
student is the only person of driving age in the household.
(ii) The student requires transportation to and from a job that is necessary to
the welfare of his family and is unable by any other means to do so.

(C) The person seeking the certificate cannot make progress toward obtaining a
high school diploma or its equivalent. The president or the president’s
designee shall determine, along with input from other basic skills staff, if a
student is unable to make progress toward obtaining a high school diploma or
its equivalent.

(2) The President or his designee shall not issue a driving eligibility certificate if it is
determined that either after the first day of July before the school year which the
student enrolled in the eighth grade or after the student’s fourteenth birthday,
whichever event occurred first, the student was subjected to disciplinary action as
defined in this Subparagraph for any of the enumerated conduct as defined in this
Subparagraph. Disciplinary action is defined as:
(A) An expulsion;
(B) Suspension for more than ten consecutive days; or
(C) An assignment to an alternative educational setting for more than ten
consecutive days, which resulted from any of the enumerated conduct.

Enumerated conduct is defined as:
(i) The possession or sale of an alcoholic beverage or an illegal controlled
substance on school property.
(ii) The possession or use on school property of a weapon or firearm that
resulted in disciplinary action under G.S. 115C-391(d1), or that could have
resulted in that disciplinary action if the conduct had occurred in a public school.

(iii) The physical assault on a teacher or other school personnel on school property

(3) A student who was ineligible for a certificate under Subparagraph (a)(2) of this Rule, is eligible for a certificate when the president or president’s designee determines that the student has exhausted all administrative appeals connected to the disciplinary action and that one of the following conditions is met:

(A) The conduct which resulted in the disciplinary action occurred before the student reached the age of 15, and the student is now at least 16 years old.

(B) The conduct which resulted in the disciplinary action occurred before the student reached the age of 15, and at least one year has passed since the student exhausted all administrative appeals connected to the disciplinary action.

(C) The student needs the certificate in order to drive to and from school, a drug or alcohol treatment counseling program, or a mental health treatment program, and no other transportation is available.

(4) A student who was ineligible for a certificate under Subparagraph (a)(2) of this Rule may otherwise be eligible for a certificate if, after six months from the date of the ineligibility, the president or the president’s designee determines that:

(A) The student has displayed exemplary behavior; or

(B) The ineligibility was based on a disciplinary action for the possession or sale of an alcoholic beverage or a controlled substance on school property and the president or the president’s designee determines that the student has attended and successfully completed a drug or alcohol treatment program.

(i) Exemplary behavior is defined as the student having no further incidents of misconduct where expulsion, suspension, or an assignment to an alternative educational setting is required.

(ii) Attending and successfully completing a drug or alcohol treatment program is defined as a minimum of 12 hours of drug or alcohol treatment counseling
or a mental health treatment program. In addition, the treatment counseling program shall have a strong parental involvement focus.

(b) Any person denied a driving eligibility certificate may appeal that decision through the college’s student grievance procedure.

(c) The president or the president’s designee shall notify the Division of Motor Vehicles when a student is no longer exhibiting exemplary behavior or attending and successfully completing a drug or alcohol treatment program as determined above, or when a student officially drops out of school. The president's designee shall be the Basic Skills Director.

(1) The State Board shall provide to the Basic Skills Director a form for students to provide their written irrevocable consent for a community college to disclose to the Division of Motor Vehicles that the student no longer meets the conditions for a driving eligibility certificate under subparagraphs (a)(1) through (a)(4) of this Rule.

(2) This form shall only identify the student, and under which Subsection of this Rule the student is no longer eligible. No other details or information concerning the student’s school record shall be released pursuant to this request.

History Note: Authority G.S. 115D-5(a3);


SUBCHAPTER 300. CONTINUING EDUCATION

1D SBCCC 300.1 Definitions

(a) “Continuing Education” – Continuing Education programs provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations. For the purpose of this subchapter, “Continuing Education” refers to the following programs: Workforce Continuing Education Training, Human Resources Development, and Community Service.

(b) “Course” – Refers to the list of approved courses in the Combined Course Library maintained by the North Carolina Community College System Office.
(c) “Class” - An individual course section or unit of instruction with a specific date and time duration.
(d) “Register” – To complete the procedure defined by the college to sign up for a course section

History Note: Authority G.S. 115D-5;
Eff. June 1, 2016.

1D SBCCC 300.2 Registration
(a) Registration. Each college shall maintain an open-door registration process for individuals who are either high school graduates or are at least 18 years of age. Officials of each college shall make student registration determinations.

(1) Safety Exceptions. Boards of trustees may adopt policies refusing registration to any individual if it is necessary to protect the health or safety of the individual or other individuals. When making a health and safety determination, colleges may refuse registration to an applicant when there is an articulable, imminent, and significant threat to the individual or other individuals. Colleges refusing registration on the basis of a health or safety threat shall document the following:
(A) Detailed facts supporting the rationale for denying registration;
(B) The time period within which the refusal to register shall be applicable and the supporting rationale for the designated time period; and
(C) The conditions upon which the individual who is refused registration would be eligible to be registered.

History Note: Authority G.S. 115D-5;
Eff. June 1, 2016.

1D SBCCC 300.3 Program Description
(a) Workforce Continuing Education Training. Workforce Continuing Education Training programs are designed to provide instructional opportunities for individuals seeking to gain new or upgrade current job-related skills. Programs can be delivered as a single
course or bundled as a series of courses that provide instruction around skill competencies that lead to a recognized credential (licensure, certification, renewal, registry listing) or meets local workforce labor needs.

(b) Human Resources Development. The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Each college shall operate a Human Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. These courses shall address six core components:

(1) Assessment of an individual's assets and limitations;
(2) Development of a positive self-concept;
(3) Development of employability skills;
(4) Development of communication skills;
(5) Development of problem-solving skills; and
(6) Awareness of the impact of information technology in the workplace.

(c) Community Service. Community Service programs provide courses, seminars, and community activities that contribute to an individual’s cultural, civic, and personal growth.

History Note: Authority G.S. 115D-5; Eff. June 1, 2016.

1D SBCCC 300.4 Program Management

(a) Program Accountability.

(1) Each college's local board of trustees shall adopt a Continuing Education Internal Program Accountability Plan. At a minimum, the Continuing Education Internal Program Accountability Plan shall define a system of checks and balances to prevent and detect errors or irregularities when reporting hours for FTE purposes and establish a framework for defining program quality and improvement procedures.
(2) The local board of trustees shall review the Continuing Education Internal Program Accountability Plan at least once every three years from the date the local board of trustees adopts the Continuing Education Internal Program Accountability Plan.

(3) A copy of the Continuing Education Internal Program Accountability Plan, including amendments, shall be submitted to the Continuing Education Department at the System Office upon adoption.

(b) Faculty. Colleges shall employ faculty so as to meet Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) criteria and local college policies. All faculty providing instruction in programs with external agency oversight must be a qualified instructor as established by the respective agency or certifying entity.

(c) Services to Minors. For the purposes of this subsection, the word “minor” shall not include minors who have graduated from high school. The major purpose of community colleges is to serve students who have graduated from high school, have obtained a high school equivalency diploma, or are beyond the compulsory age limit of the public school and have left public school. However, a minor may enroll in Continuing Education course sections subject to the following:

(1) Minors Age 16 and 17. A minor, age 16 or 17, may enroll in Continuing Education course sections subject to the following conditions:
   (A) Minors shall not displace adults.
   (B) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.
   (C) If the minor is enrolled in high school, the following restrictions apply:
      (i) Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.
      (ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:
         (I) Continuing Education course sections that maintain 90% (ninety percent) of instructional hours within the summer reporting term as defined in 1G SBCCC 200.99(a)(1)(B).
(II) Self-supporting courses which may be provided during any reporting term.

(2) Minors Less than Age 16. A minor less than 16 years old may enroll in Continuing Education course sections subject to the following conditions:

(A) Minors less than 16 years old may enroll in self-supporting safe driving course sections during any reporting term.

(B) A college may provide classes for minors less than 16 years old only during the summer reporting term. These classes must be self-supporting and may not be designated by the college to provide partial or full credit towards meeting high school graduation requirements.

(d) Juvenile Justice. Colleges may provide Continuing Education course sections to juveniles of any age who are committed to the Division of Juvenile Justice of the Department of Public Safety, if the juvenile is otherwise qualified for registration in the Continuing Education class and has the approval of the Director of the Youth Development Center to which the juvenile is assigned.

(e) Once enrolled, minors shall be treated the same as all other students.

History Note: Authority G.S. 115D-5; G.S. 115D-20(4)(b);

Eff. June 1, 2016.

1D SBCCC 300.5 Course Standards

(a) Master Course Schedule. Colleges shall maintain a master schedule, including days, time, and location for all Continuing Education class offerings, including the physical address to off-campus class locations.

(b) Course Approval Process. The provisions for the course approval process for Continuing Education courses follow:

(1) Colleges seeking to add a new course to the Combined Course Library or seeking to modify an existing course shall submit a new course or modification request to the North Carolina Community College System Office. The North Carolina Community College System Office shall maintain new course or modification
request forms and guidance documents and make them available to colleges upon request.

(2) The Continuing Education Leadership Committee, comprised of a rotating slate of Continuing Education senior administrators from local colleges, will review all requests for new courses or course modifications. The Continuing Education Leadership Committee shall recommend approval of the new course or approval of the modification if all of the following conditions are met.

(A) All requests for new courses and course modifications must meet the definition of continuing education as defined in 1D SBCCC 300.1(a).

(B) All requests for new courses and course modifications must demonstrate workforce need with local and state labor market data.

(C) New course requests shall not duplicate the scope of the description of existing Combined Course Library courses.

For requests that comply with 1D SBCCC 300.5(b)(2)(A)–(C), the Continuing Education Leadership Committee shall submit its recommendation to the Workforce Continuing Education staff at the North Carolina Community College System Office with a copy to the requesting college, and the Workforce Continuing Education staff shall submit the recommendation to the State Board of Community Colleges for final approval.

(3) Once a course is approved and placed in the Combined Course Library, colleges do not have to seek additional approval from the North Carolina Community College System Office to offer the course as long as the course meets the standards set forth in this Subchapter.

(c) Course Standards. All Continuing Education course sections shall be based on courses maintained in the Combined Course Library. The course standards for Continuing Education local course offerings follow:

(1) Course Title. A college may use a local course title to clarify the instructional content, instructional methodology, and target audience.

(2) Course Description. A college may use a local course description to clarify the instructional content, instructional methodology, and target audience as long as
the content of the course falls within the scope of the State Board approved course description listed in the Combined Course Library.

(3) Scheduled Hours. Colleges shall not schedule hours that exceed the maximum approved hours for instruction for the specific course within the Combined Course Library.

(d) Continuing Education Units. One Continuing Education Unit (CEU) is equal to ten contact hours of participation in class.

(e) Course Articulation. In accordance with criteria set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and local college policies, a college may award academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a college designated credit experience as determined by the college.

History Note: Authority G.S. 115D-5;
Eff. June 1, 2016.

1D SBCCC 300.6 Instructional Service Agreements

(a) Level One Instructional Service Agreement.

(1) A college may offer continuing education courses in an area assigned to another college by providing a written, level one instructional service agreement under the following conditions:

(A) Resources are solely provided by the college requesting permission to enter into another college's service area; and

(B) The requesting college does not share the FTE with the other college(s).

For the purposes of this rule, “an area assigned to another college” shall include an online class that is set up to specifically target students in another college's service area.

(2) The level one instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one instructional service agreements:
(B) Be signed by the presidents of each participating college;
(C) Specify the course(s) or program(s) to be delivered into the other college's service area;
(D) Specify the plan for delivery of the instruction;
(E) Specify the conditions and time frame for termination of the agreement; and
(F) Be maintained on file at all colleges involved for compliance review purposes.

(b) Level Two Instructional Service Agreement.

(1) Two or more colleges may jointly offer continuing education courses by providing a written, level two instructional service agreement under the following conditions:
(A) Resources are shared between the participating colleges; and
(B) FTE may be shared between the participating colleges.

(2) The level two instructional service agreement shall:
(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level two instructional service agreements;
(B) Be signed by the president of each participating college;
(C) Specify the course(s) to be delivered to the other college's service area;
(D) Specify the plan for delivery of the instruction;
(E) Specify the proration of resources and FTE allocated for each college;
(F) Specify the conditions and time frame for termination of the agreement;
(G) Be filed with the System Office President prior to implementation of the course(s); and
(H) Be maintained on file at all colleges involved for compliance review purposes.

History Note: Authority G.S. 115D-5; S.L. 1993, 2nd session, c. 769, p. 18, s. 18; S.L. 1995, c. 625;
Temporary Adoption Eff. October 31, 1994, for a period of 180 days or until the permanent rule becomes effective, whichever is sooner;
Eff. May 1, 1995;
Temporary Amendment Eff. June 1, 1997;
Amended Eff.  June 1, 2016; November 1, 2014; August 1, 2004; July 1, 1998.

1D SBCCC 300.94  Faculty
REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

History Note: Authority G.S. 115D-5.
Eff. February 1, 1976;
Amended Eff. March 1, 2007; July 1, 1998; September 1, 1993; August 17, 1981; September 30, 1977;
Repealed Eff.  June 1, 2016.

1D SBCCC 300.95  Human Resources Development Program Continuation
REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

History Note: Authority G.S. 115D 5;
Eff. November 1, 2005;
Repealed Eff.  June 1, 2016.

1D SBCCC 300.96  Continuing Education Program Management
REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

History Note: Authority G.S. 115D-1; 115D-5;
Eff. September 1, 1988;
Amended Eff. September 1, 1993;
Repealed Eff.  June 1, 2016.

1D SBCCC 300.97  Instructional Service Agreements
RECODIFIED at 1D SBCCC 300.6.

History Note: Recodified Eff.  June 1, 2016.
1D SBCCC 300.98 Courses and Standards
REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

1D SBCCC 300.99 Education Services for Minors
REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

History Note: Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625; S.L. 2009-451, s. 7.10(j);
Eff. January 1, 1987;
Amended Eff. September 1, 1993;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
Temporary Amendment Eff. August 22, 2001;
Amended Eff. April 1, 2010, April 1, 2003;
Repealed Eff. June 1, 2016.

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.1 CURRICULUM DEFINITIONS
Reserved for Future Codification

1D SBCCC 400.2 Admission to Colleges
(a) Each college shall maintain an open-door admission policy to all applicants who are legal residents of the United States and who are either high school graduates or are at least 18 years of age. Community colleges shall not solicit or use information regarding the accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the college or to any program of study, loans, scholarships, or other educational activity at the community college, unless the accreditation was conducted by a State agency. For purposes of this Section, the term “accreditation” shall include certification or any other similar approval process. Student admission processing and placement determination shall be
performed by the officials of each college. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Provisions with respect to admission of minors are set forth in 1D SBCCC 200.95 and 1D SBCCC 300.4.

(b) For the purposes of this Section, "undocumented immigrant" means any immigrant who is not lawfully present in the United States. Community colleges shall admit undocumented immigrants under the following conditions:

(1) Community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law;

(2) When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications;

(3) Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must comply with all federal and state laws concerning financial aid;

(4) An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. All undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must be charged out of state tuition whether or not they reside in North Carolina;

(5) When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; and

(6) Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

(c) Boards of trustees may adopt policies regulating admission and graduation of students enrolled in courses mandated under G.S. 17C, North Carolina Criminal Justice Education and Training Standards Commission, or G.S. 17E, North Carolina Sheriffs' Education and Training Standards Commission. These policies may limit enrollment to law enforcement officers or persons sponsored by law enforcement agencies and may require a student to maintain sponsorship by a law enforcement agency until
completion of the program. Policies adopted pursuant to this Paragraph shall be published and made available to students and prospective students.

(d) Any college suspending or expelling a student for non-academic disciplinary purposes shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, each college shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. Boards of trustees may adopt policies refusing admission to any applicant during any period of time that the student is suspended or expelled from any other educational entity.

(e) Boards of trustees may adopt policies refusing admission to any applicant if it is necessary to protect the safety of the applicant or other individuals. When making a safety determination, colleges may refuse admission to an applicant when there is an articulable, imminent, and significant threat to the applicant or other individuals. Colleges refusing admission on the basis of a safety threat shall document the following:

1. Detailed facts supporting the rationale for denying admission;
2. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
3. The conditions upon which the applicant that is refused would be eligible to be admitted.

(f) Boards of trustees shall implement an appeals process for applicants denied admission pursuant to either Subsection (e) or denied enrollment pursuant to Subsection (h) of this Section.

(g) Boards of trustees may adopt policies refusing admission to any applicant who is not a resident of North Carolina who seeks enrollment in any distance education course only if that applicant resides in a State where the college is not authorized to provide distance education in that State.

(h) Except for courses governed by subsection (c) above, if a community college has a program or develops a program that requires students to possess a firearm, that board of trustees shall adopt local policies requiring proof of eligibility to possess firearms to
be enrolled in such program. For the purposes of this Section, “firearms” shall have the same definition as G.S. 14-409.39(2). For the purposes of this Section, proof of eligibility shall include:

(1) Any current, valid State-issued permit to purchase a firearm;
(2) A current, valid State-issued concealed carry permit from North Carolina;
(3) A current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;
(4) Proof of an exemption from permit requirements pursuant to G.S. 14-415.25; or
(5) A background check that is determined by the college. The sole purpose of the background check shall be to determine whether an applicant can lawfully possess a firearm in North Carolina pursuant to G.S. 14-269.8, G.S. 14-404(c), G.S. 14-415.1, G.S. 14-415.3, and G.S. 14-415.25.

History Note: Authority G.S. 115D-1; 115D-5; 115D-20;
Eff. February 1, 1976;

1D SBCCC 400.3 PROGRAM CLASSIFICATION
The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:
   (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
      (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
      (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of
scientific principles in research, design, development, production, distribution, or service.

(B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.

(C) The associate in general education degree programs are designed for students who desire a general liberal arts education.

(ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.

(iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

(b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

(2) Continuing Education Programs:

(a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

(b) Community Service:
(i) Community Service courses consist of single courses, each complete in itself, that focus on an individual’s personal or leisure needs rather than occupational or professional employment.

(ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:
   (i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.
   (ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.
   (i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.
   (ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both
designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner’s Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars ($15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing,
speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual’s assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

(iv) development of communication skills;

(v) development of problem-solving skills; and

(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.
History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);
Eff. February 1, 1976;
Readopted Eff. January 24, 1978;
Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
Temporary Amendment Eff. October 4, 2001;
Amended Eff. June 1, 2009; April 1, 2003.

1D SBCCC 400.93 FACULTY

(a) General

(1) Colleges shall employ faculty members so as to meet Southern Association of Colleges and Schools' criteria.

(2) Colleges shall determine appropriate teaching and non-teaching loads for faculty and for technical assistants to the faculty so as to meet Southern Association of Colleges and Schools' criteria.


(b) Instructors for Extension Emergency Services Training. All instructors in the area of Emergency Services Training must be qualified as established by the respective emergency services certifying agency. Emergency services training means training delivered to personnel in law enforcement, fire and rescue services, and emergency medical services agencies.

History Note: Authority G.S. 115D-5.
Eff. February 1, 1976;
1D SBCC 400.94 CURRICULUM INSTRUCTIONAL CONTRACT PROVISIONS

(a) Each college is to assess its own need to provide instructional services by contracting with other public or private organizations or institutions. Any curriculum instructional program or course intended to be offered by contract must be submitted to the System President for approval. This policy does not apply to contracts between a college and its individual instructors.

(b) Any curriculum contract entered into by the local board of trustees of a college must meet the following general criteria:

1. A contract document in proper legal form is necessary in all cases and shall be drawn up by the college consistent with the requirements of the local board of trustees, the public or private organizations or institutions being contracted with and the State Board's criteria.

2. The contract shall be limited to and not exceed the fiscal year in which it begins.

3. The provisions for payment under contract shall not exceed usual and customary costs associated with the contracted instruction.

4. The contract shall provide that the college personnel shall have the right to supervise the educational program offered by the public or private organizations or institutions to the extent necessary to ensure the quality of the instructional program.

5. The contract shall provide that the college, the Department and the State Auditor shall have access to the records of the contractor to the extent necessary to ascertain the accuracy of such records and shall authorize the Department to obtain such fiscal accounting reports as are necessary in carrying out the terms of the contract.

6. Curriculum courses taught under contract shall be limited to programs the college has been authorized to offer.

7. The contract shall stipulate that students taught under the terms of the contract shall pay the same fees charged other students in similar programs in the college,
which fees shall be deposited in like manner as other fees. No tuition or fee charges shall be collected by the public or private organizations or institutions from students taught under such contracts unless specified by the contract.

(8) The contract must be signed by the chairman of the board of trustees, president of the college and a representative of the public or private organizations or institutions.

(9) Approval Procedure. When approved by the local board of trustees and the public or private organizations or institutions, the contract document shall be submitted to the System President who is authorized to approve the college's budget for the contracted instructional services if the requirements in Paragraphs (b), (c), (d), and (e) of this Rule have been met.

(c) The following provisions shall apply specifically to curriculum contracts with a proprietary or private non-profit institution or public agency.

(1) The proprietary or private non-profit institution with which the contract is made must be licensed as required by the General Statutes of North Carolina and must have maintained the licensure for a minimum of two years to offer the instruction desired.

(2) If federal funds are to be used to pay for instruction provided under the conditions of the contract, the proprietary or private non-profit institution must meet the requirements of the private vocational training institution.

(3) The chief executive officer of the proprietary or private non-profit institution, or designated agent, must sign a certification statement that the program in question, facility, or contract for services to students will be open without regard to race, age, color, creed, sex, political affiliation, or disability.

(4) Public or private colleges or universities must be licensed as required by the General Statutes of North Carolina to offer the instruction desired if entering into a contract to provide instructional services with the board of trustees of a college.

(d) Instructional curriculum contracts with local school administrative units must meet the following conditions:

(1) Shall not supplant existing funding for public school positions;
(2) Must provide through the Cooperative Agreement Program (Huskins Bill) college-level classes which could not be otherwise provided;
(3) Shall recoup the direct instructional cost contained in the contract and 15 percent for administrative cost incurred, if a college contracts with a local school unit under the Cooperative Agreement Program (Huskins Bill).
(e) Unless otherwise specified, colleges shall earn reimbursement on the regular formula budget for student membership hours generated by instruction under contract except that cosmetology instruction offered under contract shall be funded for instructional units at the occupational extension formula rate and for instructional support and administration at the curriculum formula rate. Also, note 1G SBCCC 100.99 which addresses contracted instruction offered primarily in the non-credit, occupational extension area.

History Note: Filed as a Temporary Amendment Eff. October 15, 1992 for a period of 180 days to expire on April 15, 1993;
Authority G.S. 115D-1 through 115D-5; 115D-18; 115D-20(6); P.L. 88-352; P.L. 98-524;
Eff. February 1, 1976;
Amended Eff. September 30, 1977;
Readopted Eff. January 5, 1978;

1D SBCCC 400.95 CURRICULUM PROGRAM APPROVALS AND TERMINATIONS
(a) Curriculum Program Approvals. Community colleges shall issue degrees, diplomas, and certificates to individuals who satisfactorily complete course and program requirements.
(1) The approval of a college or of a group of colleges in a collaborative arrangement to award the associate degree, diploma, or certificate shall be by individual curriculum program title. Approval by the State Board shall be granted when the college has demonstrated an established need and has provided evidence to the
State Board of sufficient instructional faculty, facilities, equipment, and materials required to meet the needs of the communities served without supplanting or duplicating existing programs.

(2) The application shall be signed by the college president and the chairman of the college’s board of trustees.

(3) The System President shall recommend action on the college’s curriculum program application to the State Board.

(4) Approval to grant degrees, diplomas, and certificates shall be withdrawn if the State Board determines that a college is not maintaining approved programs or graduation requirements.

(b) Curriculum Program Terminations. The college shall terminate a curriculum program when there has been no enrollment for two years; a college may request a one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment. Each college planning to terminate a curriculum program shall inform the System President by submitting a termination notice. The System President shall have the program removed from the college’s program approval list. Program terminations shall be reported to the State Board two times a year.

(c) The System President shall approve Associate in General Education and Associate in Applied Science General Occupational Technology curriculum programs for colleges in the system.

(d) On special approval by the State Board, a degree program title or a stand-alone diploma or certificate program title may exceed the maximum length of programs as set by the curriculum standards. Such an exception shall apply to all colleges approved to offer the curriculum program title. A two-thirds majority of colleges approved to offer the program shall agree with the conditions of the request for the exception. A request for an exception shall be justified based on one or more of the following criteria:

(1) Additional time in the program is required by law.

(2) Additional time in the program is required by an external regulatory, accrediting, or professional agency recognized by the State Board.
(3) Additional time in the program is justified by documented extenuating circumstances such as the following:
(A) Documentation that equivalent programs in other states require additional hours of training to teach the competencies of the curriculum;
(B) Documentation that the program will not be viable without the exception; or
(C) Documentation that employers have certified the competencies required for the program and the length of time needed to teach those competencies.

History Note: Authority G.S. 115D-5; 115D-20(6); S.L. 1995, c. 625;
   Eff. February 1, 1976;
   Readopted January 5, 1978;
   Amended Eff. September 1, 1993; January 1, 1988; August 17, 1981;
   July 1, 1979;
   Temporary Amendment Eff. June 1, 1997;

1D SBCCC 400.96 Instructional Service Agreements
(a) Level One Instructional Service Agreement.
   (1) A college may offer curriculum courses in an area assigned to another college by providing a written, level one instructional service agreement under the following conditions:
      (A) Resources are solely provided by the college requesting permission to enter into another college's service area; and
      (B) The requesting college does not share the FTE with the other college(s).
      For the purposes of this rule, “an area assigned to another college” shall include an online class that is set up to specifically target students in another college’s service area.
   (2) The level one instructional service agreement shall:
      (A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one instructional service agreements:
(B) Be signed by the presidents of each participating college;
(C) Specify the course(s) or program(s) to be delivered into the other college's service area;
(D) Specify the plan for delivery of the instruction;
(E) Specify the conditions and time frame for termination of the agreement; and
(F) Be maintained on file at all colleges involved for audit purposes.

(b) Level Two Instructional Service Agreement.

(1) Two or more colleges may jointly offer curriculum courses by providing a written, level two instructional service agreement under the following conditions:
(A) Resources are shared between the participating colleges;
(B) FTE may be shared between the participating colleges;
(C) One or more of the participating colleges is approved to offer the curriculum course(s) in an approved program of study; and
(D) A curriculum certificate, diploma or degree is not awarded.

(2) The level two instructional service agreement shall:
(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level two instructional service agreements;
(B) Be signed by the president of each participating college;
(C) Specify the course(s) to be delivered to the other college's service area;
(D) Specify the plan for delivery of the instruction;
(E) Specify the proration of resources and FTE allocated for each college;
(F) Specify the conditions and time frame for termination of the agreement;
(G) Be filed with the System Office President prior to implementation of the course(s); and
(H) Be maintained on file at all colleges involved for audit purposes.

(c) Level Three Instructional Service Agreement.

(1) Two or more colleges may jointly offer a curriculum program by providing a written, level three instructional service agreement under the following conditions:
(A) Resources are shared between the participating colleges;
(B) FTE may be shared between the participating colleges;
(C) One or more of the colleges participating is approved by the State Board of Community Colleges to offer the curriculum program; and

(D) A curriculum certificate, diploma or associate degree is awarded.

(2) The level three instructional service agreement shall:

(A) Be approved by each participating board of trustees;

(B) Be signed by the board of trustees chair of each participating college;

(C) Be signed by the president of each participating college;

(D) Specify the program to be shared;

(E) Specify the plan for delivery of the program;

(F) Specify the proration of resources and/or FTE allocated for each college;

(G) Specify the conditions and time frame for termination of the agreement;

(H) Certify that appropriate and adequate resources are available between participating colleges. Where feasible, joint utilization of physical facilities, equipment, materials, and instructional faculty shall be considered;

(I) Certify that the curriculum program meets the standards of the appropriate accrediting agency or licensing authority;

(J) Specify which college will grant the award;

(K) Specify that only the college providing the instruction will record the letter grade on the student transcript;

(L) Be approved by the System Office President prior to implementation of the program; and

(M) Be maintained on file at each participating college for audit purposes.

(3) Notification of termination of a level three agreement shall be sent to the System Office President by the college which grants the award, prior to the effective termination date.

(d) The delivery of curriculum courses or programs delivered into another college’s service area via non-traditional delivery as defined in Rule 1G SBCCC 200.93(e)(1) does not require an instructional service agreement.

(e) A college may not delegate curriculum program approval to another college. Program approval is granted by the State Board of Community Colleges using criteria set forth in Rule 1D SBCCC 400.95.
1D SBCCC 400.97 COURSES AND STANDARDS FOR CURRICULUM PROGRAMS

The Combined Course Library and curriculum standards for associate degree, diploma, and certificate programs shall be as follows:

(1) Combined Course Library Curriculum Courses.

(a) The Combined Course Library shall contain the following elements for all curriculum program credit courses approved for the North Carolina Community College System.

(i) Course prefix;

(ii) Course number;

(iii) Course title;

(iv) Classroom hours and laboratory, clinical, and work experience contact hours, if applicable;

(v) Credit hours;

(vi) Prerequisites and corequisites, if applicable; and

(vii) Course description consisting of three sentences.

(b) The numbering system for curriculum courses within the Combined Course Library is as follows:

(i) The numbers 050-099 shall be assigned to developmental courses.

(ii) The numbers 100-109 and 200-209 shall be assigned to certificate and diploma level curriculum courses. These courses shall not be included in associate degree programs.
(iii) The numbers 110-189 and 210-289 shall be assigned to associate degree level courses. These courses may also be included in certificate and diploma programs.

(iv) The numbers 190-199 and 290-299 shall be assigned to seminar or selected topic courses which may be offered for a single term and which courses offer content not found in existing courses. In order to offer the course content after the initial term, a new course must be approved for inclusion in the Combined Course Library.

(c) A college shall use the course information (prefix; number; title; classroom, laboratory, clinical, and work experience contact hours; credit hours; prerequisites and corequisites; and course description) as listed in the Combined Course Library.

(i) A college may add a fourth sentence to the course description to clarify instructional content or instructional methodology.

(ii) A college may divide courses into incremental units for greater flexibility in providing instruction to part-time students or to provide shorter units of study for abbreviated calendars. Each of the following criteria apply to courses divided into incremental units:

(A) A course may be divided into two or three units, which are designated with an additional suffix following the course prefix and number;

(B) The units shall equal the entire course of instruction, without omitting any competencies;

(C) The combined contact and credit hours for the units shall equal the contact and credit hours for the course;

(D) If the course is a prerequisite to another course, the student shall complete all component parts before enrolling in the next course;

(E) If the course is a co-requisite to another course it must be taken before or in conjunction with that course; and

(F) The components of a split course shall not be used to supplant training for occupational extension.
(d) The Community College System Office shall revise and maintain courses in the Combined Course Library.

(e) When a student receives credit for a Combined Course Library course, this credit shall be transferable to any college in the North Carolina Community College System.

(2) Revision of Curriculum Standards. A revision of curriculum standard requires that two thirds of colleges approved to offer that curriculum program concur in writing with the revision. Upon their concurrence changes in curriculum standards become effective after approval by the State Board of Community Colleges.

(3) Criteria for Programs. Each curriculum program shall be based on the following criteria established by the State Board of Community Colleges for the awarding of degrees, diplomas, and certificates.

(a) Associate in Applied Science. The associate in applied science program of study must consist of a minimum of 64 and a maximum of 76 semester hours of credit from curriculum courses at the 110-199 and 210-299 levels. Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers. The requirements for the Associate in Applied Science Degree are as follows:

(i) The associate in applied science curriculum program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three hours in either natural sciences or mathematics.

(ii) The associate in applied science curriculum program shall include a minimum of 49 semester hours of credit from major curriculum courses selected from the curriculum courses in the Combined Course Library assigned numbers from 110-199 and 210-299. Major curriculum courses are those which offer specific job knowledge or skills. Criteria for the major hours category are as follows:
(A) Major Core Hours. The major hours category shall be comprised of identified curriculum core courses or subject areas or both which are required for each program. Subject areas or curriculum core courses shall be based on curriculum competencies and shall teach essential skills and knowledge necessary for employment. The number of credit hours required for the core shall not be less than 12 semester hours of credit;

(B) Major Concentration Hours. The major hours category may also include hours required for a concentration of study. A concentration of study is a group of curriculum courses required beyond the core for a specific related employment field. A concentration shall include a minimum of 12 semester hours, and the majority of the curriculum course credit hours shall be unique to the concentration;

(C) Other Major Hours. Other major hours shall be selected from prefixes identified on the curriculum standard. A maximum of nine semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration, or unique prefixes as noted on the standard; and

(D) Work Experience Hours. The major hours category may include up to a maximum of eight semester hours credit for work experience, including cooperative education, practicums, and internships. Under a standard specifically designed for select associate degree programs, work experience shall be included in a curriculum up to a maximum of 16 semester hours of credit. The select associate degree programs shall be based on a program of studies registered under the North Carolina Department of Labor Apprenticeship programs. Only eight semester hours of credit of work experience shall earn budget FTE.

(iii) Other Required Hours. A college may require graduation or local employer requirements in order to complete an associate in applied science program. These requirements may be met through a maximum of seven semester hours of credit from curriculum courses. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office.
based on the Curriculum Procedures Reference Manual prior to implementation of the program. Restricted, unique or free elective courses may not be included as other required courses.

(iv) Selected topics or seminar curriculum courses may be included in an associate in applied science degree program up to a maximum of three semester hours of credit. Selected topics or seminar courses shall not substitute for required general education or major core courses. Such curriculum courses shall be listed on a program of study as other major hours. Selected topics and seminar curriculum courses shall not be used more than once in a program.

(b) Associate in Arts Degree. The associate in arts program of study must consist of a minimum of 64 and a maximum of 65 semester hours of credit from approved college transfer courses at the 110-199 and 210-299 levels. Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers. Certificates are not allowed under this degree program. The requirements for the Associate in Arts Degree are as follows:

(i) The associate in arts curriculum program shall include a minimum of 44 semester hours of general education curriculum core courses selected from the Combined Course Library and approved for transfer to the University of North Carolina constituent institutions. The general education core shall include:

(A) Six semester hours of English composition;
(B) 12 semester hours of humanities/fine arts;
(C) 12 semester hours of social/behavioral sciences;
(D) Six semester hours of mathematics; and
(E) Eight semester hours of natural sciences.

(ii) The associate in arts program shall include a minimum of 20 and a maximum of 21 additional semester hours of credit selected from curriculum courses in the Combined Course Library which have been approved for transfer to the University of North Carolina constituent institutions. A non-college transfer curriculum course of one semester hour of credit may be included in a 65
semester hour credit associate in arts program. This course may receive transfer evaluation by the receiving institution.

(iii) A college may award a diploma under an approved associate in arts degree program for a series of curriculum courses taken from the approved associate in arts degree program of study. This diploma shall include a minimum of 44 and a maximum of 47 semester hours of general education curriculum core courses selected from the Combined Course Library and approved for transfer to the University of North Carolina constituent institutions. The diploma shall include a minimum of:

(A) Six semester hours of English composition;
(B) 12 semester hours of humanities/fine arts;
(C) 12 semester hours of social/behavioral sciences;
(D) Six semester hours of mathematics; and
(E) Eight semester hours of natural sciences.

A non-college transfer course of one semester hour of credit may be included in a 47 semester hour credit diploma program. This curriculum course may receive transfer evaluation by the receiving institution.

(c) Associate in Science Degree. The associate in science program of study must consist of a minimum of 64 and a maximum of 65 semester hours of credit from approved college transfer courses at the 110-199 and 210-299 levels. Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers. Certificates are not allowed under this degree program. The requirements for Associate in Science Degree are as follows:

(i) The associate in science curriculum program shall include a minimum of 44 semester hours of general education curriculum core courses selected from the Combined Course Library and approved for transfer to the University of North Carolina constituent institutions. The general education core shall include:

(A) Six semester hours of English composition;
(B) Nine semester hours of humanities/fine arts;
(C) Nine semester hours of social/behavioral sciences; and
(D) 20 semester hours of mathematics and natural sciences that shall include a minimum of six semester hours in mathematics and a minimum of eight semester hours in natural sciences.

(ii) The associate in science curriculum program may include a minimum of 20 and a maximum of 21 additional semester hours of credit selected from curriculum courses in the Combined Course Library which have been approved for transfer to the University of North Carolina constituent institutions. A non-college transfer curriculum course of one semester hour of credit may be included in a 65 semester hour credit associate in science program. This curriculum course shall receive transfer evaluation by the receiving institution.

(iii) A college may award a diploma under an approved associate in science degree program for a series of curriculum courses taken from the approved associate in science degree program of study. This diploma shall include a minimum of 44 and a maximum of 47 semester hours of general education curriculum core courses selected from the Combined Course Library and approved for transfer to the University of North Carolina constituent institutions. The diploma shall include a minimum of:

(A) Six semester hours of English composition;
(B) Nine semester hours of humanities/fine arts;
(C) Nine semester hours of social/behavioral sciences; and
(D) 20 semester hours of natural sciences and mathematics that shall include a minimum of six hours in mathematics and a minimum of eight hours in natural sciences.

A non-college transfer curriculum course of one semester hour of credit may be included in a 47 semester hour credit program. This curriculum course may receive transfer evaluation by the receiving institution.

(d) Associate in Fine Arts Degree. The associate in fine arts program of study must consist of a minimum of 64 and a maximum of 65 semester hours of credit from approved college transfer curriculum courses at the 110-199 and 210-299 levels. Within the degree program, the college shall include opportunities for achievement of competence in reading, writing, oral communication, fundamental mathematical
skills, and basic use of computers. Diplomas and certificates are not allowed under this degree program. The requirements for the Associate in Fine Arts Degree are as follows:

(i) The associate in fine arts curriculum program shall include a minimum of 28 semester hours of general education curriculum core courses selected from the Combined Course Library and approved for transfer to the University of North Carolina constituent institutions. The general education core shall include:
(A) Six semester hours of English composition;
(B) Six semester hours of humanities/fine arts;
(C) Nine semester hours of social/behavioral sciences;
(D) Three semester hours of mathematics; and
(E) Four semester hours from the natural sciences.

(ii) The associate in fine arts curriculum program shall include a minimum of 36 and a maximum of 37 additional semester hours of credit from curriculum courses in the Combined Course Library which have been approved for transfer to the University of North Carolina constituent institutions. A non-college transfer course of one semester hour of credit may be included in a 65 semester hour credit associate in fine arts program. This curriculum course may receive transfer evaluation by the receiving institution.

(e) Associate in General Education. The associate in general education program of study must consist of a minimum of 64 and a maximum of 65 semester hours of credit from curriculum courses at the 110-199 and 210-299 levels. Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. Diplomas and certificates are not allowed under this degree program. The requirements for the Associate in General Education Degree are as follows:

(i) The associate in general education curriculum program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including six hours in communications, three hours in humanities/fine arts, three hours in
social/behavioral sciences, and three hours in natural sciences or mathematics.

(ii) The remaining hours in the associate in general education curriculum program shall consist of additional general education and professional curriculum courses selected from the Combined Course Library. A maximum of seven semester hours of credit in health, physical education, and college orientation or study skills courses may be included.

(iii) Selected topics or seminar curriculum courses may be included in an associate in general education program up to a maximum of three semester hours of credit. Selected topics and seminar courses shall not substitute for required general education or major core courses. Such curriculum courses shall be listed on a program of study as "Other Major Hours." Selected topics and seminar curriculum courses shall not be used more than once in a program. (See Sub-Item (3)(a)(iv)) of this Rule.

(f) Diploma. A Diploma program of study must consist of a minimum of 36 and a maximum of 48 semester hours of credit from courses at the 100-299 level. The requirements for the diploma curricula are as follows:

(i) Diploma curricula shall include a minimum of six semester hours of general education curriculum courses selected from the Combined Course Library. A minimum of three semester hours of credit shall be in communications, and a minimum of three semester hours of credit shall be selected from curriculum courses in humanities/fine arts, social/behavioral sciences, or natural sciences and mathematics.

(ii) Diploma curricula shall include a minimum of 30 semester hours of major courses selected from curriculum courses in the Combined Course Library.

(iii) A diploma curriculum program shall include designated core curriculum courses or core subject areas within the major hours category.

(iv) Curriculum courses for other major hours in diploma curriculum program shall be selected from prefixes identified on the curriculum standard. A maximum of nine semester hours of credit may be selected from any prefix listed, with the
exception of prefixes listed in the core or concentration or unique prefixes as noted on the curriculum standard.

(v) Work experience, including cooperative education, practicums, and internships, may be included in a diploma curriculum program up to a maximum of four semester hours of credit.

(vi) Other Required Hours. A college may require graduation or local employer requirements in order to complete a diploma program. These requirements may be met through a maximum of four semester hours of credit from curriculum courses. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office based on the Curriculum Procedures Manual prior to implementation of the program. Restricted, unique or free elective courses may not be included as other required courses.

(vii) A college may award a diploma under an approved associate in applied science degree curriculum program for a series of curriculum courses taken from the approved associate degree curriculum program of study unless prohibited by the standard.

(A) A diploma curriculum program offered under an approved associate degree program shall meet the standard general education and major curriculum course requirements for the diploma credential.

(B) A college may substitute general education curriculum courses at the 100-299 level for the associate-degree level general education curriculum courses in a diploma program offered under an approved degree program.

(C) A diploma curriculum program offered under an approved associate degree curriculum program shall require a minimum of 12 semester hours of credit from curriculum courses extracted from the required curriculum core courses or core subject areas of the respective associate in applied science degree curriculum program.

(D) A diploma program offered under an approved associate degree concentration program shall require the utilization of all curriculum core
courses and a minimum of 12 semester hours of credit from concentration courses.

(viii) Selected topics or seminar curriculum courses may be included in a diploma program up to a maximum of three semester hours of credit. Selected topics and seminar curriculum courses shall not substitute for required general education or major curriculum core courses. Courses must be on a program of study as other major hours.

(g) Certificate Programs. A certificate program of study must consist of a minimum of 12 and a maximum of 18 semester hours of credit from curriculum courses at the 100-299 level. The requirements for the Certificate Programs are as follows:

(i) General education is optional in certificate curricula.

(ii) Certificate curricula shall include a minimum of 12 semester hours of major curriculum courses selected from curriculum courses in the Combined Course Library.

(A) A certificate program which is a stand-alone curriculum program title or which is the highest credential level awarded under an approved associate in applied science degree or diploma program shall include a minimum of 12 semester hours of credit from core courses or the required curriculum core subject areas within the major hours category.

(B) Curriculum courses for other major hours in a stand-alone certificate curriculum program shall be selected from prefixes identified on the curriculum standard.

(C) Work experience, including cooperative education, practicums, and internships, may be included in a certificate program up to a maximum of two semester hours of credit.

(iii) Other Required Hours. A college may require graduation or local employer requirements in order to complete a certificate program. These requirements may be met through a maximum of one semester hour of credit from curriculum courses. This curriculum course shall be selected from the Combined Course Library and must be approved by the System Office board on the Curriculum
Procedures Manual prior to implementation of the program. Restricted unique or free elective courses may not be included as other required courses.

(iv) An institution may award a certificate under an approved degree or diploma curriculum program for a series of courses totaling a minimum of 12 semester hours of credit and a maximum of 18 semester hours of credit taken from the approved associate degree or diploma curriculum program of study.

(v) Selected topics or seminar courses may be included in a certificate program up to a maximum of three semester hours of credit.

(4) Curriculum Standards Compliance. Each college shall select curriculum courses from the Combined Course Library in order to comply with the standards for each curriculum program title the college is approved to offer. The selected courses shall comprise the college’s program of study for that curriculum program. The initial and revised program shall be filed with and approved by the System Office prior to implementation.

History Note: Authority G.S. 115D-5; S.L. 1995, c. 625; Temporary Adoption Eff. June 1, 1997; Eff. July 1, 1998; Amended Eff. June 1, 2009; July 1, 2007; October 1, 2006; December 1, 2004; August 15, 2004.

1D SBCCC 400.98 ARTICULATION

(a) The State Board of Community Colleges shall encourage meetings with the State Board of Education and the Board of Governors of The University of North Carolina to discuss educational matters of mutual interest and to recommend to the General Assembly policies that are appropriate to encourage the improvement of public education at every level in North Carolina.

(b) The State Board of Community Colleges encourages formal and informal articulation efforts on a continuing basis among the educational systems. Articulation among the State educational systems should address programming, transferability, and other student-oriented issues which would result in better serving the educational needs of
North Carolina. Where feasible, the joint utilization of physical facilities, equipment and materials should be considered.

(c) All North Carolina Community College System associate in science, associate in arts, and associate in fine arts degree programs shall be structured to comply with the North Carolina Comprehensive Articulation Agreement for the transfer of credits between the institutions of the North Carolina Community College System and the University of North Carolina.

History Note: Authority G.S. 115D-2.1; 115D-3; 115D-5; S.L. 1995, c. 625;
    Eff. February 1, 1976;
    Readopted Eff. January 5, 1978;
    Amended Eff. September 1, 1993; December 1, 1984;
    Temporary Amendment Eff. June 1, 1997;

1D SBCCC 400.99 CAREER AND COLLEGE PROMISE
Reserved for Future Codification

SUBCHAPTER 500. CUSTOMIZED TRAINING

1D SBCCC 500.1 PROGRAM CLASSIFICATION
The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:
    (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
    (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
(A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

(B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.

(C) The associate in general education degree programs are designed for students who desire a general liberal arts education.

(ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.

(iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

(b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

(2) Continuing Education Programs:

(a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
(b) Community Service:
   (i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.
   (ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:
   (i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.
   (ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.
   (i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.
(ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner's Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars ($15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The
curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual’s assets and limitations;
(ii) development of a positive self-concept;
(iii) development of employability skills;
(iv) development of communication skills;
(v) development of problem-solving skills; and
(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.
1D SBCCC 500.98 CUSTOMIZED TRAINING PROGRAM

(a) Local colleges shall provide customized training programs for companies experiencing job growth, productivity enhancement needs, or creating technology investment to support the economic development of the State. Training programs for these companies shall be administered by the local college, with consultation and assistance from the department's System Office Economic Development staff.

(b) State funds are appropriated to the North Carolina Community College System office in a separate line to support the Customized Training Program. These funds shall be used only to support companies experiencing job growth, productivity enhancement or technology investment.

History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e); Eff. February 1, 1976; Readopted Eff. January 24, 1978; Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981; Temporary Amendment Eff. June 1, 1997; Amended Eff. July 1, 1998; Temporary Amendment Eff. October 4, 2001; Amended Eff. June 1, 2009; April 1, 2003.

1D SBCCC 500.99 ASSISTANCE FOR ECONOMIC DEVELOPMENT

(a) A board of trustees that permits a private business enterprise to use college facilities or personnel pursuant to G.S. 66-58(c) and G.S. 115D-20(12) shall enter into a written agreement with the private business enterprise prior to providing any services. The
agreement shall state the terms and conditions including costs for using college facilities and personnel.

(b) Access to a college’s small business incubator shall be limited to 24 months for private business enterprises.

(c) Videoconferencing services may be provided to the public for occasional use.

(e) The board of trustees shall evaluate its services for small business incubators, product testing or teleconferencing services on an annual basis.

History Note: Authority G.S. 66-58(c); 115D-20(12);
Temporary Adoption Eff. October 10, 2001;

SUBCHAPTER 600. SMALL BUSINESS CENTERS

1D SBCCC 600.1 PROGRAM CLASSIFICATION
The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:

(a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.

(i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.

(A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

(B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.
(C) The associate in general education degree programs are designed for students who desire a general liberal arts education.

(ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.

(iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

(b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

(2) Continuing Education Programs:

(a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

(b) Community Service:

(i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.

(ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community
organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:

(i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.

(ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

(i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

(ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.
(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual’s assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

(iv) development of communication skills;

(v) development of problem-solving skills; and

(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);
Eff. February 1, 1976;
Readopted Eff. January 24, 1978;
Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
SUBCHAPTER 700. GENERAL PROVISIONS

1D SBCCC 700.1 Audited Courses
(a) Definition. “Audit” means to enroll in a course section for self-enrichment and without the opportunity to receive a grade, academic credit, continuing education units, or certificate of completion. Students shall pay to audit courses consistent with the provisions of 1E SBCCC 1000.
(b) Eligibility to Audit. A student may audit a course section only on a space available basis as determined by the college. A student who audits a course section shall not displace other students seeking to enroll in the course section. The student must receive approval to audit a course section consistent with the college’s local procedures.
(c) Local Policy. Students approved to audit course sections must comply with local college policies related to auditing courses.
(d) Transcript. The college shall specify on a student’s transcript if a student audited a course section.

History Note: Authority G.S. 115D-5;

1D SBCCC 700.98 INSTRUCTION TO CAPTIVE OR CO-OPTED GROUPS
(a) A college shall obtain State Board approval prior to providing instruction to students who are classified captive or co-opted. Captive or co-opted groups of students are defined as inmates in a correctional facility; clients of sheltered workshops, domiciliary care facilities, nursing facilities, mental retardation centers; substance abuse rehabilitation centers; and in-patients of psychiatric hospitals. Approval by the State Board of Community Colleges shall constitute approval of the curriculum program or occupational extension course(s) and the group to be served by the college.
(b) Instruction to captive or co-opted groups may be approved when the State Board determines that the proposed instruction for the group is not a function of the requesting agency, and the instruction is within the purpose of the community college.

(c) Instruction to captive or co-opted groups may be approved in the form of curriculum programs or courses and occupational extension courses. State Board of Community Colleges (SBCC) approved curricula for Captive or co-opted groups shall include changes in programs of study and SBCC approved occupational extension course modifications. Physical education or work experience may not be a part of a curriculum program in a correctional setting.

(d) Policies governing student enrollment in curriculum programs or courses and occupational extension courses shall be consistent with general college policies.

History Note: Authority G.S. 115D-1; 115D-5;
   Emergency Adoption Eff.  July 1, 1979 For a Period of 120 days to Expire on October 29, 1979;
   Made Permanent By Amendment Eff.  October 5, 1979;
   Amended Eff.  April 1, 2003; January 1, 1996; September 1, 1993; December 1, 1984.

1D SBCCC 700.99 Live Projects
REPEALED by the State Board of Community Colleges, eff. 1 November 2015.

History Note: Authority G.S. 115D-5; 115D-14; P.L. 97-300;
   Eff.  February 1, 1976;
   Amended Eff.  September 1, 1993; August 17, 1981;