



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Mr. George Fouts
Interim President

March 2, 2016

MEMORANDUM

TO: Presidents
Chief Academic Officers

FROM: Wesley E. Beddard, Associate Vice President
Programs

SUBJECT: Career and College Promise

We would like to highlight the following changes to the attached Section 14 (Career and College Promise) of the *Curriculum Procedures Reference Manual* which are effective immediately:

- The college readiness benchmark chart included in Attachment A has been updated to include the 2015 PSAT cut scores.
- The Associate in Arts transfer pathway has been revised to include the addition of the following UGETC courses: ENG 241 British Literature I and ENG 242 British Literature II.
- The Associate in Science transfer pathway has been revised to include the addition of the following UGETC courses: ENG 241 British Literature I, ENG 242 British Literature II, and MAT 272 Calculus II.

Also, please note that the College Board has released the updated SAT scores which have been incorporated in Attachment A of Section 14. You may view all sections of the *Curriculum Procedures Reference Manual* by visiting the Academic Programs website at:

<http://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>

If you have any questions concerning Career and College Promise programs, please contact Dr. Lisa Eads at 919.807.7133 or eadsl@nccommunitycolleges.edu.

WB/LE/gr

Attachment

c: Dr. Lisa M. Chapman
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CC16-010
Email



CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

Operating Procedures approved by State Board of Community Colleges on 10/12/11; SBCC revised 03/16/12; SBCC revised 07/19/13; SBCC revised 11/15/13; SBCC revised 03/21/14; SBCC revised 07/18/14; SBCC revised 10/30/15; SBCC revised 02/19/16

Career and College Promise Outline

- I. Overview
- II. Operating Procedures
- III. Program of Study Filing Process
- IV. Student Coding
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Attachment A - College Readiness Benchmarks

Attachment B - College Transfer Pathway Standards

Section 14

Career and College Promise

I. Overview

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills.

Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a “B” average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. The three pathways include:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE) lead to a certificate or diploma aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Career and College Promise - Pathways			
	College Transfer Pathways	Career Technical Education Pathways	Cooperative Innovative High School Programs
Definition	Tuition free course credits toward the Associate in Arts or Associate in Science and a four year degree.	Tuition free course credits toward an entry level job credential, certificate or diploma for eligible high school students.	Leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years.
Eligibility	<ol style="list-style-type: none"> 1. Be a high school junior or senior; 2. Have a weighted GPA of 3.0 on high school courses; and 3. Demonstrate college readiness in English, reading and mathematics on an assessment or placement test or meet provisional status. (See Attachment A) 	<p>Be a high school Junior or Senior and:</p> <ol style="list-style-type: none"> 1. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee (PLAN scores should be considered); <i>and</i> 2. Have received career pathway information outlining program requirements for completion of the certificate or diploma. <p>Be a high school Freshman and:</p> <ol style="list-style-type: none"> 1. Passed Math I with a grade of C or better; 2. Scored a 3, 4, or 5 on the EOC for Math I; 3. Meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-9 for students without Explore and/or Math I scores) 4. Have received career pathway information outlining program requirements for completion of the certificate or diploma. 5. Have the recommendation of the 	<p>High School students in grades 9 to 12 with access to an approved CIHS. Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50.</p> <p>Special emphasis and preference given to first-generation college students.</p>

Career and College Promise - Pathways			
	College Transfer Pathways	Career Technical Education Pathways	Cooperative Innovative High School Programs
		<p>high school principal or designee; <i>and</i></p> <p>6. Enroll in Engineering, Industrial, Agriculture and Natural Resources, or Transportation Systems Technologies programs.</p> <p>Be a high school Sophomore <i>and</i>:</p> <ol style="list-style-type: none"> 1. All criteria for freshmen as listed above, <i>and</i> 2. Have a weighted GPA of 3.0 on high school courses. 	
Hours	32 - 41 SHC AA Pathway 35 - 43 SHC AS Pathway	12 – 18 SHC Certificate 36 – 48 SHC Diploma	64 – 76 SHC AAS degrees 60 - 61 SHC AA/AS
Program of Study Requirements*	<p>Must be in compliance with pathway curriculum standards (See Attachment B).</p> <p>Must have approval for the Associate in Arts to offer the CCP CTP leading to the Associate in Arts.</p> <p>Must have approval for the Associate in Science to offer the CCP CTP leading to the Associate in Science.</p> <p>Must have System Office approval prior to implementation.</p>	<p>Must be in compliance with current curriculum standard;</p> <p>Must contain a either a minimum of 12 SHC derived from core of curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog.</p> <p>Must be approved to offer the traditional program.</p> <p>No course pick lists in any CTE program of study (including local certificates submitted as CTE programs of study).</p> <p>Must have System Office approval prior to implementation. Local certificates submitted as CTE programs of study must include a statement that verifies the courses are listed in the college's catalog for a traditional certificate (See p. 14-12).</p>	<p>CIHSP requirements are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>

Career and College Promise - Pathways			
	College Transfer Pathways	Career Technical Education Pathways	Cooperative Innovative High School Programs
Maintaining Eligibility	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. 	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. 	<p>Eligibility for remaining in CIHSP is established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>
Graduation**	<ol style="list-style-type: none"> 1. A student may complete the AA/AS pathway and then continue towards completion of the AA/AS. 2. The AA/AS may not be awarded prior to high school graduation verification. 	<ol style="list-style-type: none"> 1. A student may be awarded a certificate or diploma prior to high school graduation. 3. A student may complete the CTE certificate or diploma and then continue towards completion of the AAS. 2. The AAS may not be awarded prior to high school graduation verification. 	<ol style="list-style-type: none"> 1. A student may be awarded a certificate or diploma prior to high school graduation. 2. The AA/AS/AAS may not be awarded prior to high school graduation verification.
<p>*Colleges must adhere to the program of study requirements listed in Section III beginning on page 14-12.</p> <p>** High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP program.</p>			

II. Operating Procedures

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the General Statutes.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics and ACA 122 College Transfer Success
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses; and
 - c. Demonstrate college readiness on an assessment or placement test (See attachment A).

A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.
3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
 - a. Have a cumulative weighted GPA of 3.5;
 - b. Have completed two years of high school English with a grade of 'C' or higher;
 - c. Have completed high school Algebra II or Math III (or a higher level math class) with a grade of 'C' or higher;
 - d. Obtain the written approval of the high school principal or his/her designee; and,
 - e. Obtain the written approval of the community college president or his/her designee.

Students who meet all the requirements listed above may:

- a. enroll in English and/or mathematics courses in a college transfer pathway as provisional students without placement or other testing.
 - b. provisional students who successfully complete ENG 111 with a ‘C’ or higher can enroll in ENG 112.
 - c. provisional students in the Associate in Science pathway who successfully complete MAT 171 with a “C” or higher can enroll in MAT 172.
 - d. register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway.
 - e. Provisional students cannot enroll in any additional courses in the pathway until they are no longer considered provisional.
 - f. In order to no longer be considered provisional, the student must successfully complete the first mathematics and English course in the pathway with a grade of ‘C’ or higher.
4. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.
 5. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another
 6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s chief student development administrator.
 7. With approval of the high school principal or his/her designee and the college’s chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science. The AA/AS may not be awarded prior to high school graduation verification.
 8. With approval of the high school principal or his/her designee and the college’s chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway (Juniors and Seniors)

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and

- c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and Maintain a 2.0 in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
8. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.
9. A CTE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for the program. However, some required courses within the program may have developmental course pre-requisites requirements which must be met when this is the case through the demonstration of college readiness on an approved assessment or placement test (See Attachment A). Students are encouraged to complete college readiness assessments prior to entry to the program. CCP students may not enroll in developmental courses.
10. A student who completes the CTE certificate or diploma may continue in the same AAS as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the AAS. The student type will remain CCPP and their student code will remain CTE.
11. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.

Career Technical Education Pathway (Freshmen and Sophomores)

The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow “academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies.”

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in Engineering, Industrial, Agriculture and Natural Resources, or Transportation Systems Technologies programs, certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school freshman or sophomore;
 - b. A qualified freshmen must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3, 4 or 5 on the EOC for Math I;
 - iii. meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-9 for students without Explore and/or Math I scores)
 - iv. have received career pathway information outlining program requirements for completion of the certificate or diploma.; and
 - v. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
 - c. A qualified sophomore must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3,4, or 5 on the EOC for Math I;
 - iii. meet the college ready reading score of 16 on the 8th grade Explore test; (See page 14-9 for students without Explore and/or Math I scores);
 - iv. have a weighted GPA of 3.0 on high school courses;
 - v. and have received career pathway information outlining program requirements for completion of the certificate or diploma.
 - vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

Students without Explore and/or Math I Scores

For students who do not have an Explore score or Math I score (example: homeschool students, students from a private school, or students who moved to NC from another state), the college shall establish a local policy that details which alternative assessment score will be used in place of Explore or Math I.

Attachment A lists the approved assessments/scores that the college can select from for alternative scores for reading, English and math for students who do not have an Explore score and/or Math I. The assessment that is chosen locally should be documented and used consistently for only those students without the Explore and/or Math I.

Students who do have Explore and Math I (those who are attending public school in NC) must meet the eligibility guidelines outlined in items 3a-3c above.

4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college's chief student development administrator. A student may concurrently enroll in two engineering or industrial CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.
8. A student who completes the CTE certificate or diploma may continue in the same AAS as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the AAS. The student type will remain CCPP and their student code will remain CTE.
9. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50. The AA/AS /AAS may not be awarded prior to high school graduation verification. A student may be awarded a certificate or diploma prior to high school graduation.
3. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, which are in compliance with the curriculum standard and CCP policy.
2. Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses or consist of courses in a local traditional certificate as listed in the college's current catalog. General education courses for career and technical education programs of study must be directly related to student success in the selected major.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.
5. See Section III for CCP program of study filing procedures.

Tuition and Fees

1. All curriculum courses taken by Career and College Promise students at community colleges in accordance with in G.S. 115D-20(4).are tuition-waived except courses offered on a self-supporting basis.
2. Textbooks are a student's responsibility, however there may be local provisions for them. A student's high school, the school district, or another local organization may cover these costs. Students should check with their principal or counselor to verify how these costs are paid.

3. Student fees (e.g., technology fees and insurance fees) are not waived for Career and College Promise students. However, local school districts and community colleges should work together to determine whether and how student fees will be paid for CCP participants.
4. Transportation funding is not available for Career and College Promise students who are enrolled in transfer pathway and/or a Career and Technical Education pathway. Cooperative Innovative High Schools (including early college high schools, middle college high schools, and other CIHS models) receive transportation funds as part of a larger funding allotment at each district.

Instructional Service Agreements

1. Colleges who serve groups of CCP students outside of their assigned service area should have a Level-One Instructional Service Agreement with the college assigned to that service area.
2. Level-One agreements should be utilized when a college is requesting permission to deliver curriculum course(s), a curriculum program courses into another college's service area. These agreements do not involve the sharing of resources or FTE. This level of agreement does not have to be approved or kept on file by the System Office, however, it must be kept on file at participating colleges for audit purposes.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
 - a. The impact of dual enrollment on high school completion.
 - b. The academic achievement and performance of dually enrolled high school students.
 - c. The number of students who successfully complete college pathways or certificates while dually enrolled.
 - d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

III. Program of Study (POS) Filing Process

College Program of Study Approval Procedures

1. A college must submit an electronic program of study through Colleague for each Career and College Promise program it plans to offer.
2. Programs of study must be approved before students can be enrolled.
3. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Information Specific to Career Technical Education (CTE) Pathway Programs of Study

- The college must already have received State Board approval to offer the traditional program in order to file a POS for a Career Technical Education pathway (i.e. the college must be approved for Welding in order to file a POS to offer a Welding CTE pathway.)
- The college must utilize the current curriculum standard as the guideline for CTE Pathways. The curriculum standards are located at:
<http://www.nccommunitycolleges.edu/Programs/index.html>
- The program of study must consist of specific course requirements and may not include elective options (pick lists) for students.
- The CTE certificate program of study must include either a minimum of 12 semester hours credit derived from the core of the curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog. Local certificates may not include course pick lists.
- Local certificates or diplomas submitted as CTE certificate pathways must include the following college comment: Courses included in this CTE program of study are offered in the college's traditional, local certificate as listed in the college catalog.
- The college may submit more than one CTE certificate/diploma for a specific program in order to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s).

Information Specific to College Transfer Pathway Programs of Study

- Colleges must utilize the College Transfer Pathways for college transfer pathway program(s) of study.
- The college must already have approval to offer the Associate in Arts (A10100) in order to file a POS to offer P1012C.
- The college must already have approval to offer the Associate in Science (A10400) in order to file a POS to offer P1042C.

IV. Student Coding

Session Law 2011-145 (section 7.1A.(d) requires the establishment and implementation of a program accountability plan to evaluate the short-term and long-term outcomes for CCP. Therefore, it is crucial that students be correctly coded.

Colleges are required to enter the Student Type (CCPP).

Student Codes are available on the XNC2 screen in Colleague:

CTP College Transfer Pathway
CTE Career and Technical Education
CIH Other Cooperative Innovative High School Programs
CIE Early College High Schools
CIM Middle College High Schools are available on the XNC2 screen in Colleague
Cooperative Innovative High School students should be placed in the Program of Study designated for the school.

Recoding CCP Students After High School Graduation

Students should be properly recoded when they a) complete a pathway or b) graduate from high school. When Career and College Promise students graduate from traditional high school and continue into college programs of study, it is important to end their Student Type, Pathway Type, and Program of Study in Colleague. These modifications are essential to ensure that ineligible students do not receive tuition waivers and that students are correctly coded for evaluation purposes.

Colleges should follow the steps below to re-code CCP students who graduate from high school and continue in a program of study after high school graduation:

1. Add a Student Type such as “NONE”, “NORM”, “TRAD”, or “NULL” in order to prevent consequential tuition waivers.
2. Enter end year for the high school graduation date.
3. End Career and College Promise Pathway Type.

Students who stop participating in CCP prior to high school graduation should also be recoded using the steps listed above.

V. Program Coding

College Transfer Pathway Program Codes

Career and College Promise College Transfer Pathway Leading to an Associate in Arts - P1012C
Career and College Promise College Transfer Pathway Leading to an Associate in Science - P1042C

CTE Program Codes

CTE program codes are designated based on the curriculum standard. However, colleges must add two characters to the CTE program code to indicate that the program is intended for CTE students.

(i.e. C55220HS – Early Childhood Education – CTE Certificate)

VI. References

Senate Bill - <http://www.ncleg.net/sessions/2011/bills/house/pdf/h200v9.pdf>

[CC13-010 – Career and College Promise Coding](#)

[CC13-016 – Dual Enrollment of 9th and 10th Graders](#)

CC14-011 – Career and College Promise Operating Procedures Revisions (*SBCC 03/21/14*)
Revised College Transfer Pathways – Associate in Arts and Science

CC14-023 – Career and College Promise Operating Procedures Revisions (*SBCC 07/18/14*)
Revised College Transfer Pathways – Associate in Arts and Science

CC15-016 – Career and College Promise Provisional Status Policy

CC15-017 – Curriculum Review Committee Course Approvals (Math 271 Direct Placement
Criteria)

CC15-034 – Career and College Promise Operating Procedures Revisions (*SBCC 10/30/15*)

Numbered memos are located at: www.nccommunitycolleges.edu/numbered-memos.

Attachment A

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT 2014 and earlier**	PSAT 2015 and Future**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	26	41 Writing	70 Writing	86 Sentence Skills	Composite score of 151 or higher ***
Reading	18	47	26	41 Reading	81 Reading	80 Reading	
Mathematics	19	47	24.5	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT (Pre-March 2016)		SAT (March 2016 and Future)		ACT	
English	500	Evidence-Based Reading and Writing	410	English	18
Critical Reading	500			Reading	22
Mathematics	500	Mathematics	520	Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

***The Reading and English part of the NC DAP is an integrated assessment of reading and English skills; meeting the composite cut score for placement into ENG 111 is one way to demonstrate college readiness in order to participate in the College Transfer Pathway.

**Career and College Promise College Transfer Pathway
Leading to the Associate in Arts (P1012C)**

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

GENERAL EDUCATION (31-32 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111 Writing & Inquiry (3 SHC)

ENG 112 Writing/Research in the Disciplines (3 SHC)

Select three courses from the following from at least two different disciplines (9 SHC)

Communication

COM 231 Public Speaking (3 SHC)

Humanities/Fine Arts

ART 111 Art Appreciation (3 SHC)

ART 114 Art History Survey I (3 SHC)

ART 115 Art History Survey II (3 SHC)

ENG 231 American Literature I (3 SHC)

ENG 232 American Literature II (3 SHC)

ENG 241 British Literature I (3 SHC)

ENG 242 British Literature II (3 SHC)

MUS 110 Music Appreciation (3 SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (9 SHC)

Select three courses from the following from at least two different disciplines:

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

POL 120 American Government (3 SHC)

PSY 150 General Psychology (3 SHC)

SOC 210 Introduction to Sociology (3 SHC)

Math (3-4 SHC)*Select one course from the following:*

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Natural Sciences (4 SHC)*Select 4 SHC from the following course(s):*

AST 111	Descriptive Astronomy (3 SHC)	and	AST 111A	Descriptive Astronomy Lab (1SHC)
AST 151	General Astronomy I (3 SHC)	and	AST 151A	General Astronomy Lab I (1SHC)
BIO 110	Principles of Biology	(4 SHC)		
BIO 111	General Biology I	(4 SHC)		
CHM 151	General Chemistry I	(4 SHC)		
GEL 111	Introductory Geology	(4 SHC)		
PHY 110	Conceptual Physics (3 SHC)	and	PHY 110A	Conceptual Physics Lab (1 SHC)

Total General Education Hours Required: 32**Academic Transition (1 SHC)***The following course is required:*

ACA 122	College Transfer Success	(1 SHC)
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***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 32- 41*

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

**Career and College Promise College Transfer Pathway
Leading to the Associate in Science (P1042C)**

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (34 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines (6 SHC)

Communication

COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

Select two courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)*Select two courses from the following:*

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Pre-calculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (8 SHC)*Select 8 SHC from the following course(s):*

AST 151	General Astronomy I (3 SHC)	and	AST 151A	General Astronomy Lab I (1 SHC)
BIO 110	Principles of Biology			(4 SHC)
BIO 111	General Biology I (4 SHC)	and	BIO 112	General Biology II (4 SHC)
CHM 151	General Chemistry I (4 SHC)	and	CHM 152	General Chemistry II (4 SHC)
GEL 111	Introductory Geology			(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	and	PHY 110A	Conceptual Physics Lab (1 SHC)
PHY 151	College Physics I (4 SHC)	and	PHY 152	College Physics II (4 SHC)
PHY 251	General Physics I (4 SHC)	and	PHY 252	General Physics II (4 SHC)

Total General Education Hours Required: 34**Academic Transition (1 SHC)***The following course is required:*

ACA 122	College Transfer Success	(1 SHC)
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***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Pathway: 35-43*

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree with the exception of mathematics courses beyond MAT 271.

Please see CC15-017 at www.nccommunitycolleges.edu/numbered-memos for direct placement criteria for MAT 271 Calculus I.