STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
December 4, 2015

North Carolina Community College System
Dr. W. Dallas Herring State Board Room
Caswell Building, 200 West Jones Street
Raleigh, North Carolina

Thursday, December 3, 2015

COMMITTEE MEETING
Presidential Search Committee 11:00 a.m. AW North Carolina Conference Room

ISSUES LUNCHEON
12:00 p.m. Dr. W. Dallas Herring State Board Room

“The NC Competency Based Education Project Update”
Presenter: Mr. Michael Horn, Assistant to the President, Academic Advancement,
Central Piedmont Community College

COMMITTEE MEETINGS
Finance Committee 1:30 p.m. Conference Room 201-A
Programs Committee 1:30 p.m. J. Gregory Poole Conference Room
Strategic Planning Committee 1:30 p.m. AW North Carolina Conference Room
Accountability and Audit Committee 3:00 p.m. AW North Carolina Conference Room
Policy Committee 3:00 p.m. Conference Room 201-A
Personnel Committee 3:30 p.m. AW North Carolina Conference Room
Chair’s Agenda Review 4:00 p.m. AW North Carolina Conference Room

Friday, December 4, 2015

BOARD MEETING
9:00 a.m. Dr. W. Dallas Herring State Board Room

❖ Call to Order
❖ Roll Call
❖ Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
❖ Approval of Minutes from October 14, 2015 and October 30, 2015 Meeting
❖ Approval of Agenda
❖ Approval of Consent Agenda (Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda)

Reports:
❖ Remarks – Mr. Lee Roberts, North Carolina State Budget Director
❖ NC Association of Community College Presidents, Dr. Robert Shackleford, President
❖ NC Association of Community College Trustees, Dr. Donny Hunter, President & CEO
❖ NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Priya Balakrishnan, President
COMMITTEE REPORTS

PRESIDENTIAL SEARCH COMMITTEE, Mr. Jerry Vaughan, Chair

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
For Information
Estimated Receipts – October 2015 (Attachment FC 1)
Summary of 2014-2015 State Funded Financial Aid Programs (Attachment FC 2)
Local Tuition Surcharge Proposal (Attachment FC 3)
SBCC Code Report – December 2015 (Attachment FC 4)
2016 Budget Priorities Update (Attachment 5)

For Action
Contract Renewal for Broadband Connectivity (Attachment FC 6) [CA]
Service Agreement for the Virtual Computing Environment (Attachment FC 7) [CA]
Summer FTE Report (Attachment FC 8)
Construction and Property (Attachment FC 9) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
For Information
North Carolina Community College System Annual Curriculum Approval/Termination Report to the General Assembly (Attachment PROG 1)
Curriculum Program Application as Approved by the System President (Attachment PROG 2)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 3)
SBCC Code Report – December 2015 (Attachment PROG 4)

For Future Action
Curriculum Prefix – Tiered Funding Formula Recommendation (Attachment PROG 5)

For Action
*Multiple Pathways to High School Equivalency (Attachment PROG 6) [CA]
Associate in Engineering (A10500) Program Application (Attachment PROG 7) [CA]
Curriculum Standard Revisions (Attachment PROG 8) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 9) [CA]
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 10) [CA]

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
For Information
Governor’s Postsecondary Goal – Background (Attachment PLAN 1)
Governor’s Postsecondary Goal – Implications for Community Colleges (Attachment PLAN 2)
Align4NCWorks Strategic Plan (Attachment PLAN 3)
Other Updates (Discussion Only)

ACCOUNTABILITY & AUDIT COMMITTEE, Representative Jimmie Ford, Chair
For Information
Quarterly Compliance Services Update (Attachment AUD 1)
Asheville-Buncombe Technical Community College Investigative Audit (Attachment AUD 2)
North Carolina Community College System Statewide Federal Compliance Audit (Discussion only)
POLICY COMMITTEE, Mr. Ernie Pearson, Chair

For Information
Service Area Review (*Discussion only*)
SBCC Code Report – December 2015 (Attachment POL 1)
Suspension of proprietary license to offer specific programs (Attachment POL 2)

For Future Action
Recommendations for Initial Proprietary School Licensing (Attachment POL 3)

For Action
Initiation of the Rulemaking Process to Amend 1D SBCCC 400.2 – “Admission to Colleges”
(Attachment POL 4)

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

NEW BUSINESS

PRESIDENT’S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS
The next State Board meeting is scheduled on Thursday, January 14, 2016 through Friday, January 15, 2016 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES
There are currently no terms expiring and one vacancy for the membership of the State Board.

ADJOURNMENT

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu
CONSENT AGENDA

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Contract Renewal for Broadband Connectivity (Attachment FC 6)
Service Agreement for the Virtual Computing Environment (Attachment FC 7)
Construction and Property (Attachment FC 9)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Multiple Pathways to High School Equivalency (Attachment PROG 6)
Associate in Engineering (A10500) Program Application (Attachment PROG 7)
Curriculum Standard Revisions (Attachment PROG 8)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 9)
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 10)
CALL TO ORDER
Following proper public notification, Chair Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 11:01 a.m. via phone in the Dr. W. Dallas Herring State Board Room of the Caswell Building. The Chair welcomed those in attendance. Mr. Bryan Jenkins called the roll and the following members were present:

Representative Jimmie Ford  Mr. Ernie Pearson
Lt. Governor Dan Forest  Dr. Samuel Powell
Mr. Bobby Irwin  Mr. Lynn Raye
Mr. Schorr Johnson (Rep. for Treasurer Janet Cowell)  Mr. James Rose
Ms. Janet Lowder  Dr. Darrell Saunders
Mr. Bill McBryar  Mr. Scott Shook
Mr. Jerry Vaughan

Absent: Ms. Priya Balakrishnan, Dr. Breeden Blackwell, Ms. Lisa Estep, Mr. Wesley Fricks, Mr. Clyde Higgs, Mr. Todd Johnson, Mr. Clark Twiddy, and Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST
Mr. Shook reminded members of the Board of the ethical requirements for those who are public servants and requested that members identify any conflicts or potential conflicts of interest that they may have with respect to any item on the agenda. Having so requested, the Chair asked that the record reflect no conflicts.

APPROVAL OF THE AGENDA
Representative Ford made a motion to approve the agenda, Mr. Raye seconded the motion, and the motion was unanimously approved by voice vote.

COMMITTEE REPORTS
PRESIDENTIAL SEARCH COMMITTEE, Mr. Jerry Vaughan
Ms. Martin introduced Ms. Cheryl Kaminski who reviewed the rules surrounding the Request for Proposal (RFP) and vendor selection process. She reminded them that Purchasing and Contract and the Governor will both have to approve the contract prior to the vendor being announced. All board members
are asked to not discuss the outcome of this meeting with anyone. If these rules are not followed it could result in voiding the contract.

Mr. Vaughan moved to go into closed session pursuant to North Carolina General Statute section 143-318.11(a)(1) to prevent the disclosure of information that is confidential pursuant to North Carolina General Statutes 132-1.2(1)(c.) and 143-52(a) and Title 1, Chapter 5B, section 0103 and section 0309 of the North Carolina Administrative Code. Representative Ford seconded the motion which was approved via voice vote.

The Board discussed the vendors who responded to the RFP and discussed the vendor presentations.

Mr. Raye made a motion to accept the proposal from the preferred vendor. Dr. Powell seconded the motion. The motion passed unanimously.

Representative Ford moved to go out of closed session. Mr. Irwin seconded the motion.

**DATE OF NEXT MEETING**
The Planning Meeting and next State Board Meeting will be held on Wednesday, October 28, 2015 through Friday, October 30, 2015 at the Koury Center and at Guilford Technical Community College in Greensboro, North Carolina. More information regarding this meeting will be communicated.

**EXPIRING TERMS AND VACANCIES**
There are currently no terms expiring and no vacancies for the membership of the State Board.

**ADJOURNMENT**
There being no further business to come before the Board, Chair Shook declared the meeting adjourned. Representative Ford made the motion, seconded by Dr. Saunders at 11:18 a.m. unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:  
Secretary

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Mr. George Fouts, Interim System President

APPROVED BY:

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Mr. Scott Shook, Chair
CALL TO ORDER
Following proper public notification, Chair Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:01 a.m. at the Donald W. Cameron Campus of Guilford Technical Community College. The Chair gave Interim President Fouts a few moments to speak about the passing of Dr. Cleve Cox, President of Pamlico Community College.

Mr. Bryan Jenkins called the roll and the following members were present:

Dr. Breeden Blackwell  
Ms. Lisa Estep  
Representative Jimmie Ford  
Mr. Wesley Fricks  
Mr. Clyde Higgs  
Mr. Bobby Irwin  
Mr. Schorr Johnson (Rep. for Treasurer Janet Cowell)  
Mr. Todd Johnson  
Ms. Janet Lowder  
Mr. Bill McBrayer**  
Mr. Ernie Pearson  
Dr. Samuel Powell  
Mr. Lynn Raye  
Mr. James Rose  
Dr. Darrell Saunders  
Mr. Scott Shook  
Mr. Clark Twiddy  
Mr. Jerry Vaughan  
Mr. Hal Weatherman (Rep. for Lt. Governor Dan Forest)*  
Dr. Candler Willis

*Attended by telephone  
**Joined call at 10:30 a.m.

Absent: Ms. Priya Balakrishnan;

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST
Representative Ford reminded members of the Board of the ethical requirements for those who are public servants and requested that members identify any conflicts or potential conflicts of interest that they may have with respect to any item on the agenda. Having so requested, the Chair asked that the record reflect no conflicts.

ELECTION OF VICE CHAIR
Chairman Shook said that due to the resignation of Mr. Clyde Higgs, nominations were accepted for the position of Vice Chair. Nominations were received from Representative Jimmie Ford, Ms. Janet Lowder, and Mr. Jim Rose. The Chair opened the floor for any additional nominations, none were brought
Chairman Shook reviewed the voting process and rules. He informed the board that plurality method will determine the winner. Ballots will be available for inspection after the meeting until the minutes from the election are approved.

Voting was conducted by written ballot. Mr. Jenkins printed the vote submitted electronically. Each member cast one signed ballot for Vice Chair. Ms. Martin and Mr. Jenkins collected and reviewed the votes. Ms. Martin read each vote aloud. Mr. Jenkins tabulated the votes and Ms. Martin read the tabulated totals to the Board. Mr. Jenkins gave the tabulated total to the Chair.

Chairman Shook congratulated everyone who ran and announced that Ms. Janet Lowder was elected as the Vice-Chair of the State Board of Community Colleges.

**APPROVAL OF THE MINUTES**
Representative Ford made a motion to approve the minutes of the September 18, 2015 meeting of the State Board of Community Colleges. Mr. Irwin seconded the motion and the minutes were unanimously approved.

**CHANGES TO AGENDA**
The Chair polled the committee chairs as to any changes to the agenda and the results were as follows:

**FINANCE COMMITTEE, Mr. Higgs, Chair**
Mr. Higgs stated Finance Committee would like to move the following from Future Action to Action:
- Durham Technical Community College Request for Multi-Campus Center Approval (Attachment FC 3)
- Purchasing Delegation Request - Wake Technical Community College (Attachment FC 4)

**PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair**
Dr. Powell stated Program Services Committee would like to move the following from Future Action to Action:
- Review of the Comprehensive Articulation Agreement (CAA) between Constituent Institutions of the NCCCS and Constituent Institutions of UNC (Attachment PROG 6)
- NCWorks Career Coach Program Application Process (Attachment PROG 7)

**STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair**
Dr. Saunders stated Strategic Planning Committee has no changes.

**POLICY COMMITTEE, Mr. Lynn Raye, Chair**
Mr. Raye stated Policy Committee has no changes.

**LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair**
Mr. Fricks stated Legislative Affairs Committee has no changes.

**APPROVAL OF THE AGENDA**
Mr. Raye made a motion to approve the agenda, Representative Ford seconded the motion, and the motion was unanimously approved by voice vote.
APPROVAL OF THE CONSENT AGENDA
Representative Ford made a motion to approve the consent agenda as recommended, Mr. Pearson seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Mr. Clyde Higgs, Chair
Allocation for Competitive Sub-Orbital Unmanned Space Flight Testing (Attachment FC 10)
Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 11)
Construction and Property (Attachment FC 13)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Career and College Promise Operating Procedure Update, Curriculum Procedures Reference Manual – Section 14 (Attachment PROG 9)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 10)
Piedmont Community College – Mechatronics Engineering Technology
Combined Course Library – Continuing Education (Attachment PROG 11)

REPORTS:
Dr. Robert Shackleford, President of North Carolina Association of Community College Presidents
President Shackleford thanked the board for allowing him to participate in the strategic planning meeting. The NCACCP had its quarterly meeting at Cleveland Community College where many important issues were discussed. The association took action on State Board Code in relation to admissions and aligning with NC-SARA (National Council for State Authorization Reciprocity Agreements) to facilitate agreements with other states collaboratively instead of individually.

The association is starting work on budget priorities for the upcoming short session. The community colleges have considerable political capital and have been encouraged to utilize that in budget deliberations. As the legislators said, we need to be sure that we are together before the priorities are brought to the legislature.

President Shackleford said there are a few critical issues that the presidents do not agree on:
- Baccalaureate degrees at the community colleges
- Management of tuition funds
- Categorical funding

The association continues to work to be unified on fundamental priorities.

President Shackleford agreed that he intends to have the priorities signed by the Presidents’ Association, the Trustees’ Association, the State Board, and the System Office to show our unity. Representative Ford suggested N4CSGA also be included.
COMMITTEE REPORTS
FINANCE COMMITTEE, Mr. Clyde Higgs, Chair

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Durham Technical Community College Request for Multi-Campus Center Approval
(Attachment FC 3)

Mr. Higgs reviewed the details. Ms. Haygood said that any funding would be appropriated by the legislature in the future if this location is approved.

The motion was approved by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Purchasing Delegation Request - Wake Technical Community College (Attachment FC 4)

Ms. Haygood colleges request a purchasing delegation increase and that they are evaluated in consultation with Division of Purchasing and Contract. This tier structure was enacted into law about five years ago and each college delegation increase has to be in place two years before they can request another increase. The rules surrounding the process were created in consultation with Division of Purchase and Contract when the law was enacted.

The motion was approved by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Revised FY 2015-16 State Aid Allocations and Budget Policies (Attachment FC 5)

Ms. Haygood gave a summary of information from page 11 of the document. Since the budget was not enacted into law until our last board meeting, there were updates made to what was presented last month. The mechanics of how the allocations were calculated were unchanged. She reviewed the main funding changes reflected in the approved budget. Ms. Haygood recommended that members look at page 12 for an allotment comparison if they would like to see the major changes from last budget. The document gives colleges guidance related to state salaries on pages 2-4 and minimum and maximum salaries are on page 6. Mr. Vaughan asked about the categoricals and if there would be another funding source. Ms. Haygood said if the categorical funding is cut, the colleges would have to determine how to offer it within the regular funding received. The items are currently specifically legislatively funded.

The motion was approved by voice vote.
On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Amend Title 1, Chapter H – “Fiscal Management” (Attachment FC 6)

Ms. Haygood said this item was initiated a few months ago. This chapter lays out policies in relation to state and institutional funds. There were no substantive comments received during the public comment period. FC 7 and FC 8 will be amendments to other chapters based on this change to Chapter H so that the code does not conflict with itself.

The motion was approved by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Amend 1E SBCCC 700.7 – “Excess Fee Receipts” (Attachment FC 7)

Ms. Haygood said Live Projects are classes where there is a product or service that enable the college to collect money. This policy would govern what can be done with the money once the live project is complete.

The motion was approved by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Repeal 1D SBCCC 700.99 – “Live Projects” (Attachment FC 8)

This is being repealed from the Education Programs chapter and will reside in the Fiscal Management chapter since it has to do with receipts.

The motion was approved by voice vote.

On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

Tuition Increase (Attachment FC 9)

Ms. Haygood said that the State Board is asked to approve the tuition increase passed by the General Assembly in the budget. If the board votes against this, then the allocations approved in our budget would be based on tuition receipts we couldn’t collect. It would also make us inconsistent with the General Assembly policy.

The motion was approved by voice vote. Mr. Raye voted against approval.
On behalf of the Finance Committee, Mr. Higgs recommended and moved that the following item be approved by the board:

**Allocation for Feasibility Study-Future of Community College Nursing Education**
(Attachment FC 12)

Ms. Haygood said there are two actions related to this study. Programs Committee will determine if the State Board wants to conduct a feasibility study. This would approve the funds contingent on the approval to conduct the study.

The motion was approved by voice vote.

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**RECESS until 10:20 a.m.**

**PROGRAMS COMMITTEE, Dr. Sam Powell, Chair**

On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board:

**Review of the Comprehensive Articulation Agreement (CAA) between Constituent Institutions of the NCCCS and Constituent Institutions of UNC (Attachment PROG 6)**

Dr. Powell said that this report will be approved by both this board and the UNC board to be submitted by November 1, 2015 to the Legislature. Dr. Chapman shared findings that supported student engagement and progress and support to the students. She said that there will continue to be a steady rise now that the agreements are in place. We are assuring that they are successful and making sure they take advantage of their opportunities. Things will be more telling once we look at the numbers in 2016. Pages 5-6 are activities and programs that support the agreement.

The motion was approved by voice vote.

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On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board:

**NCWorks Career Coach Program Application Process (Attachment PROG 7)**

Dr. Chapman reviewed the statute and funding for this program. The legislation requires that the State Board develop an application process. She reviewed the major submission requirements that are being recommended and who the representatives on the advisory would be. Applications should be received by December 15, 2015 per the legislation.

The motion was approved by voice vote.
On behalf of the Programs Committee, Dr. Powell recommended and moved that the following item be approved by the board:

The Future of Community College Nursing Education – Feasibility Study Request (Attachment PROG 8)

Dr. Powell stated the committee discussed the pros and cons of the changes to nursing education within our system.

Mr. Fricks said he is concerned about the board rushing into a decision. He suggested that the board take time to consider how the actions of the board are perceived. He proposed that the attachment be tabled until the January 2016 meeting. He and Dr. Powell plan to meet and give feedback to the board to quantify how this vote will be received.

Dr. Saunders said he does not want to see the community colleges get into a situation where they are doing things that are not within their mission.

Mr. Fricks presented a substitute motion to table the vote on this agenda item until January 2016, Mr. Pearson seconded the motion, and the motion was approved. Dr. Willis voted against approval.

Chairman Shook thanked Dr. Powell for all his hard work on the ad-hoc committee. He encouraged all of the board members to review the materials, become familiar with the study. Interim President Fouts recommended that President Mary Rittling continue to be involved in the conversations.

**STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair**

Dr. Saunders said the committee discussed the activities of the planning meeting and asked Ms. Weiner share the outcomes. Ms. Weiner said that the Strategic Planning Committee would like to invite the UNC Board of Governors and the State Board of Education to the 2016 Strategic Planning Meeting to continue the discussion in relation to the Governor McCrory’s 67% goal. The State Board will be hearing from a community college group as to what it will take for our schools to reach the goal. The committee also discussed setting five and ten year goals. This information was also shared with the Legislative Affairs Committee.

**POLICY COMMITTEE, Mr. Lynn Raye, Chair**

On behalf of the Policy Committee, Mr. Raye recommended and moved that the following items be approved by the board:

Initiation of Rulemaking Process to Amend 2A SBCCC 400.2 – “Admission Requirements”
(Attachment POL 3)

The above item was unanimously approved by voice vote.
LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair
On behalf of the Legislative Affairs Committee, Mr. Fricks recommended and moved that the following resolutions be adopted by the board:

Resolution Expressing Gratitude to the 2015 Session of the North Carolina General Assembly for Its Support of the North Carolina Community College System
Resolution Expressing Support of the Connect NC Bond Act

The above items were unanimously approved by voice vote.

Mr. Fricks shared that Mr. Rose has been selected for a working committee for the Bond Initiative.

The Legislative Affairs Committee is willing to be facilitators of a joint meeting including the Presidents’ Association, the Trustees’ Association, the State Board, and the System Office.

PERSONNEL COMMITTEE
On behalf of the Personnel Committee, Ms. Lowder recommended and moved that the following action be approved by the board:

The appointment of Dr. Maria Fraser-Molina to serve as Interim President of Pamlico Community College

Chairman Shook seconded the motion. The above item was unanimously approved by voice vote.

PRESIDENTIAL SEARCH COMMITTEE, Mr. Jerry Vaughan, Chair
Mr. Vaughan reminded the board that they had approved the selection of Hockaday and Hartford consulting agency at the meeting on October 14, 2015. The vendor has been fully approved, the contract is signed, and the Committee is ready for next steps.

NEW BUSINESS
Mr. Rose shared information about the Connect NC Bond Act. The committee will engage and involve several people in a marketing effort to get a yes vote for the Bond Act.

PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES
Interim President Fouts introduced his wife who was in attendance. He recognized Mr. McBrayer and the other award winners at the NCWorks Banquet for their accomplishments and pointed out most of them had a community college connection.

The presidents’ report can be reviewed on the NC Community College website: President's Report

BOARD MEMBERS QUESTIONS/COMMENTS
Chairman Shook presented Mr. Higgs with a Resolution thanking him for his service to the system.

Representative Ford encouraged all of the board members to participate in N4CSGA events.
DATE OF NEXT MEETING
The next State Board Meeting will be held on Thursday, December 3, 2015 through Friday, December 4, 2015 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES
There are currently no terms expiring and one vacancies for the membership of the State Board.

ADJOURNMENT
There being no further business to come before the Board, Chair Shook declared the meeting adjourned Representative Ford made the motion, seconded by Mr. Pearson at 11:38 a.m. unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:                 APPROVED BY:
Secretary

Mr. George Fouts, Interim System President      Mr. Scott Shook, Chair
AGENDA

State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building/Telephonic
Conference Room 201A
December 3, 2015 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
• October 29, 2015

For Information
• Estimated Receipts – October 2015 (Attachment FC 1)
• Summary of 2014-2015 State Funded Financial Aid Programs (Attachment FC 2)
• Local Tuition Surcharge Proposal (Attachment FC 3)
• SBCC Code Report – December 2015 (Attachment FC 4)
• 2016 Budget Priorities Update (Attachment 5)

For Action
• Contract Renewal for Broadband Connectivity (Attachment FC 6) [CA]
• Service Agreement for the Virtual Computing Environment (Attachment FC 7) [CA]
• Summer FTE Report (Attachment FC 8)
• Construction and Property (Attachment FC 9) [CA]

New Business

Adjourn
MINUTES
FINANCE COMMITTEE
October 29, 2015 – 1:30 p.m.

Members Present:
Clyde Higgs	Todd Johnson
Lynn Raye	Janet Lowder
Schorr Johnson	Jim Rose
Lisa Estep

System Office Staff and Others:
Jennifer Haygood, NCCCS	Randy Parker, GTCC
Saundra Williams, NCCCS	Rae Marie Smith, GTCC
George Fouts, NCCCS	Matt Williams, DTCC
Brian Conrad, OSBM

CALL TO ORDER
Mr. Clyde Higgs called the meeting to order at 1:35pm.
Mr. Higgs read the required ethics statement. There were no conflicts of interest.

ROLL CALL
Jennifer Haygood took the roll of the Finance Committee members.

AGENDA
Mr. Higgs asked for a motion to approve the agenda for the meeting as presented. Mr. Raye moved, seconded by Mr. Rose.

MINUTES
Mr. Higgs asked for a motion to approve the minutes of the September 17, 2015 meeting as presented. Mrs. Estep moved, seconded by Mr. Schorr Johnson.

For Information
Estimated Receipts (Attachment FC 1)
Ms. Haygood reviewed the Estimated Receipts Report which represents tuition and registration receipts collected through September 30, 2015. Ms. Haygood explained the different benchmarks used in the receipts reporting and explained the variations. She stated that based on the benchmarks there is a 4.8% shortfall of compared to the 3-year average and 1.1% as compared to last year’s benchmark. Ms. Haygood also indicated that increasing summer enrollments has caused some variation in the pattern of when receipts are collected.

Ms. Haygood went on to discuss the preliminary receipts for the month of October, which will be presented at the December meeting, and indicates a further shortfall. She stated early indications are that system-wide curriculum FTE enrollment is down 4.4%. Ms. Haygood stated the colleges have been advised to hold 1% of their budgets in reserve as a contingency. She further
advised the committee that additional data points are necessary to determining if any action will be recommended.

**SBCC Code Report – October 2015 (Attachment FC 2)**
Ms. Haygood stated the SBCC Code report is provided anytime there are rule changes in process. She reviewed the report and noted the first item listed, amendment to the “Fiscal Management” chapter had completed the public comment period. No substantive comments were received and this amendment will be discussed and recommended for adoption under For Action. In addition, Ms. Haygood stated the amendments to the chapters for “Excess Fee Receipts” and “Live Projects” were conforming changes with the “Fiscal Management” chapter and would also be discussed later.

Ms. Haygood continued with a brief review of the proposed changes to the “Admissions Requirements” and “Admissions to Colleges” chapters which will be presented to the Policy Committee today.

**For Future Action**

**Durham Technical Community College Request for Multi-Campus Center Approval (Attachment FC 3)**
Ms. Haygood reviewed the request from Durham Technical Community College (DTCC) to provide preliminary approval to designate the Orange County Campus as a multi-campus center. Ms. Haygood introduced Matt Williams, CFO at DTCC, who discussed the request in further detail.

After discussion, Mr. Higgs requested a motion to suspend the rules and move this item from For Future Action to For Action. Mrs. Lowder motioned, seconded by Mrs. Estep.

Mr. Todd Johnson motioned to approve the request as presented. Mr. Lynne Raye seconded and the request from DTCC to designate the Orange County Campus as a multi-campus center was approved.

**Purchasing Delegation Request - Wake Technical Community College (Attachment FC 4)**
Ms. Haygood reviewed the request from Wake Technical Community College (WTCC) for an increase in its purchasing delegation authority. WTCC has completed the application and evaluation process required by the NC Division of Purchasing and Contract, and Ms. Haygood has received a formal letter of approval for Tier 3 purchasing authority from the NC Division of Purchasing and Contract.

Mr. Raye moved to suspend the rules and move this item from For Future Action to For Action. The motion was seconded by Mr. Rose. Mr. Higgs then requested a motion to approve the request as presented. Mr. Raye moved, seconded by Mrs. Lowder and the request to designate Wake Technical Community College at Tier 3 with a delegation authority of $50,000 was approved with an effective date of November 1, 2015.
For Action
Revised FY 2015-16 State Aid Allocations and Budget Policies (Attachment FC 5)
Ms. Haygood stated that much of the information provided in Attachment 5 was previously reviewed when the Committee approved the FY 2015-16 Baseline State Aid Allocations and Budget Policies at the September 17, 2015 meeting. She indicated the discussion today will focus on revisions to those allocations.

Ms. Haygood proceeded to review the section titled “Guidelines Related to State Salaries of Community College Employees” and discussed each point in detail. She called specific attention to page 5 “Compensation Increase Reserve Amounts by College” which reflects the allocation of the $10,000,000 appropriation by College. Ms. Haygood noted this itemized list has been provided as there will be reporting requirements. A lengthy discussion followed.

Ms. Haygood next called the Committee’s attention to page 11- Summary of Budget Allocations and page 12 – Statewide College Allotment Comparison. She noted that the revised budget allocations reflect an additional $32.4 million over the previously discussed Baseline budget. This increase includes the $10 million compensation reserve and $2.7 million for benefit rate increases discussed earlier. It also includes $14.6 million to cover the $750 bonus that will be paid to employees in December, $7.5 million for equipment, $250,000 for Caldwell Community College’s truck driver training program, and $100,000 for the Botanical Lab at Fayetteville Technical Community College. The revised budget allocations also reflect a $2.7 million reduction which is associated with anticipated procurement efficiencies.

After a lengthy discussion, Mr. Ray motioned and Mr. Rose seconded. The Committee approved the Revised FY 2015-16 State Aid Allocations and Budget Policies as presented.

Amend Title 1, Chapter H – “Fiscal Management” (Attachment FC 6)
Ms. Haygood stated the item was reviewed in detail during the August committee meeting. The public comment period has concluded and no substantive comments were received. One technical comment was received and the change has been incorporated.

Mr. Johnson moved, seconded by Ms. Lowder, and the Committee approved the request to amend Title 1, Chapter H - “Fiscal Management”.

Amend 1E SBCCC 700.7 – “Excess Fee Receipts” (Attachment FC 7)
Mr. Rose moved, Mrs. Estep seconded and the committee approved the amendment to 1E SBCCC 700.7 – “Excess Fee Receipts”. Ms. Haygood stated this amendment is a conforming change to ensure the various chapters of the State Board of Community Colleges Code stay aligned.

Repeal 1D SBCCC 700.99 – “Live Projects” (Attachment FC 8)
Ms. Haygood stated this request to repeal SBCCC 700.99 – “Live Projects” is also a conforming change and is required to ensure there are no duplicative or conflicting language in the code. Mr. Rose moved, seconded by Mr. Raye and the Committee approved the request.
Tuition Increase in Effect for 2016-2017 Academic Year (Attachment FC 9)
Ms. Haygood stated this is a pro forma request to approve the actions taken by the General Assembly enacting a tuition increase of $4.00 per credit hour for the Spring 2016 term.

Mr. Johnson moved, seconded by Mr. Rose. The Committee approved the tuition increase, with Mr. Raye dissenting.

Allocation for Competitive Sub-Orbital Unmanned Space Flight Testing (Attachment FC 10)
Mr. Haygood introduced Dr. Matthew Meyer who discussed the program and answered questions. Dr. Meyer stated this is the second year of the grant from NASA.

Mr. Raye moved, seconded by Ms. Estep. The request to allocate $228,590 to ten community colleges for the “High Altitude Balloon Student Design Competition” was approved.

Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 11)
Ms. Estep moved, Ms. Lowder seconded and the Committee approved the allocation of up to $200,000 for a one year contract with the Center for Occupational Research and Development (COORD). Ms. Haygood stated that COORD provides resources and professional development to CTE faculty through the NC-NET initiative.

Allocation for Feasibility Study-Future of Community College Nursing Education (Attachment FC 12)
Ms. Haygood briefly reviewed the request to approve up to $75,000 in State Board Reserve Funds for a feasibility study to identify the need and criteria for the implementation of RN to BSN programs in the North Carolina Community College System. There were no questions or comments. Mr. Raye moved, seconded by Ms. Lowder, and the Committee approved the request as presented.

Construction and Property (Attachment FC 13)
Ms. Haygood reviewed each item submitted for approval.

Mr. Rose moved, and Mrs. Estep seconded. The Committee approved the allocation for new projects as follows.

1. Project Approval – New
   
   A. Isothermal Community College – Project No. 2087 – Roof Replacement – Communications Technology and Business Sciences Building – Estimated cost is $1,000,000, composed of all local funds.

   B. Isothermal Community College – Project No. 2088 – Comprehensive Applied Sciences and Workforce Development Center – Estimated cost is $6,713,639, of which $381,225 of local funds and $2,017,501 of Federal Funds are currently available for planning.

Mr. Rose moved to approve or ratify the items before the Committee, and Mr. Raye seconded. The Committee approved the requests for Acquisition and Disposal of Real Property.
2. **Acquisition and Disposal of Real Property**

   A. The Board of Trustees of Caldwell Community College and Technical Institute requests permission as per G.S. 115D-15 to dispose of a small structure by demolition that is no longer safe and will provide additional space for the Truck Driver Training range.

   B. The Board of Trustees of Fayetteville Technical Community College requests permission as per G.S. 115D-15 to lease approximately 2 acres of property located adjacent to the college’s property for approximately 2 years to the Fayetteville Public Works Commission for utility improvements.

   C. The Board of Trustees of Haywood Community College requests permission as per G.S. 115D-20 to acquire, by gift, approximately 2.31 acres of property with a building approximately 17,000 square feet. The property is located at 144 Industrial Park Drive in Waynesville, North Carolina. This property and building border the Regional High Technology Center which is known as the college’s satellite campus.

   D. The Board of Trustees of Mitchell Community College requests permission as per G.S. 115D-20 to acquire, by donation, approximately .23 acres of property located on Cochran Street, Statesville, North Carolina.

   E. The Board of Trustees of Mitchell Community College requests permission as per G.S. 115D-20 to purchase the following properties with institutional funds.

      - Approximately .39 acres located at 323 Drake Street, Statesville, North Carolina.
      - Approximately .17 acres, with a building approximately 1,578 square feet located at 106 North Race Street, Statesville, North Carolina.

   F. The Board of Trustees of Western Piedmont Community College requests permission as per G.S. 115D-15 to dispose of approximately .5 acres of property adjacent to the college campus. The Board of Trustees have determined that the property is unnecessary and undesirable for college use.

**New Business**

Ms. Haygood called the members attention to the State Board Update which was distributed by Chreatha Alston, prior to the meeting. Ms. Haygood prompted members to recall the September Board meeting Issues Luncheon which focused in general on tuition receipts, but did not address any specific proposals. She advised the Committee of a proposal for local tuition surcharges, which was included in the State Board Update and is currently being discussed in the Presidents Association. Ms. Haygood stated she did not anticipate any action until January when the Presidents Association votes on whether to bring this proposal before the State Board. She indicated her plan to bring a forth For Information item with additional details at the December Board Meeting.

Mr. Lynn took the opportunity to wish Mr. Clyde Higgs well and congratulate him on his new opportunity. He thanked Mr. Higgs for his many years of service to the North Carolina Community College System.
Adjournment
The meeting was adjourned at 3:15 pm.
Recording Secretary
Jennifer Haygood
## Estimated Tuition and Fees Collected Through October 31, 2015

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>Incr/Decr over prior year</th>
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<tr>
<td><strong>Budgeted Receipts</strong></td>
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<td>$357,932,547</td>
<td>$342,425,968</td>
<td>-4.3%</td>
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<tr>
<td><strong>Actual Net Receipts Collected</strong></td>
<td>164,199,926</td>
<td>159,197,576</td>
<td>146,103,603</td>
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<tr>
<td><strong>Budgeted Receipts Uncollected</strong></td>
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<td>$196,322,365</td>
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<tr>
<td><strong>Percent of Budget Collected</strong></td>
<td>44.7%</td>
<td>44.5%</td>
<td>42.7%</td>
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<tr>
<td><strong>Percent of Budget Benchmark (3 year average)</strong></td>
<td>46.9%</td>
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<td></td>
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<tr>
<td><strong>Collection Benchmark</strong></td>
<td>$160,411,675</td>
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<tr>
<td><strong>Difference between actual &amp; benchmark (3 year average)</strong></td>
<td>$(14,308,072)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Percent over-realized / (shortfall)</strong></td>
<td>-8.9%</td>
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<td></td>
<td></td>
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<td><strong>Percent of Budget Benchmark (last year)</strong></td>
<td>47.0%</td>
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<td><strong>Collection Benchmark</strong></td>
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<td><strong>Difference between actual &amp; benchmark (last year)</strong></td>
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<tr>
<td><strong>Percent over-realized / (shortfall)</strong></td>
<td>-9.1%</td>
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<td></td>
</tr>
</tbody>
</table>

**FY 2015-16 Budgeted Receipts Reflects the Following Legislative Adjustments:**

- $(13,506,579) Enrollment Decline Adjustment
- $(0) Tuition Increase Adjustment*
- $(2,000,000) In-State Tuition for Veteran Adj.

- $(15,506,579) -0.04% Budgeted Receipts Decrease

*For FY2015-16, receipts budget will not reflect tuition increase $(8,069,397) until its effective date of Spring 2016 term.
STATE BOARD OF COMMUNITY COLLEGES
Summary of 2014-2015 State Funded Financial Aid Programs
For Community College Students

The N. C. Community College Grant Program – Since 1991, the State Board of Community Colleges has been authorized by G.S. 115D-40.1.(c) to approve disbursement of need based financial assistance to community college students. During the 2014-2015 fiscal year, 27,867 students received $14,297,434.62 in Community College Grants. This represents a decrease of 128 students and a decrease of $1,907,054 from the $16,204,488.72 disbursed during 2013-2014. This decrease is due to the decreased number of eligible need-based students. These grants are based upon the eligibility guidelines which are standard federal financial aid methodology. They are targeted to students who receive little or no Pell assistance and are below the Hope Scholarship Tax Credit threshold. The average award for students from this funding source was $513.

Targeted Assistance – Since 2001, the State Board of Community Colleges has been authorized by G.S. 115D-40.1(b) to allocate up to ten percent (10%) of the funds appropriated for Financial Assistance for Community College students to the following students:

(1) Students who enroll in low enrollment programs that prepare students for high-demand occupations.
(2) Students with disabilities who have been referred by the Department of Health and Human Services, Division of Vocational Rehabilitation, and are enrolled in a community college.

During the 2014-2015 fiscal year, colleges self-reported Targeted Assistance Funds totaling $406,112 were awarded at 55 colleges that requested assistance for students in credit programs and non-credit programs. (Attachment A)

Less Than Half Time – Since 2003, the State Board of Community Colleges has authorized “The Less than Half-Time” program which provides need-based assistance to students enrolled in six hours or less (less than half-time) in certificate, diploma or associate degree programs. During the 2014-2015 fiscal year, colleges self-reported the Less than Half-Time Grant program provided $114,258 in assistance to 34 colleges. (Attachment A)

Contact Person:
Wanda White, Director
Financial Aid and Student Success
## North Carolina Community College

### Targeted Assistance and Less Than Half Time

#### 2014-2015 Fund Expenditure

(As Reported by Colleges)

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Targeted Assistance</th>
<th>Less than Half Time</th>
<th>Aggregated Award</th>
<th>Unexpended Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>Total Awarded</td>
<td>Avg. Award</td>
<td># Students</td>
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<tr>
<td>Alamance</td>
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<tr>
<td>Caldwell</td>
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<td>$570</td>
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<tr>
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<td>$0</td>
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<tr>
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<tr>
<td>Forsyth</td>
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<tr>
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<td>Halifax</td>
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<tr>
<td>Lenoir</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
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**SBCC**

12/04/2015
### North Carolina Community College
**Targeted Assistance and Less Than Half Time**
**2014-2015 Fund Expenditure**
*(As Reported by Colleges)*

<table>
<thead>
<tr>
<th>Colleges</th>
<th>College Allocation</th>
<th>Targeted Assistance</th>
<th>Less than Half Time</th>
<th>Aggregated Award</th>
<th>Unexpended Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>Total Awarded</td>
<td>Avg. Award</td>
<td># Students</td>
<td>Total Awarded</td>
</tr>
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<td>$406,112</td>
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</table>
STATE BOARD OF COMMUNITY COLLEGES
Local Tuition Surcharge/Supplement Proposal

**Background:** In Fall 2014, the NC Association of Community College Presidents (NCACCP) appointed a Tuition Study Committee to explore the treatment of tuition receipts received at North Carolina’s 58 community colleges for the future of our system. The Committee includes three college presidents (Dr. Gary Green – Forsyth Tech CC, Dr. Stan Sidor – South Piedmont CC, and Dr. John Boyd – Mayland CC) and three college chief financial officers (Betty Smith – Fayetteville Tech CC, Dr. Phillip Price – Central Carolina CC, and Bill Vespasian – Tri-County CC), representing different size colleges and geographic regions. The Committee was charged with producing information and recommending changes, if any, to our current method of pooling tuition receipts as a system, rather than retaining them at individual institutions. Per G.S. 115D-39, tuition receipts are State funds and deposited in our System’s account with the State Treasurer.

**Local Tuition Surcharge Proposal:** The Committee recommended that receipts generated from the State-mandated tuition rate continue to be State funds and pooled as a system. However, the committee also recommended authorizing colleges the option to charge a local tuition surcharge/supplement of up to 10% of the State tuition rate. A college could charge a different surcharge/supplement to resident students than non-resident students, as long as each amount was within the 10% maximum of its respective State tuition rate. If a college’s local board of trustees elected to adopt a local surcharge/supplement, all students would be charged the additional amount, except students receiving tuition waivers. Local tuition surcharge/supplement receipts would be institutional funds and retained locally. Colleges could use the receipts for any purpose for which State funds may be used as well as State Board-approved capital improvement projects, excluding projects associated with athletics. To prevent the development of large cash balances, the cash balance at the end of the fiscal year of local tuition surcharge receipts shall not exceed 8% without State Board approval. Implementation of this proposal would require both General Assembly and State Board action. Attached you will find the proposed authorizing language.

**Current Status:** The proposal is currently being debated by the NCACCP. There is no action for the State Board to take at this time, as the NCACCP has not made a decision about whether to recommend moving forward with this proposal. We expect the NCACCP to take a vote in January.

**Contact:**
Jennifer Haygood
Executive Vice President, Chief Financial Officer
Proposed Legislation (requires action of the General Assembly):

Article 3 of Chapter 115D is amended by adding a new section to read:

“G.S. 115D-39.2  Local Tuition Surcharge

   a) Notwithstanding the provisions of G.S. 115D-39 (a), a community college board of trustees may establish a local tuition surcharge within the limitations established in rule by the State Board of Community Colleges.

   b) If a community college board of trustees establishes a local tuition surcharge, all students enrolled in a curriculum course, except for students for whom tuition and registration are waived by law, shall be charged the local tuition surcharge. The receipts collected from the local tuition surcharge shall be deposited into an unrestricted institutional fund account at the community college.

   c) The State Board shall adopt rules to implement this section. “

G.S. 115D-20 is amended by adding a new subsection to read:

“G.S. 115D-20  Powers and Duties of Trustees

   (15) Establish a local tuition surcharge in accordance with G.S. 115D-39.2.”

Proposed State Board of Community Colleges Code (requires action of the State Board):

1E SBCCC 300.1(d) reads as rewritten:

“(d) Deposit of Tuition. All tuition receipts from tuition approved under this section are State funds. Colleges must deposit all tuition receipts to the credit of the State Treasurer, consistent with State law.

1E SBCCC 300 is amended by adding the following section:

“1E SBCCC 300.3  Local Tuition Surcharge

   a) Authority to Charge. Notwithstanding 1E SBCCC 300.1, the local board of trustees may establish a local tuition surcharge under the provisions of this Rule.

   b) Local Policy. Upon adoption of a local tuition surcharge, the local board of trustees shall establish a policy governing the use of the local tuition surcharge receipts, consistent with this Rule."
c) **Local Tuition Surcharge Rates.** The local tuition surcharge per credit hour shall not exceed 10% of the tuition rates established by the State Board of Community Colleges for resident and non-resident students under 1E SBCCC 300.1, rounded up to the nearest whole dollar. Colleges shall not charge a local tuition surcharge for credit hours above the maximum number of credit hours established by the State Board under 1E SBCCC 300.1. The college shall charge the same resident surcharge to all resident students and the same non-resident surcharge to all non-resident students, except that colleges shall not charge a local tuition surcharge to students whose tuition is waived by law.

d) **Deposit and Use of Local Tuition Surcharge Receipts.** Local tuition surcharge receipts shall be deposited in an unrestricted institutional account. Colleges shall use local tuition surcharge receipts for the purposes listed in G.S. 115D-31(a)(1) and (2). Colleges may request the State Board’s approval to use local tuition surcharge receipts for capital improvement projects, excluding projects associated with athletics. The cash balance at the end of the fiscal year of local tuition surcharge receipts shall not exceed an amount equal to eight percent of the college’s State budget for that fiscal year unless the State Board has approved the college to exceed this maximum. If a college’s cash balance exceeds this threshold, the college shall submit by March 1 of the subsequent fiscal year a plan to the State Board for ensuring compliance with this requirement. If the college’s cash balance continues to exceed this threshold at the end of the second subsequent fiscal year, the State Board shall suspend a college’s authority to charge the local surcharge for a period determined by the State Board, but not to exceed two years, unless the college continues to not comply with this requirement.

e) **Annual Reporting Requirement.** The college shall report a local tuition surcharge established by the board of trustees to the System Office on an annual basis as directed by the System Office.
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STATE BOARD OF COMMUNITY COLLEGES
2016 Budget Priorities Update

1) **Invest in Student Success Strategies:** Restore $25 million of management flex cut by reinvesting funds made available through our enrollment adjustment to promote implementation of student success strategies (tutoring labs, supplemental instruction, etc.).

2) **Close the Interest Gap:** Provide $2 million to promote student and family awareness of career options and paths. Funds would support various activities, including the use of various forms of media as well as providing a labor market information (such as EMSI’s Career Coach) to all colleges. Funds would potentially be matched by external sources.

3) **Equipment:** Provide $10 million NR to provide equipment funds to complement bond funds.

4) Placeholder in case we need funds for NC GAP and/or Career and College Ready Graduates pilots.

5) **Carryforward Authority:** Currently, our statutes authorize carryforward of unexpended equipment, instructional resources, customized training, and performance-based funding monies. Under existing authority, our System carried forward $34 million this past fiscal year. UNC received a temporary increase in its carryforward authority specifically for repairs and renovations.

6) **Other ideas?**
   a. Funds to support bond administration
   b. Funds to support difference between budgeted levels for IT contracts and actual costs
STATE BOARD OF COMMUNITY COLLEGES
Contract Renewal for Broadband Connectivity

Request: The State Board is asked to approve the third year of a three year contract with MCNC for up to $3,919,415, for continuing broadband connectivity for fifty-eight community colleges.

Background: In 2011, the State Board initiated a 1-year contract with MCNC to provide all community college main campuses with broadband data service and video services. The contract provided two 1-year renewal options, ending on June 30, 2014. In November of 2013, we requested and received a proposal from MCNC to extend the contract for one year with the option to renew for two additional one year periods. MCNC responded with a 5% reduction in cost per year and added enhancements to the services previously offered. ITS Purchasing evaluated and approved our request for a waiver of competition and the contract extension on November 26, 2013.

MCNC is an independent non-profit organization that operates the North Carolina Research and Education Network (NCREN). NCREN provides broadband data and video services to the NC Community College System, the UNC System, NC Public Schools, many private colleges and universities, government organizations and other non-profit organizations. Broadband, in this context, can be defined as the continuous connection of colleges to a high-speed network that supports data communications, including video services.

Rationale: MCNC, through its operation of NCREN, will provide a minimum of 100Mbps committed capacity for the main campus at each NC Community College, burstable to 1Gbps with a guaranteed availability of 99.999% uptime, latency of less than 25ms, and a mean response time for repairs of 3 hours or less for all outages. MCNC will provide routers on all campuses, unlimited commodity Internet access and Internet2 access, a Network Operations Center with 24-hour access to support and provide college access to a secure portal for network performance monitoring and support.

MCNC will provide unlimited video conference services including standard definition and high definition for every community college, for high schools with an associated community college Early College program, and the System Office. MCNC will provide up to 58 MediaSite EX Server and Storage services for video storage and streaming. Video technical support will be available Monday through Friday 7:30AM to 9:30PM.

MCNC will provide up to 3,000 hours of Client Network Engineering (CNE) services per year (1 and ½ dedicated personnel) available to all community colleges. CNE time can be utilized by each college or by the System Office in support of the colleges. Services include network design, network assessments, general technical guidance and advice, training, recommended practices and assistance resolving complex network problems.

MCNC will provide a dedicated advocate monitoring the internal performance and needs of all community colleges.
**Method of Procurement:** In accordance with the procurement practice of the State of North Carolina, approval is being sought by outside purchasing authorities. Approval of the contract by the State Board is contingent upon approval by the State DIT Procurement Office.

**Contract Amount and Time Period:** The contract amount is up to $3,919,415 for the period July 1, 2016 through June 30, 2017. Total cost for the three year period, will be up to $11,758,245.

**Fund Source and Availability:** Funding is contingent upon the availability of FY 16-17 General Fund appropriations.

**Contact Persons:**
Dr. Saundra W. Williams, Senior Vice President and Chief Technology Officer
Technology Solutions and Distance Learning

Bruce Humphrey, Associate Vice President for Information Resources & Technology and CIO
Technology Solutions and Distance Learning
Request: The State Board is requested to approve $130,600 for a Service Agreement with North Carolina State University for participation in the Virtual Computing Environment (VCE). This collaborative project of the North Carolina Community College System (NCCCS) and NC State University allows individual community colleges to provide computer lab services through cloud computing and to achieve cost efficiencies for software and hardware. Cloud computing is a general term for anything that involves delivering hosted services over the Internet.

Background: The VCE is a remote access service that allows students and faculty to request or reserve a session with a desired set of applications, and to remotely access it over the Internet. Students and faculty can use a number of advanced computer applications. Linux® and numerous Windows® environments are available. NCCCS and NC State have and will continue to work with community colleges wishing to provide additional specialized software for faculty and student course access.

The initial Service Agreement with NC State included the period from January 1, 2008, through December 31, 2008, and has been renewed each year through December 31, 2015.

Rationale: The VCE business model provides community colleges a cost-effective alternative to expensive, traditional computer labs. The VCE business model will continue to support the community colleges which previously participated in year eight of the VCE, but the colleges must submit an application to identify participants involved, course sections, and software to be used.

The capacity of this cloud computing environment was expanded in 2011-12 with the addition of higher capacity blade hardware. The increase in storage capacity will allow for up to 35 community colleges to participate in this project. Colleges are selected via a competitive request-for-participation process. The 2015 application was issued on November 3, 2015, with a rolling acceptance procedure. The following colleges are participating in the VCE.

<table>
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<tr>
<th>Alamance CC</th>
<th>Davidson County CC</th>
<th>Roanoke-Chowan CC</th>
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<td>Asheville Buncombe Tech</td>
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<td>Sandhills CC</td>
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<td>Guilford Tech CC</td>
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<td>Isothermal CC</td>
<td>Tri-County CC</td>
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<td>Johnston CC</td>
<td>Vance-Granville CC</td>
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<td>Wake Tech CC</td>
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<td>Cleveland CC</td>
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<td>Wilson CC</td>
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<tr>
<td>Central Piedmont CC</td>
<td>Pitt CC</td>
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</tbody>
</table>

Training and technical support are provided by NC State University. Regional information sessions and webinars are scheduled throughout the year to provide access to the onboarding process.
**Method of Procurement:** In accordance with the procurement practice of the State of North Carolina, there is no requirement for competition or approval by outside purchasing authorities for contracts between state agencies.

**Contract Time Period and Amount:** The total amount of this contract is $130,600 for services provided for the period January 1, 2016, through December 31, 2016.

**Fund Source and Availability:** Funding for this contract is available through the FY 2015-2016 State General Fund appropriation.

**Contact:**
Dr. Saundra Williams  
Senior Vice President and Chief Technology Officer

Katherine Davis  
e-Learning Specialist  
Learning Technology Systems
STATE BOARD OF COMMUNITY COLLEGES
2015 Summer FTE Report

In accordance with Section 10.5(b) of S.L. 2015-241, the State Board of Community Colleges hereby submits its report on the 2015 summer full-time equivalent (FTE) student enrollment to the Joint Legislative Education Oversight Committee. Effective Summer 2015, Section 10.5(a) of S.L. 2015-241 amended G.S. 115D-5(v) to authorize enrollment funding for all curriculum courses taught by community colleges during the summer term. Section 10.4(b) of S.L. 2013-360 had previously authorized colleges to receive funding for certain curriculum courses taught during the summer term, but limited those courses to only “technical education, health care, developmental education, and STEM-related courses.”

In Summer 2015, colleges generated a total of 13,176 curriculum FTE for the 2015 summer term. To provide a sense of context, curriculum budget FTE system-wide in FY 2015-16 is 184,773 FTE. Sixty-one percent (61%) of the curriculum Summer 2015 FTE enrollment occurred in technical education, health care, and STEM-related courses (Tier 1A/Tier 1B courses). FTE in developmental courses represented 5% of this enrollment, and the remaining 34% represented courses newly authorized for summer funding, including general education/college transfer and other Tier 2 courses. While the number of FTE generated under the broadened authority provided by S.L. 2015-241 is 1,039 FTE higher than originally estimated, this increase in Summer FTE enrollment is more than offset by a decline in Fall 2015 FTE enrollment. Based on preliminary Fall enrollment data, we expect Fall 2015 FTE enrollment to drop by approximately 3,900 FTE from Fall 2014 levels.

System-wide, just over 50% of the Summer 2015 FTE was concentrated in just ten areas: biology, math, nursing, English, chemistry, developmental math, computer information systems, psychology, medical assisting, and developmental reading/English. A summary of the FTE distribution among the fifty-eight colleges is attached.
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<tr>
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<th>Tier 1B</th>
<th>Dev Ed</th>
<th>All Other</th>
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1. **Project Approval – New**

   A. Coastal Carolina Community College – Project No. 2091 – Health and Occupational Science Building – Green House Addition – Estimated cost is $589,788, composed of all local funds.  *(Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on November 4, 2015)*

2. **Acquisition and Disposal of Real Property**

   A. The Board of Trustees of Catawba Valley Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 5 acres of property with a building approximately 38,400 square feet located at 973 Locust Street, Newton, North Carolina 28658.  *(Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on November 10, 2015)*

**Contact:**
Dorrine Fokes or Wilma Lee
Finance and Operations
AGENDA

State Board of Community Colleges
Programs Committee
Caswell Building, J. Gregory Poole Conference Room
December 4, 2015 - 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 29, 2015

For Information
• A Summary of 2014-2015 State Funded Financial Aid Programs (Attachment FC 2)
• North Carolina Community College System Annual Curriculum Approval/Termination Report to the General Assembly (Attachment PROG 1)
• Curriculum Program Application as Approved by the System President (Attachment PROG 2)
  ▪ North Carolina Community College System
    o Health Science: Therapeutic and Diagnostic Services
• Curriculum Program Terminations as Approved by the System President (Attachment PROG 3)
  ▪ College of The Albemarle
    o Building Construction Technology (A35140)
    o Esthetics Instructor (Certificate) (C55270)
    o Esthetics Technology (Certificate) (C55230)
    o Lateral Entry (Certificate) (C55430)
    o Manicuring Instructor (Certificate) (C55380)
    o Networking Technology (A25340)
    o Professional Crafts: Clay (A30300)
    o School-Age Education (A55440)
  ▪ Durham Technical Community College
    o General Occupational Technology (A55280)
    o Optical Laboratory Mechanics (Certificate) (C45540)
  ▪ McDowell Technical Community College
    o Computer Programming (A25130)
    o Real Estate (A25400)
  ▪ Randolph Community College
    o Real Estate Appraisal (A25420)
  ▪ Sampson Community College
    o Esthetics Technology (Certificate) (C55230)
    o General Occupational Technology (A55280)
    o Health Care Technology (Certificate) (C45350)

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
- Manicuring Instructor (Certificate) (C55380)
- Networking Technology (A25340)
- Real Estate (A25400)
- Sandhills Community College
  - Computer Information Technology (A25260)
  - Cosmetology Instructor (Certificate) (C55160)
  - Esthetics Instructor (Certificate) (C55270)
  - Esthetics Technology (Certificate) (C55230)
  - General Occupational Technology (A55280)
  - Manicuring/Nail Technology (Certificate) (C55380)
  - Resort Spa Management (A55410)
  - Turfgrass Management Technology (A15420)
- Vance-Granville Community College
  - Computer Programming (A25130)
  - Office Administration/Legal (A2537A)
- Wake Technical Community College
  - Computer Integrated Machining (A50210)
- SBCC Code Report – December 2015 (Attachment PROG 4)

**For Future Action**
- Curriculum Prefix – Tiered Funding Formula Recommendation (Attachment PROG 5)
  - Wake Technical Community College – TOM-Trucking Operations Management

**For Action**
- *Multiple Pathways to High School Equivalency (Attachment PROG 6) [CA]
- Associate in Engineering (A10500) Program Application (Attachment PROG 7) [CA]
  - Halifax Community College
- Curriculum Standard Revisions (Attachment PROG 8) [CA]
  - Asheville-Buncombe Technical Community College
    - Central Sterile Processing (Certificate) (C45180)
  - Lenoir Community College
    - Polysomnography (A45670)
  - Nash Community College
    - Electric Line Construction Technology (A35230)
  - Wake Technical Community College
    - Global Logistics and Distribution Management Technology (A25610)
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 9) [CA]
  - Alamance Community College
    - Mechatronics Engineering Technology (A40350)
  - Asheville-Buncombe Technical Community College
    - Occupational Therapy Assistant (A45500)
  - Mitchell Community College
    - Culinary Arts (A55150)
  - Nash Community College
    - Veterinary Medical Technology (A45780)
  - Stanly Community College
    - Agribusiness Technology (A15100)

**NOTE:** Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
• Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 10) [CA]
  ▪ Wake Technical Community College – Central Prison
    o HRD Employability Skills (Thinking for a Change: Cognitive Behavior Interventions)

New Business

Adjourn

*Reviewed in previous month.*
MEMBERS PRESENT: Dr. Sam Powell, chair; Mr. Wesley Fricks, vice chair; Dr. Breeden Blackwell; Mr. Bill McBrayer; Dr. Candler Willis

OTHER ATTENDEES: Staff: Dr. Lisa Chapman, Dr. Kim Sepich, Mr. Wesley Beddard, Ms. Jennifer Frazelle, Ms. Renee Batts, Ms. Leslie Leak, Ms. Shante Martin Guests: President Mary Rittling, Davidson County Community College; President David Johnson, Johnston Community College; Dr. Beth Pitonzo, Guilford Technical Community College; Mr. Quentin Johnson, Guilford Technical Community College; Ms. Linda Suggs, Gates Foundation

The Programs Committee of the State Board of Community Colleges was called to order by Dr. Powell, chair, at 1:35 p.m., Thursday, October 29, 2015. The meeting was held in the in Room 132 at GTCC’s Donald W. Cameron Campus. Roll call established that a quorum was present.

ETHICS AWARENESS AND CONFLICT OF INTEREST STATEMENT
Dr. Powell read the Ethics Awareness and Conflict of Interest Statement. All of the members present answered ‘no’ to the question, “Does any member of the committee have any known conflict of interest or appearance of conflict with respect to any matters coming before us today?”

APPROVAL OF AGENDA AND MINUTES
A motion to approve today’s meeting agenda was made by Dr. Blackwell, seconded by Mr. Fricks. A motion to approve the minutes of the September 17, 2015 meeting was made by Dr. Blackwell, seconded by Mr. Fricks.

FOR INFORMATION
- Service Agreement for Resources for Career and Technical Education Faculty
- Allocation for Feasibility Study-Future of Community College Nursing Education
- Captive/Co-Opted Curriculum Program Terminations as Approved by the System President
  - Piedmont Community College (Caswell Correctional Institution #4415)
    - Air Conditioning, Heating and Refrigeration (D35100)
- Curriculum Program Terminations as Approved by the System President
  - Edgecombe Community College
    - Cardiovascular/Vascular Intervventional Technology (Diploma) (D45140)
    - Central Sterile Processing (Certificate) (C45180)
    - Computer Programming (A25130)
    - Human Services Technology/Developmental Disabilities (A4538A)
    - Human Services Technology/Social Services (A4538D)
    - Manicuring Instructor (Certificate) (C55380)
    - Real Estate Appraisal (A25420)
    - Web Technologies (A25290)
  - Forsyth Technical Community College
    - Automation Engineering Technology (A40120)
    - Health Care Technology (Certificate) (C45350)
    - Real Estate (A25400)
    - Real Estate Appraisal (A25420)
    - Speech-Language Pathology Assistant (A45730)
    - Sustainability Technologies (A40370)
  - Vance-Granville Community College
    - Manicuring/Nail Technology (Certificate) (C55400)
    - School-Age Education (A55440)
  - Wake Technical Community College
    - Basic Law Enforcement Training (Certificate) (C55120)
- SBCC Code Report—October 2015

THE COMMITTEE RECEIVED THE FOLLOWING ITEMS FOR CONSIDERATION OF FUTURE ACTION:
- Initiate Rulemaking Process to Amend 1D SBCCC 400.2—“Admission to Colleges”
- Multiple Pathways to High School Equivalency
Minutes
Programs Committee
North Carolina Community College System
Thursday, October 29, 2015
Room 132, Donald W. Cameron Campus, GTCC

- Review of the Comprehensive Articulation Agreement (CAA) between Constituent Institutions of the NCCCS and Constituent Institutions of UNC (Attachment PROG 6)
  On a motion by Dr. Willis, seconded by Mr. Fricks, the rules were suspended and this item was moved to the “For Action” agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the “Action” agenda at their meeting on October 30, 2015. On a motion made by Mr. Fricks, seconded by Mr. McBrayer, the above item was approved.

- NCWorks Career Coach Program Application Process (Attachment PROG 7)
  On a motion made by Dr. Willis, seconded by Mr. McBrayer, the rules were suspended and this item was moved to the “For Action” agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the “Action” agenda at their meeting on October 30, 2015.

THE COMMITTEE RECEIVED THE FOLLOWING ITEMS FOR CONSIDERATION OF ACTION:

- *The Future of Community College Nursing Education – Feasibility Study Request (Attachment PROG 8) [CA]
  On a motion made by Dr. Willis, seconded by Dr. Blackwell, with one the negative vote, the above item was approved for placement on the full board “Consent Agenda” for action at their October 30, 2015 meeting.

- *Career and College Promise Operating Procedure Update, Curriculum Procedures Reference Manual – Section 14 (Attachment PROG 9) [CA]
  On a motion made by Dr. Blackwell, seconded by Dr. Willis, the above item was approved for placement on the full board “Consent Agenda” for action at their October 30, 2015 meeting.

- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 10) [CA]

  - Piedmont Community College
    - Mechatronics Engineering Technology (A40350)
  On a motion made by Dr. Blackwell, seconded by Mr. Fricks, the above item was approved for placement on the full board “Consent Agenda” for action at their October 30, 2015 meeting.

- Combined Course Library – Continuing Education (Attachment PROG 11) [CA]

  - New Course Approvals, Modifications, and Tier Designations
  On a motion made by Dr. Blackwell, seconded by Mr. McBrayer, the above item was approved for placement on the full board “Consent Agenda” for action at their October 30, 2015 meeting.

A. NEW BUSINESS

B. ADJOURNMENT
The meeting was adjourned at 2:55 p.m.

*Reviewed in previous month.

Respectfully submitted,
Carol Bowers
Recording Secretary
STATE BOARD OF COMMUNITY COLLEGES

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ANNUAL CURRICULUM PROGRAM APPROVAL/TERMINATION
REPORT TO THE GENERAL ASSEMBLY

The North Carolina Community College System Office is required to submit an annual report on curriculum program approvals and terminations to the North Carolina General Assembly. The attached is a report of curriculum approvals and terminations that were approved by the North Carolina State Board of Community Colleges from January 2015 through December 2015.

Data from December 2015 has been included subject to approval by the State Board at the December 4, 2015 meeting.

Contact:
Lisa Chapman, Ed.D.
Senior Vice President/Chief Academic Officer
Programs and Student Services
The North Carolina Community College System Office is required to submit an annual report on curriculum program approvals and terminations to the North Carolina General Assembly. The attached is a report of curriculum approvals and terminations that were approved by the North Carolina State Board of Community Colleges from January 2015 through December 2015.

Data from December 2015 has been included subject to approval by the State Board at the December 4, 2015 meeting.

Contact:
Lisa Chapman, Ed.D.
Senior Vice President/Chief Academic Officer
Programs and Student Services
North Carolina Community College System

Curriculum Program
Approvals and Terminations
January - December 2015

Mr. George Fouts
Interim President

Dr. Lisa M. Chapman
Senior Vice President for Programs and Student Services/Chief Academic Officer

SBCC
12/04/2015
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Appendices

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Executive Summary

The State Board is authorized in Rule 1D SBCCC 400.95 to approve programs consistent with the System’s mission. The approval processes include curriculum applications (traditional or special) depending on the program type. Community colleges must have State Board of Community Colleges approval to offer a curriculum program prior to implementation.

Approval of curriculum programs is justified by student interest and current and future employment needs within the state. Each college must certify that the program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered. Each college must also certify that they have assessed the need for the program and the resources required to maintain a viable program and that the college can operate the program efficiently and effectively within the resources available to the college.

The college is required to submit a program accountability report that includes items such as student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

Colleges may seek approval to offer programs that are new to the System (the curriculum program does not currently exist in the System), or seek approval to offer an established program (the curriculum program is an existing program title within the System).

Instructional Service Agreements (Level III) are utilized when two or more colleges jointly offer a curriculum program. In concordance with Rule 1D SBCCC 400.96 (c), these agreements involve the sharing of resources, may include the sharing of FTE and must be approved by the NC Community College System Office.

From January 2015 through December 2015, a total of 116 curriculum programs were approved and/or reported to the State Board of Community Colleges. Of the 116 approved programs, 88 programs were existing curriculum program titles, 26 programs were under four New-to-the-System program titles, and 2 were Level III Instructional Service Agreements.

The New to the System programs are:
- Associate in Engineering (A10500)
  - (Twenty-three colleges received approval for this new program.)
- Breast Sonography (Certificate) (C45490)
  - (One college received approval for this new program.)
- Mission Critical Operations (A40430)
  - (One college received approval for this new program.)
- Musculoskeletal Sonography (Certificate) (C45850)
  - (One college received approval for this new program.)

Per rule 1D SBCCC 400.95 (b), community colleges shall terminate a curriculum program when there has been zero enrollment for two years or request a one-year extension of the program. From January 2015 through December 2015, the North Carolina Community College System
received program termination requests from 39 colleges. The colleges requested termination of one or more of their curriculum programs resulting in the termination of 155 curriculum programs system-wide.

In April of 2015, the North Carolina Community College System Office implemented an initiative aimed at identification and termination of programs without enrollment. Consultation was provided to colleges to make sure that non-utilized programs were terminated. This resulted in a larger number of programs terminated during 2015 than during a typical year.
Curriculum Program Approvals and Terminations
Curriculum Program Approvals
by Type

Traditional Curriculum Program Applications
The traditional curriculum program application process is required for all
New-to-the-System curriculum programs and all existing program titles
that have not been identified as eligible for the abbreviated process.

New-to-the-System Curriculum Programs Applications.................................... 26
Existing Curriculum Programs Applications..................................................... 50

Subtotal: 76

Special Curriculum Program Applications
The State Board of Community Colleges has established an abbreviated or
“special application” approval process for existing programs titles that have been
identified as necessary to meet an immediate or critical need.

Special Curriculum Program Applications ....................................................... 38

Subtotal: 38

Instructional Service Agreements (Level III)
Instructional Service Agreements (Level III) are utilized when two or more
colleges jointly offer a curriculum program. These agreements are approved
by the NC Community College System Office, involve the sharing of resources
and may include the sharing of FTE.

Instructional Service Agreements (Level III) .................................................... 2

Subtotal: 2

Total Curriculum Program Approvals.............................................................Grand Total: 116
Traditional Curriculum Program Approvals by Community College
(New and Existing Program Titles)

Alamance Community College ................................................................. 1
  Mechatronics Engineering Technology (A40350)

Asheville-Buncombe Technical Community College ................................. 5
  Associate in Engineering (A10500)*
  Cardiovascular Sonography (A45160)
  Environmental Engineering Technology (A40150)
  Health and Fitness Science (A45630)
  Occupational Therapy Assistant (A45500)

Bladen Community College ...................................................................... 1
  Emergency Medical Science (A45340)

Blue Ridge Community College ............................................................... 1
  Associate in Engineering (A10500)*

Brunswick Community College ................................................................... 2
  Associate in Engineering (A10500)*
  Medical Assisting (A45400)

Cape Fear Community College ................................................................. 2
  Baking and Pastry Arts (A55130)
  Interpreter Education (A55300)

Carteret Community College ..................................................................... 1
  Human Services Technology (A45380)

Catawba Valley Community College .......................................................... 1
  Associate in Engineering (A10500)*

Central Carolina Community College ......................................................... 2
  Associate in Engineering (A10500)*
  Health Information Technology (A45360)

Central Piedmont Community College ......................................................... 4
  Associate in Engineering (A10500)*
  Biomedical Equipment Technology (A50100)
  Broadcasting and Production Technology (A30120)
  Truck Driver Training (Certificate) (C60300)

Cleveland Community College ................................................................. 2
  Computed Tomography & Magnetic Resonance Imaging (Diploma) (D45200)
  Mission Critical Operations (A40430)*

Coastal Carolina Community College ......................................................... 1
  Associate in Engineering (A10500)*

College of The Albemarle ........................................................................... 3
  Associate in Engineering (A10500)*
  Computer-Aided Drafting Technology (A50150)
  Healthcare Business Informatics (A25510)

Craven Community College ....................................................................... 2
  Associate in Engineering (A10500)*
  Computer-Aided Drafting Technology (A50150)

Davidson County Community College ......................................................... 1
  Applied Engineering Technology (A40130)
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<td>Associate in Engineering (A10500)*</td>
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<td>Forsyth Technical Community College</td>
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<td>Associate in Engineering (A10500)*</td>
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<td>Guilford Technical Community College</td>
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<td>Associate in Engineering (A10500)*</td>
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<td>McDowell Technical Community College</td>
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<td>Emergency Management (A55460)</td>
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<td>Mitchell Community College</td>
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<td>Associate in Engineering (A10500)*</td>
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<td>Montgomery Community College</td>
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<td>Nurse Aide (Certificate) (C45840)</td>
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<td>Nash Community College</td>
<td>2</td>
<td>Associate in Engineering (A10500)*</td>
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<td>Mechatronics Engineering Technology (A40350)</td>
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<td>Associate in Engineering (A10500)*</td>
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<tr>
<td>Roanoke-Chowan Community College</td>
<td>1</td>
<td>Emergency Medical Science (A45340)</td>
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<td>Accounting (A25100)</td>
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<td>Baking and Pastry Arts (A55130)</td>
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<td>Associate in Engineering (A10500)*</td>
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<td>Musculoskeletal Sonography (Certificate) (C45850)*</td>
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<td>Wilson Community College</td>
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**Total** ................................................................. 76

*New to the System Program*
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<td>Martin Community College</td>
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Mitchell Community College ................................................................. 1
Welding Technology (A50420)

Montgomery Community College ...................................................... 1
Computer Technology Integration (A25500)

Pamlico Community College ............................................................... 1
Human Services Technology/Substance Abuse (A4538E)

Pitt Community College ..................................................................... 2
Nurse Aide (Diploma) (D45970)*
Phlebotomy (Diploma) (D45950)*

Randolph Community College ......................................................... 2
Nurse Aide (Diploma) (D45970)*
Phlebotomy (Diploma) (D45950)*

Richmond Community College ......................................................... 1
Nurse Aide (Diploma) (D45970)*

Southeastern Community College ...................................................... 3
Cosmetology Instructor (Certificate) (C55160)
Nurse Aide (Diploma) (D45970)*
Phlebotomy (Diploma) (D45950)*

Stanly Community College ............................................................... 3
Computer Technology Integration (A25500)
Human Services Technology/Developmental Disabilities (A4538A)
Welding Technology (D50420)

Tri-County Community College ........................................................ 1
Industrial Systems Technology (A50240)

Wake Technical Community College ............................................... 1
Human Services Technology/Mental Health (A4538C)

Western Piedmont Community College ........................................... 2
Nurse Aide (Diploma) (D45970)*
Phlebotomy (Diploma) (D45950)*

Wilkes Community College ............................................................. 2
Emergency Medical Science (Diploma) (D45910)*
Manicuring/Nail Technology (Certificate) (C55400)

Total .................................................................................................... 38
*Represents a program major under the Health Science: Therapeutic and Diagnostic Services curriculum standard which requires that the college already have approval for the primary curriculum program. These program majors provide a foundation for success in nursing and the allied health programs and increase the individual’s successful completion of Health Science programs while providing the graduate with the skills needed for an entry-level job in health care.
Curriculum Program Terminations
by Community College

Alamance Community College
Computer Programming (A25130)
Electronics Engineering Technology (A40200)
Industrial Management Technology (A50260)
Real Estate (A25400)
Real Estate Appraisal (A25420)
Real Estate Licensing (Certificate) (C25480)

Beaufort County Community College
Esthetics Technology (Certificate) (C55230)
Manicuring Instructor (Certificate) (C55380)
Web Technologies (A25290)

Bladen Community College
Esthetics Instructor (Certificate) (C55270)
Esthetics Technology (Certificate) (C55230)
Manicuring/Nail Technology (Certificate) (C55400)

Blue Ridge Community College
Carpentry (Diploma) (D35180)
Electrical Systems Technology (A35130)
Manicuring Instructor (Certificate) (C55380)
Masonry (Diploma) (D35280)

Brunswick Community College
Esthetics Instructor (Certificate) (C55270)
Esthetics Technology (Certificate) (C55230)
Manicuring Instructor (Certificate) (C55380)
Manicuring/Nail Technology (Certificate) (C55400)
School-Age Education (A55440)

Caldwell Community College and Technical Institute
Esthetics Technology (Certificate) (C55230)
General Occupational Technology (A55280)
Infant/Toddler Care (Certificate) (C55290)
Manicuring Instructor (Certificate) (C55380)
Manicuring/Nail Technology (Certificate) (C55400)

Cape Fear Community College
Esthetics Instructor (Certificate) (C55270)
Licensed Practical Nurse Refresher (Certificate) (C45390)
Marine Propulsion Systems (Diploma) (D60220)
Networking Technology (A25340)
Real Estate Appraisal (A25420)

Carteret Community College
Licensed Practical Nurse Refresher (Certificate) (C45390)
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<th>College</th>
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Surry Community College .......................................................................................... 8

- Computer Engineering Technology (A40160)
- Cosmetology Instructor (Certificate) (C55160)
- Esthetics Instructor (Certificate) (C55270)
- Esthetics Technology (Certificate) (C55230)
- Licensed Practical Nurse Refresher (Certificate) (C45390)
- Manicuring/Nail Technology (Certificate) (C55400)
- Office Administration/Legal (A2537A)
- School-Age Education (A55440)

Vance-Granville Community College ...................................................................... 4

- Computer Programming (A25130)
- Manicuring/Nail Technology (Certificate) (C55400)
- Office Administration/Legal (A2537A)
- School-Age Education (A55440)

Wake Technical Community College ....................................................................... 2

- Basic Law Enforcement Training (Certificate) (C55120)
- Computer-Integrated Machining (A50210)

Western Piedmont Community College .................................................................... 1

- School-Age Education (A55440)

Wilkes Community College ..................................................................................... 1

- School-Age Education (A55440)

Total Program Terminations .................................................................................. 155

1D SBCCC 400.95(b) states the following:

The college shall terminate a curriculum program when there has been no enrollment for two years; a college may request an one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.

In April of 2015, the North Carolina Community College System Office implemented an initiative aimed at identification and termination of programs without enrollment. Consultation was provided to colleges to make sure that non-utilized programs were terminated. This resulted in a larger number of programs terminated during 2015 than during a typical year.
Appendices
<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
</table>
| Brunswick CC | Medical Assisting (A45400) | • In 2011, the U.S. Department of Health and Human Services Task Force on Aging reported nationally seventy-seven million baby boomers would turn sixty-five years of age that year. They also projected by 2025 the number of Medicare recipients will reach 69.3 million and represent 20.6% of the U.S. population.  
• An increasing aging population will have more medical conditions which will require an increase in health care professionals. In 2011, Brunswick County had more residents older than sixty than the number of residents younger than seventeen. In 2025, it is projected that they will have an additional 18,454 residents in their service area over 60 years of age.  
• The U.S. Bureau of Labor Statistics reports, “Employment of medical assistants is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to spur demand for preventive medical services, which are often provided by physicians. As their practices expand, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.”  
• On December 10, 2014, two hundred and sixty-one medical assistant jobs in the state were advertised online. [www.nccommerce.com](http://www.nccommerce.com) |
| College of The Albemarle | Healthcare Business Informatics (A25510) | • According to the Labor Economic Analysis Division of the Employment Security Commission, there are an estimated 30 current job openings related to the proposed program within the college’s service area. The estimated entry level hourly rate for HBI graduates in the college's service area is $14.32 per hour.  
• According to [www.careerinfo.org](http://www.careerinfo.org), North Carolina will see an increase of 13% in the field of Medical Records and other related HBI jobs between 2010 and 2020.  
• Businesses in the service area of COA have indicated a need to hire graduates who are well versed in Healthcare Business Informatics. College of The Albemarle has received letters of support for the implementation of Healthcare Business Informatics from Sentara Albemarle Medical Center, Vidant Chowan Hospital, and Coastal Eye Center.  
• In addition to traditional job opportunities, it is noted that a career in HBI is especially suitable for self-employment.  
• There are qualified instructors available to teach the HBI courses. One additional faculty member will be hired to oversee and support the program. There are sufficient hardware, software, and labs already in place to support the program.  
• According to a survey of 300 individuals in the college’s service area, 73 showed interest in enrolling in the proposed program. Participants were current COA students, local high school students, and from the general public. |
<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
</table>
| Mitchell CC             | Mechatronics Engineering Technology (A40350) | - According to data provided by Economic Modeling Specialists International (EMSI), U.S. Bureau of Labor Statistics, U.S. Department of Labor Occupational Network (O-NET), and indeed® job search resources, there are 86 Electro-Mechanical Technician employment positions within the college's planning area.  
- Local industries Fischbein, LLC, NJK Ceramics USA, Inc., and Purina Animal Nutrition, LLC, provided letters of support to Mitchell Community College for the Mechatronics Engineering Technology program. The companies stated that the skill set associated with the program was in high demand by industry and also suggested that there existed a skills-gap because they were having trouble locating potential employees with those particular skill sets.  
- MCC has worked diligently to create strong, collaborative bonds with their local Chamber of Commerce and with Iredell County government. MCC is a major component to the Iredell County Horizon Plan which contains strategies for situating the college as the main training provider for local industries. The college is considered a core component for providing properly skilled employees in advanced manufacturing to help retain local industries and to attract new industries. The Mechatronics program will support the skill sets required by these industries.  
- MCC has significantly invested in upgraded lab facilities with over $800,000 worth of equipment to support student hands-on learning that will reinforce their classroom studies.  
- The college currently offers most of the courses required for the mechatronics program under existing industrial and engineering programs; therefore, there will be very little additional instructional expense involved with offering the mechatronics program.  
- MCC has established successful pathways for Career and College Promise programs in related programs which will be utilized to build efficiencies of scale for the Mechatronics program which has overlapping courses.  
- The college successfully offers continuing education mechatronic courses with good student enrollment in those courses.  
- Student interest surveys suggest positive support of the Mechatronics program. |
| Pitt CC                 | Emergency Medical Science (A45340) | - PCC has offered Emergency Medical Science (EMS) training in the continuing education division for a number of years. Completers are eligible for entry-level emergency medical technician (EMT) and paramedic positions. Students interested in earning the EMS AAS Degree in an effort to be upwardly mobile in their career have been required to seek educational training outside Pitt County.  
- PCC has the resources (personnel, equipment, facilities, and clinical placements) available to implement the proposed program.  
- The U.S. Bureau of Labor Statistics predicts that “employment of emergency medical technicians and paramedics is expected to grow by twenty-three percent from 2012 to 2022 (the equivalent of 55,300 jobs). |
### Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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| Pitt CC                | Emergency Medical Science (A45340) (Continued…) | - According to a GAP analysis, completed in June 2014 for PCC by Economic Modeling Specialists International (EMSI), there is a considerable shortage of EMTs and paramedics in Pitt and seven other surrounding counties. The analysis revealed a gap of 57 when comparing average annual job openings to average annual program completers. The number of jobs is expected to grow by eleven percent from 2013-2018 and median pay is $14.90 per hour. EMSI data collected in August 2014 for Pitt County alone reveals a greater job growth and median pay when compared to national and regional data. Job growth is expected to be sixteen percent from 2012-2023 and median pay is $17.40 per hour.  
- A survey completed by PCC determined Pitt County employers were projecting fourteen full-time job openings in 2014, twenty-two full-time job openings in 2015, twenty-four full-time job openings in 2016, and twenty-nine full-time job openings in 2017. All responders favored PCC offering an EMS AAS degree.  
- The Pitt County EMS Oversight Committee submitted a letter of support and stated that this program will be able to achieve accreditation status and offer students the best education to serve the citizens of Pitt County.  
- The Pitt County EMS Medical Director submitted a letter of support and stated EMS is a fast evolving field, and this kind of degree will better prepare students for the future and give them better job mobility.  
- Letters of support for the EMS program were submitted to PCC by local employers and stakeholders who include: Pitt County Association of Rescue & EMS, Inc., City of Greenville Fire and Rescue, and Winterville Rescue and EMS, Inc.  
- The college surveyed 158 students who completed the last EMT-Basic class or are currently enrolled in the EMT-Basic class offered in continuing education and pre-health curriculum student enrolled in HSC 110 (Orientation to Health Careers) to assess their interest in the proposed EMS program. Eighty-three percent of the responders indicated an interest in pursuing the proposed program. In addition, the college surveyed 373 paramedics currently employed in Pitt County to assess their interest in obtaining their associate degree. Seventy-three percent of the responders expressed interest in the program. |
| Stanly CC              | Emergency Medical Science (A45340) | - SCC has offered Emergency Medical Science (EMS) training in the continuing education division for a number of years. Completers are eligible for entry-level emergency medical technician (EMT) and paramedic positions.  
- SCC has the resources (personnel, equipment, facilities, and clinical placements) available to implement the proposed program.  
- SCC is working towards the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) accreditation. Offering the associate degree program may assist SCC with gaining national accreditation. CoAEMSP accreditation is required for students to test for National Registry and many advanced paramedic provider services require Nationally Registered Paramedics for employment. |
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<td>Stanly CC</td>
<td>Emergency Medical Science (A45340) (Continued...)</td>
<td>• A survey completed by SCC determined Stanly and Montgomery County employers were projecting twenty full-time job openings in 2014, twenty-one full-time job openings for the first graduating class, and twenty-one full-time job openings for the second graduating class.&lt;br&gt;• The U.S. Bureau of Labor Statistics predicts that “employment of emergency medical technicians and paramedics is expected to grow by thirty-three percent from 2010 to 2020. Data from the NC Department of Commerce coincides with the national data indicating an increase of approximately thirty-one percent.”</td>
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<p>| <strong>February 20, 2015</strong> |
| Fayetteville Technical CC | Gunsmithing (A30200) | • A survey of six local gun shops and potential employers revealed that 100% of the respondents expressed the need for gunsmiths with training and experience. They also expressed an interest in employing graduates of the proposed program.&lt;br&gt;• The program lends itself to entrepreneurial opportunities for graduates. The Small Business Center at FTCC will provide high quality entrepreneurship training and small business education to assist the graduate in growing a successful business.&lt;br&gt;• Existing classroom and lab facilities for the Computer Integrated Machining program will be utilized for the proposed program with a minimal equipment expense.&lt;br&gt;• The service area has a large concentration of active duty Military, veterans, and gun enthusiasts which has led to a high level of interest in the program. As many soldiers leave the military, they actively inquire about this curriculum and express interest in enrolling in the proposed program.&lt;br&gt;• A survey of 45 FTCC students enrolled in Machining and Welding was conducted in 2014 with 100% of the respondents expressing interest in enrolling in the program or expressing knowledge of other persons they know that would be interested in enrolling in the program.&lt;br&gt;• Fort Bragg has invested $250 million in a Joint Armament Facility, a 16-acre complex for maintaining, testing and certifying weapons, weapons development and training of over 500 soldiers per year. If Fayetteville TCC is approved for the Gunsmithing program, they will pursue a partnership to provide additional education, training and certification.&lt;br&gt;• Over the last five years, 27,051 handgun permits have been issued in Cumberland County indicating the need for repair and maintenance of firearms in the colleges’ service area.&lt;br&gt;• The Fayetteville Regional Chamber submitted a letter of support which stated that the proposed program would provide additional educational opportunities that will help service our thriving and growing population…and give us a better chance at preparing students to enter our workforce with the skills needed to immediately make an impact.&lt;br&gt;• Two local gun shops submitted letters of support indicating the need for local gunsmiths. The owner of Shooter’s Supply noted: I have three stores in this area that sell gun and accessories. Each store needs a gunsmith on staff. The owner of Jerry’s Pawn indicated that my business has found a shortage of gunsmiths. |</p>
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| Isothermal CC         | Agribusiness Technology (A15100) | • The proposed program is designed to prepare graduates with the entrepreneurial and technical skills necessary to manage small farms and agricultural businesses that support eastern North Carolina.  
• North Carolina ranks seventh nationally in farm profits with a net farm income of $3.3 billion. Net income per farm in the state is over $63,000. (NC Department of Agriculture)  
• Rutherford County is comprised of 638 farms with roughly 59,540 acres in production. Polk County has 309 farms with roughly 21,000 acres in production. (NC State Agricultural Extension Service)  
• The program lends itself to entrepreneurial opportunities. Isothermal CC will assist the entrepreneur through its Small Business Center that serves both counties through one-on-one business counseling and education through seminars and workshops.  
• Each of the service area’s four high schools have programs in agriculture. The proposed program would provide a means to further their education in this area. If approved for the program, Isothermal Community College plans to develop a Career and College Promise program for Agribusiness.  
• If approved for the program, Isothermal Community College plans to pursue bilateral agreements with NCSU and NC A&T.  
• The average age of the principal owner of farms in the Isothermal service area is over 57 years in age. (US Department of Agriculture Census) The program is needed to provide the development of skills for a new generation of farmers.  
• Isothermal currently offers courses in agriculture through their continuing education department. Students taking these courses have expressed an interest in a curriculum program.  
• The Career and Technical Education Director of Rutherford County Schools submitted a letter of support for the proposed program. He noted that the proposed program will provide a quality, affordable post-secondary educational opportunity for the students of Rutherford County. He further added that Rutherford County has a strong agricultural traditional and career opportunities exist in agriculture related careers for our student that receive the appropriate education and training.  
• A grant was awarded to Rutherford County in 2013 through the Appalachian Regional Commission, US Department of Agriculture, and the US Environmental Protection Agency. The grant provided funds to the town of Forest City in Rutherford County for several initiatives to strengthen the local agricultural community. One of the initiatives is restoration of an abandoned mill into an Agriculture Innovation Center which will serve as a facility for educational courses. Isothermal was asked to be the lead in supplying these courses.  
• The former Shiloh School has been remodeled as a livestock handling facility. This facility will be available for use with education in livestock. |

*February 20, 2015 (Continued)*
## Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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| South Piedmont CC       | Musculoskeletal Sonography (Certificate) (C45850)* | • Currently, South Piedmont Community College offers Medical Sonography (A45440) and Cardiovascular Sonography (A45160).  
  • Over the last eleven years, the Medical Sonography program at SPCC has graduated one hundred and fourteen students. Ninety-seven percent of their graduates obtained jobs within their field of study.  
  • The U.S. Bureau of Labor Statistics projects the need for credentialed sonographers to grow by forty-four percent between 2010 and 2020.  
  • The MSK modality is so new that the U.S. Department of Labor does not distinguish it as a separate profession. In 2012, the median annual salary for sonographers was $60,350. According to SimplyHired the average salary for Musculoskeletal Sonographers is $68,000.  
  • Musculoskeletal Sonography (MSK) is a rapidly growing specialty in sonography. MSK sonography may be utilized in the evaluation of tendon tears, abnormalities of the muscles, localization of bleeding and fluid collections, evaluation of tumors, early changes of rheumatoid arthritis, joint dislocations in infants, and lumps in the neck muscles of infants. Historically, these abnormalities could only be evaluated with radiologic imaging such as fluoroscopic procedures, Computed Tomography and Magnetic Resonance Imaging. (Society of Diagnostic Medical Sonography News Wave, 2010).  
  • Mark Hartman, Ultrasound Sales Manager for ESAOTE North America, Inc., noted, I’m currently covering NC, SC, VA and Maryland. MSK ultrasound is by far the fastest growing application I’m seeing. We are seeing pain management clinics, orthopedic clinics, sport rehabilitation clinics, and chiropractic offices inquiring about MSK ultrasound. In addition, we are hearing from administrators in hospitals and clinics who are inquiring about sonographers who have MSK experience. Mr. Hartman also stated he had been working with a regional mobile ultrasound company that will be looking to hire a minimum of twenty newly credentialed MSK sonographers in the future.  
  • Dr. Peter Hindel, the Medical Director for SPCC’s Diagnostic Medical Sonography program and a radiologist at Carolinas Medical Center (CMC) shared, physicians are now asking for the studies; however, there are very few “trained” sonographers that can perform the exams. He noted that he and his colleagues must perform the exams.  
  • MSK Sonography is a completely new modality; therefore limited data is available from employers. SPCC surveyed their current 17 clinical sites for their Medical Sonography program. Thirteen (76 %) of the clinical sites indicated a potential need for MSK interventional studies. Ninety-six full-time sonographers and thirty-four part-time sonographers are employed by these agencies.  
  • An electronic survey completed by SPCC determined that eighteen current sonographers and/or alumni were interested in this program.  
  In 2013, the American Registry of Diagnostic Medical Sonographers (ARDMS) surveyed 277 currently registered sonographers in the U.S. to determine their interest level in learning more about the new MSK credential. Ninety-four percent of the respondents expressed interest. www.ardms.org. |

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In 2013, the American Registry of Diagnostic Medical Sonographers (ARDMS) surveyed 277 currently registered sonographers in the U.S. to determine their interest level in learning more about the new MSK credential. Ninety-four percent of the respondents expressed interest. www.ardms.org.
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| Bladen CC              | Emergency Medical Science (A45340) | • BCC has offered Emergency Medical Science (EMS) training in the continuing education division for thirty-nine years. Over the past seven years, BCC enrolled 481 students in their emergency medical technician (EMT) Basic course, 217 students enrolled in their EMT Intermediate course and 508 students enrolled in their Paramedic course. Completers of the courses are eligible for entry-level EMT and paramedic positions.  
• BCC has the resources (personnel, equipment, facilities, and clinical placements) available to implement the proposed program.  
• A survey completed by BCC determined Bladen County EMS employs twenty-two full-time and forty part-time employees. Bladen County EMS informed BCC they are very interested in the availability of the associate degree in EMS for their personnel. Surveyed employers in Cumberland County indicate they employ one hundred and fifty EMS staff. Cumberland EMS projects twenty full-time job openings in 2015 and fifty full-time job openings within the next two years.  
• The U.S. Bureau of Labor Statistics predicts that “employment of emergency medical technicians and paramedics is expected to grow by thirty-three percent from 2010 to 2020”. Data from the N.C. Department of Commerce coincides with the national data indicating an increase of approximately thirty-one percent in the field. A study of the Lumbar River region has projected a thirty-six percent (2,300 new jobs) increase in EMS personnel by 2020.  
• Letters of support for the EMS program were submitted to BCC by local employers and stakeholders who include: the town manager of Elizabethtown, Bladen County EMS, Bladen County Schools, the Elizabethtown-White Lake Area Chamber of Commerce, the Bladen County town manager, and the Mayor of Bladenboro.  
• Fifty-three of the fifty-nine continuing education EMT students surveyed by BCC indicated interest in the proposed EMS program. In addition, the college surveyed Bladen County high school students to determine their interest in enrolling in the EMS program. One hundred and two students (29%) of the three hundred and forty-six respondents are interested in the program. |
| Central Piedmont CC    | Biomedical Equipment Technology (A50100) | • The U.S. Bureau of Labor Statistics project 32% growth in medical equipment repairer jobs for 2010-20 and lists it as the 4th fastest growing occupation requiring an associate's degree in North Carolina.  
• Data provided by the Department of Labor indicates medical equipment repairers earn an annual average salary of $48,200.  
• Novant Health approached CPCC for assistance in mitigating a shortage of biomedical device technicians and committed $150,000 worth of financial support to the college to be awarded over a three-year period. Additionally, they will provide biomedical equipment for training purposes as well as related operational expertise and will also provide student work experience opportunities at their facilities.  
• Two of the largest hospitals in North Carolina, Novant Health Presbyterian Medical Center and Novant Health Charlotte Orthopedic Hospital, are within walking distance of the CPCC's main campus. |
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| Central Piedmont CC    | Biomedical Equipment Technology (A50100) (Continued...) | • An aging population has caused an increase in demand for specialized and complex medical equipment. Employment opportunities exist in hospitals, commercial equipment suppliers and repairers, sales, and with commercial and residential installers. Home installations provide a segment of the senior population with the option of choosing in-home care services.  
• The college surveyed 559 students who either recently completed or currently enrolled in an Engineering Technology program at Central Piedmont Community College to assess their interest in the proposed Biomedical Equipment Technology program. Seventy-seven percent of respondents indicated they would be interested in a career in Biomedical Equipment Technology. Fifty-eight percent of the respondents indicated they would be interested in enrolling in the program with twenty-seven percent starting the program in the Fall of 2015. |
| Central Piedmont CC    | Broadcasting and Production Technology (A30120) | • Between November 1, 2013 and October 31, 2014, there were 1,093 job postings in the area for arts and media or communication occupations. The top four skills needed to fill 449 of those jobs are technical writing, editing, journalism, social media and broadcasting.  
• There was an increase of 229 jobs from 2012 to 2013 in broadcasting technical and digital jobs such as producers, directors, and audio/video technicians. (NC Department of Labor)  
• There will be a 9% national increase in media growth occupations through 2018 and a 2% growth in North Carolina (US Department of Labor.)  
• The median wage for industry practitioners in the service area is $34,400. (Bureau of Labor Statistics)  
• If approved for the program, CPCC plans to pursue the addition of the program for Career and College Promise high school students.  
• The program lends itself to entrepreneurial opportunities for graduates. There has been downsizing in traditional print and broadcast media leading to enlargement of digital media and digital entrepreneurship. The Small Business Center at CPCC will provide high quality entrepreneurship training and small business education to assist the graduate in growing a successful business.  
• CPCC will partner with WTVI, the local PBS affiliate to provide work-based learning opportunities for students, which is vital to the resume for entry level positions in this field.  
• There are more than a dozen television stations and cable outlets in the area. CPCC staff worked with five television stations to obtain workforce needs, entry-level hiring patterns and for assistance with the design of the proposed program.  
• CPCC conducted a student interest survey of students currently enrolled in CPCC arts and communication courses. Thirty-six students indicated an interest in enrolling in the program.  
• The Publisher of the Charlotte Observer submitted a letter of support and noted: In this digital age, technology and communication experts are highly marketable. Companies, both large and small, realize they must have an expertise in external communications which includes social media, videography and strong verbal and written skills. The Publisher also noted that there is interest in an increased job pool of candidates for their media company. |
## Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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<td>Central Piedmont CC</td>
<td>Broadcasting and Production Technology (A30120) (Continued…)</td>
<td>• The former publisher of the Business Journal of Charlotte noted that there are more media related jobs here in Charlotte area than ever before with the growth of websites, and social media and the ability to produce and deliver content faster. Large companies are hiring individual solely to blog, post tweet etc.</td>
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| Central Piedmont CC | Truck Driver Training (Certificate) (C60300)| • The U.S. Bureau of Labor Statistics project a 21% growth in truck driver jobs for 2010-20.  
• NC Commerce Department data for the three months prior to December, 2014, show more than 1,700 job postings (recurring) for truckers, listing truck-driving as one of the Charlotte labor market’s best area for employment.  
• Knight Transportation issued a letter of support for becoming a hiring and training partner with Central Piedmont Community College.  
• The college surveyed students currently enrolled in their Heavy Equipment Transport programs. Over 80 students expressed interest in enrolling in the program.  
• CPCC surveyed the National Guard who expressed interest in the truck driving program. The survey indicated that 40 guardsmen were interest in enrolling.  
• CPCC has the facilities, vehicles, trailers, and qualified staff to effectively operate the truck driving program. |
| Rowan-Cabarrus Community College | Emergency Medical Science (A45340)| • RCCC has offered Emergency Medical Science (EMS) training in the continuing education division for a number of years. The currently successful Fire/EMS Continuing Education Paramedic (CEP) Certification program will provide a continuous and sustainable enrollment of students that are interested in completing their associate degree.  
• The national EMS community recommends that paramedics should move from a certificate to a degree. RCCC is working towards the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) accreditation. Offering the associate degree program may assist RCCC with gaining national accreditation. CoAEMSP accreditation is required for students to test for National Registry and many advanced paramedic provider services require Nationally Registered Paramedics for employment.  
• As of June 9, 2014, the North Carolina Emergency Medical Service News listed eighty-six paramedic positions openings. [https://news.ncems.org/employment](https://news.ncems.org/employment)  
• The Emergency Department of Rowan County employs fifty-eight full-time and fifty-five part-time EMS personnel. Cabarrus County EMS employs a total of one hundred and twelve full and part-time staff. Both departments encourage life-long learning and advanced education. Providers are encouraged to consider EMS degree programs.  
• The U.S. Bureau of Labor Statistics predicts that “employment of emergency medical technicians and paramedics is expected to grow by thirty-three percent from 2010 to 2020”. As the trend continues to move toward paramedics with college degrees, the RCCC service population will need to earn a college degree in order to compete. |
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<td>A survey completed by RCCC determined Rowan and Cabarrus County employers were projecting thirty-five full-time job openings for the first graduating class and fifty full-time positions for the second graduating class.</td>
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| Stanly CC | Air Conditioning, Heating, and Refrigeration Technology (D35100) | • NC Department of Commerce data suggests a 27% increase for air conditioning, heating, and refrigeration (AHR) mechanic and installer job opening in Stanly County between 2014 and 2024 resulting in 26 additional positions. The average wage is $16.85 an hour.  
• A survey to local employers Garmon Mechanical, Deek Mechanical, and Deese Electric, indicated that there would be approximately 33 AHR positions available in the next three years. These companies expressed strong support of the program.  
• The college received a grant from the U.S. Department of Commerce, Economic Development Administration (EDA), which supported upgrading the college’s Advanced Manufacturing and Industrial Technology facility to include a new AHR laboratory and an additional classroom.  
• SCC currently offers a local certificate that contains a limited number of AHR courses within their Industrial Systems Technology program; however, the certificate is limited and does not contain enough course competencies to adequately prepare students to diagnose and repair more complex heating and refrigeration units that have become commonplace to the industry.  
• The college has purchased four AHR trainers and plans on purchasing additional instructional equipment through an ALCOA Corporation grant that was awarded to the college.  
• The college successfully offers Career and College Promise under Industrial Systems Technology to area high school students and plans to transition interested students into the Air Conditioning, Heating, and Refrigeration program.  
• The college surveyed currently enrolled Stanly CC and local high school students. Sixteen students expressed interest in the Air Conditioning, Heating, and Refrigeration program. |
| Stanly CC | Computer Integrated Machining (D50210) | • NC Department of Commerce data suggests a 26% increase for machinist job opening in Stanly County between 2014 and 2024 resulting in 50 additional positions. The average wage for machinists is $17.25 an hour.  
• NC Department of Commerce data suggests a 29% increase for Computer Numeric Control (CNC) machinist job opening in Stanly County between 2014 and 2024 resulting in 53 additional positions. The average wage for CNC machinists is $19.82 an hour.  
• The college received a grant from the U.S. Department of Commerce, Economic Development Administration (EDA), which supported upgrading the college’s Advanced Manufacturing and Industrial Technology facility to include a new machining laboratory and classroom. |
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| **Stanly CC**          | Computer Integrated Machining (D50210) (Continued...) | • Members from the North Carolina Association of County Commissioners, the North Carolina Cooperative Extension Service, the North Carolina Community College System, and the Institute for Emerging Issues were invited to attend an industry forum in Stanly County where local industries Michelin US11, Chicago Tube and Iron, and Carnes-Miller Gear Company, communicated their need for qualified employees with machining skill sets.  
• SCC currently offers a local certificate that contains a limited number of machining courses within their Industrial Systems Technology program, however, the certificate does not contain enough course competencies to adequately prepare students for the highly technical advanced-machining processes that have become commonplace to industry.  
• The college successfully offers machining courses under their Industrial Systems curriculum program and plans to transition interested students into the Computer-Integrated Machining program.  
• The college surveyed 102 currently enrolled Stanly CC and local high school students. Thirty-eight students expressed interest in the Computer-Integrated Machining program. |
| **Stanly CC**          | Culinary Arts (A55150) | • The Culinary Arts program at Stanly Community College will be designed to provide pathways for start-up and operations of entrepreneurship services, such as catering. It will support the growing interest in the farm-to-table movement in the local community.  
• Data from the NC Department of Commerce indicated an increase for Food Service Managers of 4.7% in the Centralina area. Additionally, an increase of 5% for chefs is predicted in the Centralina region.  
• Chef salaries range from entry level of $16.29 per hour to experienced hourly wage of $27.42. Annually, estimated entry level salaries start at $33,890 while experienced level start at $57,050. (NC Department of Commerce).  
• Stanly County's 2013 Annual Employment Data indicate a consistent job market of 1,845 for the Accommodation and Food Services sector, which is the country's fourth highest employment field.  
• SCC conducted an employer interest survey of forty local food service companies. Twenty-one employers responded. Eighty-six percent of the respondents indicated a need for a Culinary Arts Degree Program. Employer interest survey results also indicated an estimated 464 individuals would be employed by local employers over the next three years in the following positions: Food Preparation Workers, Food Servers, First-Line Supervisors, Cooks, and Bartenders.  
• SCC conducted a student interest survey of 156 high school students enrolled in Stanly County Schools' food science courses in the fall of 2014. Eighty-five percent indicated a need for the College to offer the Culinary Arts Degree Program. Forty-four percent indicated they would enroll in a CCP Culinary Arts pathway.  
• The superintendent of Stanly County Schools provided a letter of support stating that the program will provide a seamless six year pathway for high school students interested in a food science career.  
• The Stanly Community College Foundation provided a letter of support. In addition they have begun a capital campaign for the program and have raised $32,000 towards program start-up expenses. |
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| **Stanly CC**          | Culinary Arts (A55150)    | - The Stanly County Chamber of Commerce provided a letter of support and stated that this program would support the need for qualified, well trained chefs and staff, which is needed to support the growing interest in the farm-to-table movement in the county.  
- The Director of Small Business and Entrepreneurial Development indicated that this program will allow the college to create a pool of chefs with management skills which will open up new career paths for the graduates in the restaurants in Stanly County.  
- A member of the Stanly County Board of Commissioners, who is also the Chair of the Stanly Community College Foundation, provided a letter of support and stated the approval of the Culinary Arts Program will give the College another opportunity to promote the local foods movement and provide Stanly County citizens with education and economic development opportunities.  
- The Mayor of the City of Albemarle provided a letter of support and indicated the local economy would benefit greatly from the development of a culinary school. The downtown location would help tremendously with the revitalization of our downtown businesses. |
| **Asheville-Buncombe Technical CC** | Health and Fitness Science (A45630) (Continued...) | - The health and fitness industry both in Asheville and nationwide is growing. According to the American Council on Exercise (ACE), personal trainers generate $7.2 billion in income annually. |

**March 20, 2015 (Continued)**

**April 17, 2015**

- Economic Modeling Specialists International (EMSI) projected a 14.4% employment increase in AB Tech’s service area for environmental engineering or environmental protection technicians.  
- AB Tech surveyed local environmental agencies who indicated that there are approximately twelve current positions available for environmental engineering technician graduates and projected fifteen more positions becoming available in the immediate future.  
- A working group consisting of local industry representatives and content matter experts from both public and private organizations supportive of the Environmental Engineering Technology program assisted with course and program design.  
- The college currently offers all but four of the curriculum courses required for the program in other engineering technology programs; therefore, expects the cost of offering the program to be minimal.  
- The college surveyed 258 local high school students and 94 currently enrolled AB Tech students. Eighty-one students expressed interest in the program.
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| Asheville-Buncombe Technical CC | Health and Fitness Science (A45630) | • The Economic Modeling Specialist International (EMSI) Database Employment Outlook listed 609 recreation and fitness jobs and 216 fitness trainers and aerobics instructor jobs in Buncombe and Madison counties in 2014. With projected growth of 11.5% and 15.8% respectively by 2020, the total number of jobs in health and fitness science is expected to reach over 900 positions in the service area, with salaries for jobs aligned with this program starting at approximately $15 per hour in the western North Carolina region.  

• The US Bureau of Labor Statistics estimates that there will be approximately 695,000 fitness trainers, instructors, and recreation workers by 2022. This is a thirteen to fourteen percent increase over 2012.  

• There are multiple businesses that employ personal trainers in the service area. This includes nine commercial fitness clubs, five YMCAs, one YWCA and three parks and recreation departments. Additionally, there are multiple camps and medical facilities that employ personal trainers including Mission Health System, the largest employer in Buncombe County.  

• Letters of support for the program were submitted to Asheville-Buncombe Technical Community College by the YMCA of Western North Carolina and Biltmore Fitness.  

• A-B Tech faculty have discussed possible articulation agreements with the Department of Health and Exercise Science at Appalachian State University and East Tennessee State University for graduates of their proposed program that desire to further their education.  

• Currently, A-B Tech has a robust Health and Physical Education Department which will keep start-up costs to a minimum. Existing full-time faculty and new adjuncts will be utilized to teach courses in the first year of study. |
| Carteret CC | Human Services Technology (A45380) | • In 2012, 19,440 residents of Carteret County were above the age of 65 and this group is projected to increase to 27,451 by 2025. (U.S. Department of Commerce)  

• According to the U.S. Department of Labor Occupational Outlook, Employment of social and human service assistants is projected to grow twenty-two percent from 2012-2022, much faster than the average for all occupations. The anticipated growth is attributed to the increase in elderly populations which will result in an increase in health care and social services. Additional growth is expected as more people seek treatment for their addictions and more drug offenders are sent to treatment programs rather than to jail. Human Service workers will also be needed to help social workers investigate child abuse cases, as well as place children in foster care with adoptive families.  

• Nationally, the projected growth rate for Social and Human Service Assistants is an increase of twenty-two percent or 17,870 annual job openings compared to North Carolina’s increase of thirteen percent or 300 annual job openings. (O-NET)  

• Carteret Community College surveyed fifteen employers, in their service area, that provided in-patient care, out-patient care, end-of-life care, as well as educational and vocational counseling. Nine of the fifteen employers (60%) indicated they would hire graduates of the program. |
### Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges

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| **Carteret CC**        | Human Services Technology (A45380) (Continued...) | • After completing three years of employment in the field (a minimum of 4,500 hours of work experience), associate degree graduates of the program may take the national examination developed for human services practitioners to qualify for the Human Service Board Certified Professional credential.  
• The college surveyed 553 students who were high school juniors and seniors or were enrolled in Carteret Community College’s Adult High School Program to assess their interest in the proposed Human Services Technology program. Of the 553 surveyed, 436 responded to the question. Sixteen percent (69 of the 436) responded they would enroll in the program.  
• Letters of support for the program were submitted to Carteret Community College by Carteret County government and Carteret County Partnership for Children. |
| **Cleveland CC**       | Mission Critical Operations (A40430)* | • CCC is the consortium lead for a twenty-three million dollar U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training Mission Critical Operations (MCO) grant. Other participants include Moultrie Technical College (GA), Nash Community College, Wake Technical Community College, and the University of North Carolina-Charlotte.  
• The U.S DOL requires that the consortium design and develop a career pathway to address an increasing demand for a mission critical workforce able to anticipate, prevent, mitigate and respond to mission critical breaches.  
• According to a study by Marcoux (2012), a renowned national leader within the MCO industry, the federal government employs approximately 273,000 critical infrastructure workers.  
• An employer engagement survey of MCO industry advisory committee members indicted strong support for the MCO program listing more than sixty-five positions available over the next five years. Additionally, the Automation Federation, International Society of Automation, and 7X24 Exchange International - Carolinas Chapter have worked closely with CCC to provide direct industry input and support of the program.  
• NC State University Industrial Extension Services provided grant evaluation service support for the program as well as industry connectivity through their formal business networks.  
• Mission Critical Operations technicians are not yet classified by the U.S. Department of Labor, although the consortium is coordinating efforts with the U.S. DOL to help create an MCO career designation. According to Glassdoor, a national job search specialist, the average national annual salary for Risk Management Specialists (a related industry) is $83,920 with 8% job growth.  
• A student interest survey was administered by the college resulting in thirty-two students expressing interest in the program.  
• CCC worked with UNC Charlotte to establish a four-year degree pathway and is in conversation with East Carolina University to develop a similar pathway for MCO AAS program completers. |
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| Isothermal CC          | Accounting (A25100)       | • Businesses in the service area of ICC have indicated a need to hire graduates who are well versed in Accounting. Letters and e-mails of support for the proposed program were submitted to ICC by North Carolina State Employee’s Credit Union, Rutherford County Schools, and Gilbert M. Carmona (Local Area Enrolled Agent/Accountant).  
• According to the US Bureau of Labor and Statistics, there is an 11% projected growth for bookkeepers and accounting assistants from 2012 to 2022. This occupation is categorized as having a “nationally bright outlook” by the Bureau of Labor and Statistics.  
• According to a job search conducted by ICC, there are approximately 40 current job openings within the ICC service area that are asking for accounting skills. ICC has currently fulfilled 5 accounting jobs with student graduates from the business administration program that have specific skills in accounting.  
• In addition to traditional job opportunities, a career in Accounting is especially suitable for self-employment.  
• Upon graduation, students will possess the necessary proficiencies to work at local accounting firms, banks, and financial intuitions.  
• ICC currently has a bilateral agreement with Western Carolina University (WCU) to allow ICC business administration graduates a seamless transfer opportunities to pursue an undergraduate degree. Discussions with WCU and Gardner Webb University have begun where accounting graduates will also have a seamless transfer to pursue a four-year degree in Business or Accounting.  
• According to a recent survey of 64 ICC students, 35 showed interest in enrolling in the proposed program.  
• The college is planning to use current faculty members to teach the courses in the proposed Accounting (A25100) program. Approval of the accounting program will only add three additional courses to the department. ICC has the sufficient hardware, software, and labs already in place to support the program. |
| Robeson CC             | Accounting (A25100)       | • Businesses in the service area of RCC have indicated a need to hire graduates who are well versed in accounting and bookkeeping. Letters of support for the proposed program were submitted to RCC by The Robeson County Committee of 100, and The Staffing Alliance.  
• The US Bureau of Labor Statistics reports the following: “Employment of bookkeeping, accounting, and auditing clerks is projected to grow 11 percent from 2012 to 2022.” “Job growth for these workers is largely driven by overall economic growth.” “Because bookkeeping, accounting, and auditing clerks is a large occupation, there will be a large number of job openings from workers leaving the occupation. This means that opportunities to enter the occupation should be plentiful.”  
• According to an employment survey conducted by RCC in college’s service area in July 2014, there were 22 current related job vacancies. The same survey indicated a projected 42 job vacancies for 2017 and 54 projected job vacancies for 2018. |
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| Robeson CC | Accounting (A25100) (Continued...) | • In addition to traditional job opportunities, it is noted that a career in Accounting is especially suitable for self-employment.  
• Upon graduation, students will possess the necessary proficiencies to work at local accounting firms, banks, and financial intuitions.  
• According to a survey conducted by RCC in July 2014, 74 out of 244 current college and high school students, showed an interest in enrolling in the proposed program.  
• The college is planning to use current faculty members to teach in courses in the proposed Accounting (A25100) program. There are sufficient hardware, software, and labs already in place to support the program. |
| Robeson CC | Baking and Pastry Arts (A55130) | • Robeson Community College has been offering an Associate in Culinary Arts for six years and the program has doubled in student enrollment over the past several years. Many Culinary students have aspirations to further their skills and workforce preparedness and want to see an additional associate degree in Baking and Pastry Arts. This additional degree would offer skills that would make students highly marketable in the workplace.  
• According to a survey conducted in February 2015 by RCC in the college’s service area, there were 19 related job vacancies, a projected 79 anticipated job vacancies for 2017 and 79 projected job vacancies for 2018.  
• According to a survey conducted by RCC in February 2015, 28 out of 52 (53.8%) current college students in Culinary Arts courses, showed an interest in enrolling in the proposed program.  
• Local restaurants and bakeries have indicated an interest in RCC starting a Baking and Pastry Arts program. The president of Cakes and Pastries of Lumberton, Inc stated, “The new Baking and Pastry Arts Program will provide needed baking and pastry workers for my company to provide a better trained workforce in this field.”  
• Steven Roberts Originals, a manufacturing bakery facility located in the RCC service area, submitted a letter of support and stated, “The AAS Degree in Baking and Pastry Arts program would be most beneficial in our efforts for recruiting individuals with experience into our workforce.” Steven Roberts Originals employs more than 200 individuals in their Pembroke, NC bakery facility.  
• Upon graduation, students will qualify for entry-level positions, such as pastry/bakery assistant, area pastry chef and assistant pastry chef. American Culinary Federation certification may be available to graduates.  
• The college is planning to use current faculty members to teach in courses in the proposed Baking and Pastry Arts (A55130) program. There is sufficient space and equipment already in place to support the program. |
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| Blue Ridge CC          | Associate in Engineering (A10500)* | - The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.  
- The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.  
- The college has evidence of sufficient student demand to offer the program and will provide master’s credentialed faculty for each course provided under the Associate in Engineering degree. |
| Brunswick CC           | Baking and Pastry Arts (A55130) | - It is anticipated that nationally there will be a need for 9,400 additional baking professionals between 2012 and 2022 – an increase of 6% during that period (U.S. Bureau of Labor Statistics).  
- According to statistics provided by the North Carolina Department of Commerce, it is anticipated that the state will require 7,160 additional culinary and baking professionals between 2010 and 2020 – an increase of 9.9% during that period.  
- A review of the Wilmington, NC economy data supplied by the U.S. Bureau of Labor Statistics revealed that the leisure and hospitality industry was the fastest growing areas of the local economy.  
- According to a survey conducted by CFCC in November 2014, 162 out of 361 (44.8%) current college students at CFCC showed an interest in enrolling in the proposed program.  
- Upon graduation, students will qualify for entry-level positions, such as pastry/bakery assistant, area pastry chef and assistant pastry chef. American Culinary Federation certification may be available to graduates.  
- Local employers have indicated an interest in CFCC starting a Baking and Pastry Arts program. The Wilmington Chamber of Commerce submitted a letter of support and stated, “The Wilmington region has a thriving hospitality and restaurant industry due to tourism, business, and community growth. The new Baking and Pastry Arts program will provide students with the opportunity to showcase new skills that employers will need in the years to come.”  
- CFCC is approved to offer the Culinary Arts program. The college is planning to use current faculty members to teach in courses in the proposed Baking and Pastry Arts (A55130) program. There is sufficient space and equipment already in place to support the program. |
| Catawba Valley CC      | Interpreter Education (A55300) | - Translators and interpreters across all fields, including ASL and foreign language translators and interpreters, earned an average annual income of $45,430/$21.84 per hour in 2012. (U.S. Bureau of Labor Statistics).  
- The North Carolina 2010-2020 Occupational Employment Projections indicated there will be 120-170 openings per year for interpreters and translators.  
- CFCC reported the cost of supporting their students with contracted interpreters was approximately $100,000 in the last academic year. |
| Forsyth Technical CC    |                           |                       |
| Gaston College          |                           |                       |
| Cape Fear CC            |                           |                       |

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| Cape Fear CC | Interpreter Education (A55300) (Continued...) | • According to a survey conducted by CFCC in November 2014, 176 out of 360 (48.8%) current college students at CFCC showed an interest in enrolling in the proposed program.  
• The college plans to hire one full-time American Sign Language interpreter instructor to teach in courses in the proposed Interpreter Education (A55300) program. There is sufficient classroom space available to support the program.  
• The Interpreter Education program will create a cadre of professional local sign language interpreters to support the increasing needs across many public and provide enterprises to provide greater inclusion to the deaf community.  
• In addition to traditional job opportunities, it is noted that a career in Interpreter Education is especially suitable for self-employment.  
• Local employers have indicated an interest in CFCC starting an Interpreter Education program. The Wilmington Chamber of Commerce submitted a letter of support and stated, “The Wilmington region has noted an increase need for those with sign language interpreting skills and there is a lack of skilled interpreters in this area. The business community would welcome the opportunity to be able to have local interpreters providing services to their customers and workforce.” |
| Cleveland CC | Computed Tomography & Magnetic Resonance Imaging (Diploma) (D45200) | • Cleveland Community College currently offers the Radiography program. Individuals entering the Computed Tomography & Magnetic Resonance Imaging Technology (CT/MRI) diploma program must be registered or registry-eligible radiologic technologist, radiation therapist, or nuclear medicine technologist. Technologists with more than one certification have a competitive edge in the job market.  
• Effective January 1, 2016, the American Registry of Radiologic Technologists (ARRT) will require applicants for post-secondary certifications to show proof of a minimum of sixteen hours of structured education in CT and/or MRI for students to sit for the registry exam.  
• Cleveland Community College has been conducting a series of courses in CT & MRI through continuing education since summer 2013. Thirty-two students have enrolled in these classes from summer 2013 through fall 2014. Of the thirty-two students, nine have completed all requirements and three have passed the CT exam for ARRT. It is faculty’s belief that the additional on-line courses and the increased time in clinical as required in the curriculum program will serve to enhance both the CT and MRI components and encourage more students to complete the courses and take the registry exam.  
• The U.S. Bureau of Labor Statistics ranks the job outlook for Radiologic (including certified Computed Tomographers) and MRI Technologists as having faster than average growth through 2022. MRI Technologists occupations are forecasted to have twenty-four percent growth during that period with Radiologic Technologist having a twenty-one percent growth rate. Most of the jobs are expected to be new jobs and replacements in hospitals (55%) with the remainder in outpatient centers or doctor’s offices. The national median annual salary for radiologic technicians was $55,910 and for MRI technologists the median salary was $65,360 in 2012. |
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| Cleveland CC | Computed Tomography & Magnetic Resonance Imaging (Diploma) (D45200) (Continued..) | • The North Carolina Department of Commerce Analysis Division anticipates an increase of 1,700 Radiologic Technologists and Technician jobs by 2020, a 22.2% increase from 2010.  
• The 2013 Region C Comprehensive Economic Development Strategy (CEDS) report projects an 11% growth in healthcare practitioners and technical occupations (CT/MRI Technologists would be located in this category).  
• Letters of support for the program were submitted to Cleveland Community College by Gaffney Medical Center, CaroMont Health and Shelby Radiological Associates, PA. |
| College of the Albemarle | Computer-Aided Drafting Technology (A50150) | • The North Carolina Department of Commerce Analysis Division projected 12.5% growth for Drafter positions in the Northeastern Region for 2010-2020.  
• According to the U.S. Bureau of Labor Statistics for 2012-22, CAD design positions are expected to increase up to 7% with an average annual income of approximately $49,630.  
• NCWorks listed 20 current job openings in the North Carolina's “NorthEast Part” for individuals possessing CAD skillsets.  
• The college received a letter of support from Florenz Design Studio for the CAD program that also indicated they would provide work-based learning opportunities to interested students.  
• COA plans to retire its Mechanical Engineering and Architectural Technology programs in favor of the CAD program based on suggestions from industry input. The CAD program would provide graduates with skills that are considered suitable across diverse industry sectors such as construction, engineering, and manufacturing, while including emergent industries such as those associated with additive manufacturing (e.g., 3D printing).  
• The college surveyed 432 traditional COA students, local high school students, and potential new students, to determine their interest in the CAD program. Forty students indicated that they were very interested in the program.  
• The principal of First Flight High School submitted a letter of support for the CAD program, indicating that his team of counselors believed that the new program would be a strong pathway for students who would likely find the CAD coursework engaging.  
• In addition to traditional job opportunities, it is noted that a career in CAD is especially suitable for self-employment. |
| Mitchell CC | Healthcare Management Technology (A25200) | • A job search of the NC Works job site revealed multiple healthcare management job opportunities in the service area of Mitchell Community College. There are several healthcare facilities in the college's service area. Those healthcare facilities include Davis Regional Medical Center, Iredell Memorial Hospital, and Lake Norman Regional Medical Center.  
• According to the 2014 Mitchell Community College Annual Report, Iredell County is expected to have a 248% increase in the population aged 75-84 by 2050. Preparing individuals to work in the healthcare management related domains is essential for the service area of Mitchell Community College. |
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| Mitchell CC | Healthcare Management Technology (A25200) (Continued...) | - According to an online job search conducted by the college on February 2015, there were thirty healthcare management technology related jobs in the service area of the college.  
- Businesses in the service area of MCC have indicated a need to hire graduates who are well versed in Healthcare Management Technology. Mitchell Community College has received letters and emails of support for the implementation of the Healthcare Management Technology program from David Bradley, President of the Statesville Chamber of Commerce, along with representatives from Piedmont Healthcare, Iredell-Statesville Schools, Mooresville School District, Maple Leaf Healthcare, Iredell Health System, Hospice & Palliative Care of Iredell County, Gordon Hospice House, and Lake Norman Regional Medical Center.  
- In addition to traditional employment prospects with already established organizations, graduates with knowledge of healthcare management are also suitable for self-employment, contractor, and entrepreneur employment opportunities.  
- Required labs, hardware and software are in place to offer the program. Qualified instructors are available to teach the additional four courses Required for the proposed degree. |
| Wayne CC | Mechatronics Engineering Technology (A40350) | - According to data provided by the U.S. Bureau of Labor Statistics and the NC Department of Commerce Occupational Projections for 2010-20, regional employment of Electro-Mechanical technicians is expected to increase up to 27.8% resulting in 236 potential jobs.  
- Entry-level wages range from $25,854 to $36,830 and average wages for mechatronic technicians range from $43,010 to $64,110.  
- Letters of support for the program were received by the college from Duke Energy, Franklin Baking Company, LLC, and Uchiyama America, Incorporated. Duke Energy also indicated that they would support the program by providing local internship opportunities.  
- Letters of support for the program were received by the college from NC Eastern Alliance, Wayne County Chamber of Commerce, and Wayne County Development Alliance, Incorporated.  
- The college surveyed local area high schools to determine interest in the Mechatronics program. Sixty-eight students indicated that they were interested in pursuing the program.  
- The college was awarded a Golden Leaf grant that was used by the college to purchase over $1.5 million in automated assembly line training equipment that has been incorporated into a modern training laboratory. |
| Wilson CC | Applied Engineering Technology (A40130) | - A 2014 college survey of local area employers revealed that there would be approximately 270 new job postings over the following ten year time period for individuals possessing skills associated with the program.  
- Average annual salaries for engineering and maintenance technicians range from $35,210 to $51,820.  
- According to data projections provided by the U.S. Bureau of Labor Statistics for 2012-22, regional employment of engineering and maintenance technicians is expected to increase 17%. |
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| Wilson CC              | Applied Engineering Technology (A40130) (Continued...) | Letters of support for the program were submitted to the college by Bridgestone, Sandoz, and Construct, Incorporated. Construct, a large industrial fabricating industry, also indicated that it expects to hire 15-20 new employees in the foreseeable future with the expectation that potential employees will be better prepared than recent applicants have been due to a notable skills gap that limits their job readiness.  
• The college surveyed local area high schools to determine interest in the Mechatronics program. Seventy-nine students out of 227 surveyed indicated that they were interested in pursuing the program.  
• A letter of support for the program were received by the college from Wilson Economic Development Council. The Council stated that local manufacturers were not able to find qualified workers with appropriate skill sets to meet hiring requirements.  
• The college was awarded a Golden Leaf grant that was utilized by the college to purchase automated assembly line training equipment to support the program.  
• The college stated that the local Industrial Management Council, which is comprised of industry plant managers, also indicated positive support for the program.  |
| Asheville-Buncombe TCC| Associate in Engineering (A10500)* | The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.  
• The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.  
• The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Engineering degree.  |
| Asheville-Buncombe Technical CC | Cardiovascular Sonography (A45160) | The Department of Health and Human Services expects the population aged 65 and over to grow by 75% over the next 20 years. Heart disease is the leading cause of death in the United States making cardiovascular healthcare needs a priority.  
• U.S. News & World Report named Asheville as one of the “10 best places to retire.” Asheville and western North Carolina will need more healthcare service to support this population.  |
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| Asheville-Buncombe Technical CC | Cardiovascular Sonography (A45160) (Continued…) | • The college is located next door to Mission Hospital, the largest hospital in western North Carolina and rated by Truven Health Analytics as a national top 50 cardiovascular hospital. Asheville Cardiology Associates, an affiliate of the Mission Health System, provides cardiology services for much of the area surrounding Asheville. This cardiology group performs over 15,000 cardiovascular ultrasound studies each year, including 3D echo and more than 3000 stress echo examinations. A cardiovascular program at the college would assist in meeting the needs of the region.  
  • In 2001, A-B Tech began offering the Medical Sonography (A45440) program. Employers are requiring sonographers to be credentialed in multiple specialties including vascular and cardiac. This requirement comes from increased legislation tying reimbursement to credentialing. *(SDMS NewsWave February 2012)*  
  • The U.S. Bureau of Labor Statistics projects the need for credentialed sonographers to grow by forty-four percent between 2010 and 2020. During this same time period, cardiovascular jobs are expected to grow by twenty-nine percent.  
  • The NC Department of Commerce projects a 25% job growth for cardiovascular sonographers in western North Carolina. Economic Modeling Specialists Inc. (EMSI) predicts a 35% growth in western NC within the next ten years.  
  • The Cardiovascular Sonography program will augment the current Medical Sonography program and will be able to share equipment and space. Additional costs for the program would include: cardiac probes and software to be used with existing ultrasound scanners, an adjunct instructor and accreditation expenses. |
| Craven CC | Computer-Aided Drafting Technology (A50150) | • CareerBuilder.com employment statistics indicated that there were 120 CAD positions available regionally in the Eastern and Northeast Economic Prosperity Zones.  
  • According to data projections provided by the U.S. Bureau of Labor Statistics for 2012-22, regional employment of CAD or design technicians is expected to increase 1-7%. Additionally, CAD technicians earn on average approximately $24.64 per hour which equates to an average annual salary of approximately $50,000.  
  • A letter of support for the CAD program was submitted to the college by Aylward Enterprises indicating that they would assist with work-based learning opportunities.  
  • Letters of support for the CAD program were received by the college from the Eastern Carolina Workforce Development Board, the Craven County Schools CTE Director, and the MacDonald Middle School STEM Facilitator.  
  • The college plans to retire its Mechanical Engineering Technology program in favor of the CAD program based on industry input. CAD skills would provide graduates with skills that are considered suitable across diverse industries including emergent industries such as those associated with additive manufacturing (e.g., 3D printing).  
  • One hundred and six traditional Craven Community College students and Early High School students were surveyed to determine their potential interest in the CAD program. Forty students indicated that they were very interested in the program. |
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| Davidson County CC | Applied Engineering Technology (A40130) | • U.S. Bureau of Labor Statistics project 17% growth for machinery mechanics and maintenance workers jobs for 2012-22 with annual median salaries of $45,490 (mechanics) and $63,750 (engineering technicians).  
• Eleven local employers responded to an employment survey, estimating that there will be 30-37 employment positions potentially available within the next three years.  
• Northwest Piedmont Development Board performed a labor market overview in November of 2014 that indicated the 6th most requested occupation in Davie County was maintenance and repair workers. Davidson Works similarly rated maintenance and repair workers as the 5th most commonly unfilled occupation in that region through a similar market survey.  
• DCCC has filed for apprenticeship opportunities with the U.S. Department of Labor that the college suggests will mesh nicely with this education pathway, thereby providing additional opportunities for individuals seeking immediate employment that will be aligned to the Applied Engineering Technology (AET) program.  
• The college surveyed 154 currently enrolled college students and local high school students with 89 indicating that they were interested in the Applied Engineering Technology program.  
• The college currently offers most of the courses that are required for the Applied Engineering Technology program under existing industrial and engineering technology programs; therefore, there will be very little additional instructional expense involved with offering the proposed program. The college has plans to terminate their Industrial Systems Technology program in favor of the AET program. |
| Forsyth Technical CC | Motorcycle Mechanics (A60260) | • The U.S. Bureau of Labor Statistics project 6% growth in motorcycle and small engine mechanic jobs for 2012-22 with median pay of $15.69 per hour.  
• Fourteen job openings were posted in early May by area employers on Craig’s List for motorcycle and small engine technicians.  
• Kevin Powell Motorsports, Made For Play Motorsports, Kustom Werks, Smokin’ Harley-Davidson, B & B Racing, Keller Motorsports, Victory Motorsports LLC, Wall to Wall ATV and Cycle, Reaper Custom Fabrication, and Tim’s Auto, Lawnmower, and ATV Repair issued letters of support for the program.  
• Three employers indicated that they would support work-based learning opportunities for students enrolled in the Motorcycle Mechanics program.  
• The college surveyed 196 currently enrolled and local high school students with 114 indicating that they were interested in the program. |
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| Gaston College          | Manufacturing Technology (A50320) | • According to data provided by the NC Department of Commerce for 2010-20, local growth in the region for manufacturing employment is expected to increase 12.7%.
• The college surveyed local manufacturing employers who indicated that a technical skills gap existed that limited their ability to hire local candidates. They suggested that they could place approximately 20 appropriately skilled individuals into careers.
• Letters of support for the program were received by the college from STEAG Energy Services, LLC, LANXESS Corporation, Daimler Trucks North America Components and Logistics, Affinia Group, and Pharr Yarns.
• The college received letters of support from the Gaston Regional Chamber, Gaston and Lincoln County Schools, Gaston County Economic Division, and Lincoln Economic Development Association.
• The college surveyed currently enrolled industrial program college students to determine interest in the program. Sixteen students indicated that they were interested in pursuing the program.
• The college has invested resources into refurbishing an existing building into what will become their newly established advanced manufacturing facility. |
| Johnston CC             | Gunsmithing (A30200)       | • During the 2013-14 academic year, the college began offering gunsmithing courses through continuing education. The courses have had healthy enrollment and several of the continuing education students have expressed an interest in the curriculum program.
• The program lends itself to entrepreneurial opportunities (repairing and refinishing firearms, gun sales, custom design and manufacturing) for graduates. The Workforce Development Center and Small Business Center will work with curriculum instruction to align entrepreneurial and small business services for Gunsmithing students.
• The number of gun permits issued in Johnston county has increased 15.3% from 2009 to 2014 indicating the need for repair and maintenance of firearms in the colleges’ service area.
• A letter of support was received from the owner of Wheeler Custom Gunworks indicating a need for employees with gunsmithing skills. The owner notes the recent legalization of suppressors for hunting and his plans to begin production of suppressors in addition to their continuation of custom firearm work.
• A letter of support was received from the owner of Down East Tool & Machine indicating a need for local gunsmiths.
Both letters of support included notes on the value in learning gunsmithing skills in person versus online training. |
| Montgomery CC           | Nurse Aide (Certificate) (C45840) | • It is estimated seventy to eighty percent of the hands-on assistance to individuals with long-term and personal assistance needs are provided by direct care workers. Direct care workers include the following: nursing aides, home health aides, and personal care aides. In the U.S., the direct-care workforce surpassed 3.3 million in 2010 and an additional 1.6 million new positions is projected by 2020. (Paraprofessional Healthcare Institute, February 2013) |
### Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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| **Montgomery CC**      | Nurse Aide (Certificate) (C45840) *(Continued…)* | • An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and state-wide.  
• The Regional Partnership Workforce Development Board's labor market analysis shows that nurse aides, orderlies and attendants are “hot jobs” in the region. It is projected that health services is expected to grow by sixteen percent from 2010 to 2020.  
• MCC has offered Certified Nurse Aide I and II courses through continuing education since the 1980's. The college has the facilities, equipment, learning resources, and credentialed faculty to offer the program.  
• Montgomery County Schools requested that MCC offer the Nurse Aide program as a Career and College Promise pathway for their students. |
| **Sampson CC**         | Human Services Technology (A45380) | • According to the U.S. Department of Labor Occupational Outlook, Employment of social and human service assistants is projected to grow twenty-two percent from 2012-2022, much faster than the average for all occupations. The anticipated growth is attributed to the increase in elderly populations which will result in an increase in health care and social services. Additional growth is expected as more people seek treatment for their addictions and more drug offenders are sent to treatment programs rather than to jail. Human Service workers will also be needed to help social workers investigate child abuse cases, as well as place children in foster care with adoptive families.  
• Nationally, the projected growth rate for Social and Human Service Assistants is an increase of twenty-two percent or 17,870 annual job openings compared to North Carolina's increase of thirteen percent or 300 annual job openings. *(O-NET)*  
• The high schools have expressed interest in SCC offering the program as a Career and College Promise pathway for their students.  
• The Sampson County Social Services Director expressed a continual need for skilled workers. She indicated those with an Associate Degree would be in a better position to be hired and it would be beneficial if they were able to speak Spanish.  
• The Eastpointe Mental Health Community Relations Specialist reports there is an ample need in Sampson County for these graduates. She expressed the need for more qualified professionals in mental health to assist with case management and case support.  
• Out of the seven counties that border Sampson County, only two counties are served by a community college that offers the Human Services Technology program. |
| **Southeastern CC**    | Nurse Aide (Certificate) (C45840) | • The NC Center for Public Policy reported, by 2030, North Carolina's aging population is expected to double, rising from 1.1 million to 2.2 million.  
• An increasing aging population will have more medical conditions which will require an increase in health care professionals. State and County Quick Facts reports 17.3% of Columbus County residents are age 65 and older. |
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| **Southeastern CC**    | Nurse Aide (Certificate) (C45840) *Continued...* | - According to the 2015 County Health rankings for North Carolina, Columbus County was ranked as the lowest county (100th out of 100 counties) for health outcomes which measure how long people will live and how healthy people feel.  
- Personal care aides and home health aides are projected to be the fastest-growing occupations in the country between 2010 and 2020, increasing seventy-one percent and sixty-nine percent, respectively. Nursing aides, orderlies and attendants are expected to increase by twenty percent. *(Paraprofessional Healthcare Institute, February 2013)*  
- Southeastern Community College currently offers a state approved Nurse Aide program through its Workforce Development division. In the 2013-14 calendar year, 474 students enrolled in Nurse Aide or Nurse Aide related courses.  
- Southeastern Community College has the resources (personnel, equipment, facilities, and clinical placements) available to implement the proposed program.  
- Southeastern Community College noted each course in this program will provide the student with a specific skill set that is in high demand. The Nurse Aide I will provide the students the educational background to test for certification necessary to practice in the state as a CNA. The Home Health Care Nurse Aide course provides training specific to the home health industry and the Geriatric Aide course provides training specific to working with their senior population.  
- The Career and Technical Educators from Columbus County Schools and Whiteville City Schools met with the college to discuss the increasing demand for allied health careers. Representatives from the high schools, college, and health care industry have continued to meet and evaluate employer needs within the area.  
- Using a recent PLAN assessment, Whiteville City Schools were able to determine that thirty-eight percent of their students are interested in allied health as a career. Columbus County schools noted their numbers were similar. Using Whiteville High School as an indicator of demand, 57 out of 149 students in the 10th grade were interested in allied health. The school offers one Nursing Fundamentals class (which is equivalent to the Nurse Aide I course) per year. Based on their limited faculty, only ten of the fifty-seven interested students would have the opportunity to receive this training through the high school. |
| **Wilkes CC**          | Cosmetology (A55140)      | - The college has operated a Cosmetology program through continuing education for a number of years with enrollment averaging over 75 students annually for the past five years. The addition of a curriculum program option will allow students to have financial aid opportunities.  
- WCC plans to provide the Cosmetology program through curriculum which will allow eligible high school students to enroll in a CTE Cosmetology pathway through Career and College Promise.  
- According to the U.S. Department of Labor, the median hourly wage for hairdressers and cosmetologists was $10.91 in May of 2012. Employment of barbers, hairdressers, and cosmetologists is projected to grow 13 percent from 2012 to 2022. |
## Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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| Wilkes CC              | **Cosmetology** *(A55140)* *(Continued…)* | • NC Department of Commerce estimates there will be 519 additional jobs available for hairdressers and cosmetologists in North Carolina annually between 2010-2020.  
• Regionally, the High Country Workforce Development Board, which includes Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes, and Yancey counties, projected a 22.2% growth in employment opportunities for hairdressers, hairstylists, and cosmetologists between 2010-2020. (NC Department of Commerce)  
• Local employers have indicated an interest in WCC starting a Cosmetology program. The owner of The Cutter’s Edge Salon submitted a letter of support and indicated, One of the greatest benefits of offering Cosmetology as a degree program is the ability to recruit high school students looking for career credentials. This would be a win-win for those of us who operate our own salons, for students, and for the local economy.  
• The Superintendent of Alleghany County Schools submitted a letter of support and stated, Giving high school students opportunities to participate with both high school and community college curricula bridges the gap between high school and post-secondary options for our students. Cosmetology and manicuring are careers that are in high demand in the region.  
The Superintendent of Ashe County Schools submitted a letter of support and stated, Offering the [Cosmetology] program through Career and College Promise will allow students the opportunity to gain high school and community college credits. It will also assist students in preparing for their post-secondary career. |
| Wilkes CC              | **Nurse Aide** *(Certificate)* *(C45840)* | • Between 2013 and 2018, Economic Modeling Specialists Inc. (EMSI) projects WCC’s service area will experience a fifteen percent increase in the population between ages 65 to 84. An increasing aging population will have more medical conditions which will require an increase in health care professionals.  
• WCC currently offers a state-approved Nurse Aide I program through continuing education. Over the past five years they have enrolled over 1,300 students in their courses.  
• The high schools in Wilkes, Ashe and Alleghany counties have expressed interest in WCC offering the Nurse Aide program as a Career and College Promise pathway for their students.  
• Letters of support for the Nurse Aide program were submitted to WCC by local employers and stakeholders who include: Avante of Wilkesboro, Westwood Hills Nursing & Rehabilitation Center, Wilkes Regional Medical Center, Ashe Memorial Hospital, Alleghany Memorial Hospital, Wilkes County Schools and Alleghany County Schools.  
• The Wilkes County Associate Superintendent submitted a letter of support and stated with the state mandated class size limit of ten students in this double block course, each of our high schools can only serve 20 students per year in the Nurse Aide program. There is a high demand for this course among our student population. Every year students are “turned away” due to class size limit. |
### Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

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<td>Wilkes CC</td>
<td>Nurse Aide (Certificate) (C45840) (Continued…)</td>
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<td>• Administration at Avante of Wilkesboro stated they currently employ 39 Nurse Aides and have six vacancies. Typically, they have a 36% turnover rate in their CNA staff.</td>
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<td>• Administration at Westwood Hills Nursing &amp; Rehabilitation Center noted they currently employ 82 Nurse Aides and have 20 vacancies. Normally, they have an 80% turnover rate in their CNA staff.</td>
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<td>• Administration at Wilkes Regional Medical Center noted they employ approximately 20 Nurse Aides and have eight vacant positions at this time.</td>
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### August 21, 2015

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<tr>
<th>Pitt CC</th>
<th>Breast Sonography (Certificate) (C45490)*</th>
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<td>• PCC's advisory committee for their Mammography program requested the development of this program. Both mammography and breast sonography will provide registered radiographers a career pathway or sequence of credentials they can build upon that will boost their job qualifications, providing them competitive advantage and increased marketability in the health care industry.</td>
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<td>• Currently, PCC offers Medical Sonography (A45440) and Cardiovascular Sonography (A45160). Therefore, PCC has the resources (personnel, facilities, clinical placements, etc.) available to implement the proposed Breast Sonography (Certificate) program.</td>
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<td>• It is reported in the U.S. Breast Cancer Statistics that Breast cancer is the most common type of cancer among women in the United States. In 2014, almost 300,000 new cases of invasive and non-invasive breast cancer were expected to be diagnosed in women. Approximately, 2,360 new cases of invasive breast cancer were expected to be diagnosed in men. Although, mortality rates for breast cancer have declined since 1989, an estimated 40,000 women were expected to die in 2014 from the disease.</td>
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<td>• It is documented in the NC Central Cancer Registry that the rate of breast cancer incidence in Pitt County is 171 per 100,000 people: the 8th highest incidence rate among all NC counties.</td>
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<td>• “Breast sonography, also known as breast ultrasound, is not routinely used for breast cancer screening or considered a replacement for mammograms. However, it is used to evaluate breast problems that are found during diagnostic mammograms, other screening measures, or physical exam. Advantages of breast sonography is its non-invasive, well-tolerated by patients, cost less than other imaging options such as MRI, and plays an important role in breast imaging as an adjunct to conventional mammography, particularly for women with dense breasts.” (American Cancer Society, 2014 Breast Ultrasound)</td>
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<td>• In 2015, the Society of Breast Imaging noted One major disadvantage of breast sonography is the examinations are operator dependent and the skills among those currently performing breast sonography is variable. There is a shortage of qualified personnel, both sonographers and radiologists, who can perform breast sonography with the necessary expertise.</td>
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<td>• The American Registry of Radiologic Technologists (ARRT) presently offers a registry credential for those demonstrating proficiency in breast sonography.</td>
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<td>• As of March 2, 2015, the ARRT reports there are a total of 1,657 registered mammographers and 18 registered breast sonographers in North Carolina.</td>
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| Pitt CC | Breast Sonography (Certificate) (C45490)* | • National employment data does not disaggregate breast sonography from other types of sonographic exams. The U.S. Bureau of Labor Statistics includes breast sonography among the diagnostic medical sonography specialists and projects the number of jobs to grow by 39% from 2012-2022. In 2012, median annual pay was $65,860.  
  • There are three employers in Pitt County that perform breast imaging procedures. All three employers when surveyed indicated a need for the program but they were unable to project the number of positions they would have open. A total of 18 registered mammographers are employed by these facilities. Currently, two of the employers rely on radiologists and the third relies on general internal medicine staff to perform the breast sonography procedures.  
  • Letters of support for the program were submitted to PCC by Carolina Breast Imaging Specialists, Nash Health Care Systems, Wilson Medical Center, Halifax Regional, Physicians East, and Eastern Radiologists.  
  • PCC assessed student interest by surveying graduates of their Mammography Program. Seventeen out of 31 graduates responded to the survey. All seventeen expressed interest in the program.  
  • PCC plans to offer the Breast Sonography (Certificate) program totally online with the exception of scanning labs and clinical rotations. Scanning labs will be facilitated on campus and clinical rotations will be completed in breast imaging centers. |
| Pitt CC | Nurse Aide (Certificate) (C45840) | • PCC has offered Nurse Aide (NA) training in the Continuing Education and Community Development Division since at least 1990. Completers are eligible for the Nurse Aide I (NAI) and Nurse Aide II (NAII) certification exams. From January 1, 2012 through May 14, 2015, 627 students completed the NAI course and 295 students completed the NAII course.  
  • Employment of nurse aides is expected to grow as the baby-boomer population ages and the population of individuals diagnosed with several chronic conditions and dementia increases. According to data from the U.S. Bureau of Labor Statistics, the job outlook for nurse aides is growing faster than average. The number of jobs is expected to grow twenty-one percent from 2012-2022 (the equivalent change of 321,200 jobs).  
  • According to Economic Modeling Specialist International (EMSI), there will be positive job growth for nurse aides in Pitt County. The number of jobs is expected to grow 5.9% from 2011-2020. Ninety-two percent of the nurse aide jobs in Pitt County are expected to be in hospitals, nursing homes, and assisted living facilities.  
  • PCC has received multiple requests from the healthcare industry and their local high schools to develop entry-level career pathways that lead to marketable credentials in health science disciplines. Interest has increased over the past year since PCC will begin an Early College High School in Fall 2015.  
  • Once PCC receives approval for the Nurse Aide certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Nurse Aide pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable PCC to develop a Career and College Promise (CCP) pathway for high school students. |
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| Nurse Aide (Certificate) (C45840) (Continued…) | • PCC has the resources (personnel, equipment, facilities, clinical placement, etc.) available to implement the proposed Nurse Aide Program.  
  
  • Letters of support for the program were submitted to PCC by Vidant Medical Center, Golden Living Center, Pitt County Schools Health Science Academy and Pitt County Schools Early College High School.  
  
  • Vidant Medical Center’s Chief Corporate Services Officer noted we are supportive of the continued expansion of health care programs offered within our community. We are excited about the many training opportunities that PCC continues to provide in both their curriculum and continuing education divisions to meet the needs of their students and our workforce region.  
  
  • The Executive Director at the Golden Living Center noted Nurse Aides is one of the fastest-growing occupations…It is predicted by the Bureau of Labor and Statistics that an industry shift has begun that puts more emphasis on outpatient care and home health services. The proverbial shift makes nursing assistants, home health, and personal care aides three of the fastest growing occupations in the country.  
  
  • The Coordinator for the Pitt County Schools Health Science Academy noted our Academy provides our students with opportunities to grow as a future health care professional, and our partnership with PCC has allowed our students valuable education opportunities in many different health care areas. Many of our students are interested in taking dual enrollment courses with PCC through the CCP pathways, and this addition would allow our students to take courses that help develop their skills and talents in the health sciences. |
| Phlebotomy (Certificate) (C45600) | • PCC has offered phlebotomy training in the Continuing Education and Community Development Division since at least 2007. Training has been non-credit and completers are eligible for the phlebotomy certification exam. From January 1, 2012 through May 14, 2015, 110 students completed the Phlebotomy Program.  
  
  • The demand for phlebotomists is expected to remain high as doctors and other healthcare professionals require blood work for analysis and diagnosis. According to the U.S. Bureau of Labor and Statistics data, the job outlook for phlebotomists is growing much faster than average. The number of jobs is expected to grow twenty-seven percent from 2012-2022 (the equivalent change of 27,100 jobs).  
  
  • According to Economic Modeling Specialist International (EMSI), there will be significant job growth for phlebotomists in Pitt County. The number of jobs is expected to grow 25.5% from 2011-2020. Eighty-six percent of the phlebotomy jobs in Pitt County are expected to be in hospitals, medical labs, diagnostic imaging centers, and blood/organ banks.  
  
  • PCC has received multiple requests from the healthcare industry and their local high schools to develop entry-level career pathways that lead to marketable credentials in health science disciplines. Interest has increased over the past year since PCC will begin an Early College High School in Fall 2015. |
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| *Pitt CC*              | Phlebotomy (Certificate) (C45600) (Continued...) | • Once PCC receives approval for the Phlebotomy certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Phlebotomy pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable PCC to develop a Career and College Promise (CCP) pathway for high school students.  
  • PCC has the resources (personnel, equipment, facilities, clinical placement, etc.) available to implement the proposed Nurse Aide Program.  
  • Letters of support for the program were submitted to PCC by Vidant Medical Center, Golden Living Center, Pitt County Schools Health Science Academy and Pitt County Schools Early College High School.  
  • Vidant Medical Center’s Senior VP-Nurse Executive noted as a clinical partner to PCC our organization relies on their programs to produce a competent workforce to meet our employment needs.  
  • The Coordinator for the Pitt County Schools Health Science Academy noted our Academy provides our students with opportunities to grow as a future health care professional, and our partnership with PCC has allowed our students valuable education opportunities in many different health care areas. Many of our students are interested in taking dual enrollment courses with PCC through the CCP pathways, and this addition would allow our students to take courses that help develop their skills and talents in the health sciences.  
  • The Principal of the Pitt County Schools Early College High School noted these programs will provide entry-level curriculum pathways that will lead to marketable credentials for students interested in health sciences. |
| Central Carolina CC Nash CC | Associate in Engineering (A10500)* | • The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.  
  • The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.  
  • The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Engineering degree. |
| Central Carolina CC | Health Information Technology (A45360) | • In Fall 2014, CCCC conducted a health sciences program planning survey with all hospital CEOs, Chief Nursing Officers, and hiring managers in their service area. Approximately 81% of the respondents indicated that the Registered Health Information Technician (RHIT) was in high demand in their agencies.  
  • According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an 11.1% and 12.5% increase respectively for Health Information Technicians (HIIT) and Health Technologists until 2020.  
  • In April 2015, 337 HIT job openings were advertised on NCworks.gov. O*Net Online lists HIT's as a bright outlook occupation that is expected to grow rapidly between 2012-2022. |
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<tr>
<td>Central Carolina CC</td>
<td>Health Information Technology (A45360) (Continued...)</td>
<td>• The Employment Security Commission of NC/N.C Labor &amp; Economic Analysis Commerce estimates a 22% increase with a projection of 260 annual job openings. National data indicates that the annual employment demand for HIT's will increase 22% or 9,040 job openings.</td>
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<td>• NC employment data indicated that 87% of HIT graduates from 2011-2012 were employed within one year of graduation. (NCtowner.com)</td>
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<td>• CCCC, through a Curriculum Student Satisfaction Survey and a survey on current and prior Continuing Education students in Medical Coding, Electronic Health Records, Medical Terminology and Anatomy and Physiology, identified 214 students potentially interested in the program.</td>
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<td>• The Harnett Health Sciences Building recently opened on the CCCC campus in Lillington. In November 2014, a twenty-three million dollar bond referendum passed which will enable the college to build a nine million dollar Health Sciences building. Dedicated classroom and office space is planned for the HIT program.</td>
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<td>• Womack Army Medical Center’s Medical Coding Auditor/Trainer is supportive of the implementation of HIT at CCCC. She has agreed to serve as a HIT Advisory board member and to provide placements for practicum experiences.</td>
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<td>McDowell Technical CC</td>
<td>Emergency Management (A55460)</td>
<td>• The effect of the September 11 attacks still reverberate through both public and private sector organizations. As a result, spending directed at emergency management and disaster mitigation has increased. This increased spending has increased the employment opportunities in the emergency management field. The Bureau of Labor Statistics expects employment to grow by twenty-two percent, by 2018. (US News &amp; World Report, 2011)</td>
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<td>• Marion’s Chief of Police and the Sheriff of McDowell County expressed difficulty in finding qualified individuals to fill employment vacancies and difficulty in finding courses or programs that would be beneficial to their staff within the area.</td>
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<td>• The Director of Staff Development and Training with the NC Department of Public Safety (DPS) indicated they are the single-largest agency in NC, with over 26,000 full-time employees in both sworn/certified and civilian positions. I believe the creation of this Associate Degree program will benefit emergency management and criminal justice agencies by providing a better educated applicant pool, a more efficient work force, and a safer North Carolina.</td>
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<td>• The County Manager for McDowell County noted the program would help improve emergency services and improve the work force. McDowell County fully endorses the initiative and offers its resources to assist.</td>
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<td>• McDowell County EMS is responsible for providing paramedic level emergency care to citizens and visitors of McDowell County. They respond to nearly 10,000 calls for service annually. In 2013, McDowell EMS was the first agency in western NC to develop and implement a Community Care Paramedic program. This program is designed to assist high risk patients improve health and wellness and also devote extensive time and resources to elderly patients.</td>
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| McDowell Technical CC  | Emergency Management (A55460) (Continued...) | • The Director of Emergency Services for McDowell County noted Western NC is in need of an emergency management program as this will complement existing agency programs within McDowell County. McDowell Emergency Services routinely hires and promotes employees for the EMS division along with the 911 center. The ability to obtain an associate’s degree in EM will be a substantial improvement in the level of education currently available for public safety employees across all disciplines within Western NC.  

• McDowell County Office of Emergency Management works to protect the citizens of McDowell County through an integrated Emergency Management framework. The four principle functions of their office are: preparedness, response, recovery, and mitigation in planning for natural and man-made disasters.  

• “Nationally, the employment of Emergency Management Directors is projected to grow eight percent from 2012 to 2022, about as fast as the average for all occupations. Employment of Emergency Management Directors is expected to grow the fastest in hospitals, schools, and private companies. For example, Emergency Management Directors is projected to grow by eighteen percent in health care and social assistance and twenty-two percent in the professional, scientific, and technical services industries from 2012 to 2022.” (Bureau of Labor Statistics, U.S. Department of Labor)  

• MTCC plans to offer courses to local high school students through Career and College Promise. They anticipate 220 students from the high schools participating in EMT, Fire, and Law and Justice programs. The Emergency Management curriculum would provide these students with a foundation of technical and professional knowledge needed for emergency services delivery. |
| Roanoke-Chowan CC      | Emergency Medical Science (A45340) | • RCCC offers EMT and paramedic courses through continuing education. Between 2013 and 2014 RCCC experienced an increase in their EMS course enrollment from 29.43 FTE’s to 63.82 FTE’s.  

• The Bureau of Labor and Statistics (BLS) indicates the national demand for Emergency Medical Technicians and Paramedics is expected to increase by 23% between 2012 and 2022 or annually 12,060 job openings. BLS projects NC is expected to have a similar increase of 22% or 480 job openings on an annual basis.  

• The college provides training for fifty-two fire, rescue and law enforcement departments within their service area.  

• Hertford County is one of only five counties in the state that does not require first responders to be certified Paramedics. Many first responders in the area are trained at the Emergency Medical Technician Basic Level. It is the goal of the Hertford County EMS Director to increase the skills and training level of personnel to the Paramedic level.  

• The high schools in Hertford and Northampton counties are interested in the Emergency Medical Science program being available as a Career and College Promise pathway for their students.  

• Letters of support for the program were submitted to RCCC by Hertford County Public Schools, Northampton County Schools, Hertford County Department of Emergency Medical Services, Bertie County Emergency Services, and Vidant Roanoke-Chowan Hospital |
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<tbody>
<tr>
<td><strong>September 18, 2015 (Continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>Emergency Medical Science (A45340) (Continued...)</td>
<td>• The President of Vidant Roanoke-Chowan Hospital noted first responders trained as paramedics will be able to provide higher quality care in the field resulting in better patient outcomes. The increased training program and additional clinical hours will enhance the quality of life of our area residents.</td>
</tr>
<tr>
<td><strong>October 30, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Mechatronics Engineering Technology (A40350)</td>
<td>• According to data provided by the U.S. Bureau of Labor Statistics there is 25.7% growth projected in mechatronics industries nationally. North Carolina has the 4th highest estimated growth rate (53.4%) in the nation for mechatronics engineers and technicians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NCWorks Online posted over 200 regional positions on their job search website for maintenance technicians within the “North Central Prosperity Zone”. This is one of eight newly established regions created by NC Commerce containing one of the college’s two counties.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The U.S. Department of Labor estimates that the average annual salary for mechatronics engineering technicians is $38,394.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A letter of support for the program was received by the college from local company Louisiana Pacific Building Products. The company suggested that there currently exists a skills-gap between the competencies potential hires possessed and the skills that are required to maintain modern industrial equipment. Hiring considerations would be favorable for individuals possessing mechatronic-specific skill sets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The college surveyed one hundred eighty-five Piedmont Community College and local high school students. One hundred fourteen students indicated that they were very interested in enrolling in the mechatronics program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The college received a letter of support from Person County Schools’ Career and Technical Education Director in support of the mechatronics program and also reaffirming the strong collaborative partnership that exists between the school system and Piedmont CC that is the basis for continued student success strategies such as the newly proposed program.</td>
</tr>
<tr>
<td><strong>December 4, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Mechatronics Engineering Technology (A40350)</td>
<td>• According to data provided by the U.S. Bureau of Labor Statistics for 2012-22, 17% growth is projected for industrial machinery technician jobs nationally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Data from the NC Department of Commerce’s County Labor Market Conditions 2015 report indicated that Alamance County added 400 jobs in the manufacturing sector since the beginning of the year, representing a 4.7% increase in the types of jobs that are expected to be supported by the mechatronics program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A local industry survey involving eight companies conducted in August, 2015, indicated that there will be as many as 130 positions available within the manufacturing sector to qualified individuals. Companies expressed the challenge they have faced filling positions because of a skills-gap caused by the transition of traditional manufacturing to advanced manufacturing which requires specific automation process and control technician skill sets currently lacking in the field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The National STEM Consortium estimates average annual salaries for mechatronics technicians to be approximately $50,000 and the job outlook is expected to be “bright” through at least 2018.</td>
</tr>
</tbody>
</table>
## Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

### December 4, 2015 (Continued)

<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
</table>
| Alamance CC | Mechatronics Engineering Technology (A40350) | • Letters of support for the program were received from the Alamance-Burlington School System Superintendent and the Carolina Corridor economic development President, Engineered Controls International, LLC, Technical Precision Plastics, Inc., Fairystone Fabrics, Inc., and GKN Driveline North America, Inc.  
  
  • The college worked with local workforce development agencies, the county school system, and a consortium of seven companies (Engineered Controls, International; Fairystone Fabrics, LLC; GKN Driveline; Glen Raven, Inc.; Nypro, a Jabil Company; Sandvik AB; and Technical Precision Plastics, Inc.) engaged in advanced manufacturing to form the Career Accelerator Program (CAP) apprenticeship partnership. This innovative model will allow students to be paid apprentices in one of these local industries while completing their studies beginning as high school seniors and following at ACC. This pathway from high school through ACC to industry will result in the awarding of an AAS in Mechatronics Engineering Technology, a Registered Apprenticeship certificate, and access to advanced manufacturing jobs in the community.  
  
  • The proposed mechatronics program is designed to replace the college’s Industrial Systems Technology program. The mechatronics program will include competencies better aligned to advanced manufacturing industry employee skill requirements.  
  
  • The college surveyed 45 current students regarding their interest in enrolling in a mechatronics program. Nearly 70% of the students indicated interest in enrolling. In addition, there are 10-12 apprenticeship positions available to senior high school students who plan on enrolling in the mechatronics program beginning in Fall 2017. |
| Asheville-Buncombe Technical CC | Occupational Therapy Assistant (A45500) | • In 2010, the NC Department of Commerce reported that 13% of the population in Buncombe County was 65 years of age or older. In 2014, this percentage had increased to 24.5%.  
  
  • Western North Carolina is a desirable retirement location. An increasing aging population will have more medical conditions which will require an increase in Occupational Therapy Assistants (OTAs) and other health care professionals.  
  
  • Economic Modeling Specialists Inc. (EMSI) reports employment for OTAs is expected to grow by 28% in Buncombe and Madison counties. Health care is one of the top employment sectors in western North Carolina.  
  
  • The median hourly wage, for OTAs in Buncombe and Madison counties, is $31.40 which is among the higher salaries for health care professionals with an associate degree.  
  
  • The U.S. Bureau of Labor Statistics projects the need for OTAs to grow by 41% between 2012 and 2022.  
  
  • A letter of support for the program was submitted to A-B Tech by the Mission Hospital Healthcare System.  
  
  • In 2011, the U.S. Department of Health and Human Services Task Force on Aging reported nationally seventy-seven million baby boomers would turn sixty-five years of age that year. They also projected by 2025 the number of Medicare recipients will reach 69.3 million and represent 20.6% of the U.S. population. |
<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe Technical CC</td>
<td>Occupational Therapy Assistant (A45500) (Continued...)</td>
<td>• Demand for allied health professionals varies by employment setting, since facilities deliver different types of care to patients with conditions of varying acuity. Long-term care facilities accounted for the highest percentage of vacancies for OTAs at fifty-four percent. (Allied Health Job Vacancy Tracking Report, March 2012)</td>
</tr>
</tbody>
</table>
| Halifax CC | Associate in Engineering (A10500)* | • The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.  
• The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.  
• The college has evidence of sufficient student demand to offer the program and will provide master’s credentialed faculty for each course provided under the Associate in Engineering degree. |
| Mitchell CC | Culinary Arts (A55150) | • The Culinary Arts program at Mitchell Community College will be designed to provide employment opportunities for graduates in full service restaurants, hotels, catering operations, contract food services, and institutional in-house operations.  
• The college expects to incur minimal expenses with the delivery of the Culinary Arts Program. Because of the partnership between MCC and the Iredell-Statesville Schools which includes the career and technical focus within the school system, current resources, including classroom resources are in place. With an anticipated high demand for the program, additional facilities will be available.  
• Data from the NC Department of Commerce indicated culinary related jobs are expected to increase at a rate of 25.5% Iredell County between 2012-2022 which is higher than the national average of 19%. The average wage for culinary positions in the area is $15.74 per hour.  
• In June of 2015, there were 289 job postings for bakers, chefs and head cooks, first line service managers, and food service managers in Iredell County. Of the 289 openings, 79 were unique job postings (NC Department of Commerce).  
• In addition to traditional employment prospects with already established organizations, students with a knowledge of Culinary Arts are also suitable for self-employment, contractor, and entrepreneur employment opportunities.  
• The Statesville Chamber of Commerce provided a letter of support and stated that this program would provide much more extensive study for this growing field and would build upon the Culinary Arts curriculum that is offered at the Career Academy and Technical School.  
• The Director of Career and Technical Education for Iredell-Statesville Schools indicated that this program would afford high school students opportunities that are above and beyond what is currently available to them. |
## Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date

<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
</table>
| **Mitchell CC** | Culinary Arts (A55150) (Continued...) | • The Director of Food Services for Iredell Memorial Hospital also provided a letter of support and stated the program would be a big benefit to Iredell County and surrounding communities and would benefit current employees who would like to enhance their work skills and grow their education.  
• The Dean of Culinary Education at Johnson and Wales University provided a letter of support and indicated Mitchell Community College is poised to have significant impact on the shortage in their immediate geographical area by supplying hands-on technical education. |
| **Nash CC** | Veterinary Medical Technology (A45780) | • Veterinary medicine has become more advanced and specialized, resulting in veterinarians seeking more qualified employees capable of performing and assisting with a wide-array of specialized procedures in the care of domestic, wild, and livestock animal populations.  
• The U.S. Bureau of Labor Statistics projects the need for Veterinary Technologists and Technicians to grow by 30% between 2012 and 2022.  
• Letters of support for the program were submitted to NCC by the Riverside Veterinary Hospital, Brandywine Veterinary Hospital, P.A. and Benvenue Animal Hospital, P.A.  
• The owner of Riverside Veterinary Hospital stated the following: Each time a position opens, I look for RVTs but normally find very few applying. In speaking to other veterinarians in the area there is a tremendous need for well qualified RVTs.  
• In March 2015, nine employers responded to an employer survey completed by NCC. Six of the employers reported they had veterinary technician vacancies that were difficult to fill with qualified personnel. Eight of the employers indicated they anticipate an increase in Veterinary Technician positions within the next ten years.  
• In Fall 2014 and Spring 2015, NCC offered a Veterinary Assistant course through continuing education. Twenty-eight students enrolled in the course responded to a student survey with 64% indicating a need for NCC to offer a Veterinary Medical Technology program.  
• The Director of Vet Medicine at Brandywine Veterinary Hospital, noted the following: Our practice has benefitted from the Veterinary Assisting Class that is currently offered at the college and we look forward to working with Nash Community College in the expansion of this idea to a full-fledged, quality veterinary technician program that will benefit so many different individual in this area. |
| **Stanly CC** | Agribusiness Technology (A15100) | • The job outlook for agribusiness related fields is steady or higher than average for the region, with an estimated 10% growth from 2010 to 2020. (Economic Modeling Specialists)  
• The 2013 average hourly earnings were estimated at $14.67. (US Department of Labor, Occupational Outlook Handbook)  
• The college plans to offer a Career and College Promise high school Agribusiness program if approved for the program.  
• One hundred and sixty-seven high school students responded to a student survey with 71.86% indicating a need for Stanly CC to offer an Agribusiness degree. Ninety-nine students indicated they would be interested in enrollment in a Career and College Promise Agribusiness pathway. |
<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>Rationale for Approval</th>
</tr>
</thead>
</table>
| Stanly CC              | Agribusiness Technology (A15100) (Continued...) | • Seventeen employers within the service area responded to an employer survey. The employers estimated that they would need to employ sixty-nine people in related areas within the next two years. Eighty-eight percent of the employers felt there was a need for the college to offer the Agribusiness Technology programs. One employer stated the following: I feel this program would be very beneficial to our community, especially with agriculture being the number one business in Stanly County. Another employer stated: With aging farmers, many are looking to hire help, but finding someone with the education or experience is difficult.  

• Graduates of the program will also be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center.  

• If approved for the program, the college plans to pursue bilateral agreements with North Carolina State University and A&T to assist students planning to transfer to pursue a four-year degree.  

• The President and Chief Executive Officer of the Stanly County Chamber of Commerce is supportive of the proposed program and stated the following: Stanly County has a long standing history of agriculture as a major economic driver. Not only our strong agricultural economy, but also our proximity to one of the state’s major metropolitan markets of the greater Charlotte region, makes the Agribusiness Technology program an important initiative for providing education for future generations. Stanly County’s largest economy stems from agriculture, with aging populations of farmers and agriculture producers, it is critical to educate the next generation of producers.  

• The Superintendent of Stanly County Schools is supportive of the proposed program and stated the following: This would be a great opportunity for students enrolled in Career and Technical Education agricultural related pathways at the high school level to further their education in the field of agriculture. The program will benefit current and expanding businesses, as well as draw new companies to the area.  

• The North Carolina Cooperative Extension County Extension Director is supportive of the proposed program and stated the following: With agricultural being a major industry in our local economy, as well as North Carolina, training young and older adults to be competitive in this workforce is vital. |

*New to the System Program*
Appendix B: Special Curriculum Programs by Month of Approval
(Abbreviated Program Application Process)

<table>
<thead>
<tr>
<th>Community College</th>
<th>Curriculum Title and Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 16, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Catawba Valley CC</td>
<td>Emergency Medical Science (Diploma) (D45910)*</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Emergency Medical Science (Diploma) (D45910)*</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Medical Assisting (Diploma) (D45920)*</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Pharmacy Technology (Diploma) (D45940)*</td>
</tr>
<tr>
<td>Davidson County CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
<tr>
<td>Durham Technical CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Pamlico CC</td>
<td>Human Services Technology/Substance Abuse (A4538E)</td>
</tr>
<tr>
<td>Randolph CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Randolph CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
<tr>
<td>Richmond CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
<tr>
<td>Wilkes CC</td>
<td>Emergency Medical Science (Diploma) (D45910)*</td>
</tr>
<tr>
<td><strong>February 20, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Caldwell CC &amp; Technical Institute</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Carteret CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td><strong>March 20, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Global Logistics and Distribution Management Technology (A25610)</td>
</tr>
<tr>
<td>Stanly CC</td>
<td>Computer Technology Integration (A25500)</td>
</tr>
<tr>
<td>Stanly CC</td>
<td>Welding Technology (D50420)</td>
</tr>
<tr>
<td><strong>April 17, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Fayetteville Technical CC</td>
<td>Global Logistics and Distribution Management Technology (A25610)</td>
</tr>
<tr>
<td>Martin CC</td>
<td>Associate in Science (A10400)</td>
</tr>
<tr>
<td><strong>May 15, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Halifax CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Halifax CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
<tr>
<td>Montgomery CC</td>
<td>Computer Technology Integration (A25500)</td>
</tr>
<tr>
<td><strong>July 17, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Medical Office Administration (A25310)</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Cosmetology Instructor (Certificate) (C55160)</td>
</tr>
<tr>
<td>Durham Technical CC</td>
<td>Associate in Fine Arts (A10200)</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Mitchell CC</td>
<td>Welding Technology (A50420)</td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>Cosmetology Instructor (Certificate) (C55160)</td>
</tr>
<tr>
<td>Tri-County CC</td>
<td>Industrial Systems Technology (A50240)</td>
</tr>
<tr>
<td>Wake Technical CC</td>
<td>Human Services Technology/Mental Health (A4538C)</td>
</tr>
</tbody>
</table>
### Appendix B: Special Curriculum Programs by Month of Approval
(Abbreviated Program Application Process) *(Continued)*

<table>
<thead>
<tr>
<th>Community College</th>
<th>Curriculum Title and Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 21, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
<tr>
<td>Stanly CC</td>
<td>Human Services Technology/Developmental Disabilities (A4538A)</td>
</tr>
<tr>
<td>Wilkes CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
</tr>
<tr>
<td><strong>October 30, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>Pitt CC</td>
<td>Nurse Aide (Diploma) (D45970)*</td>
</tr>
<tr>
<td>Pitt CC</td>
<td>Phlebotomy (Diploma) (D45950)*</td>
</tr>
</tbody>
</table>

*Represents a program major under the Health Science: Therapeutic and Diagnostic Services curriculum standard which requires that the college already have approval for the primary curriculum program. These program majors provide a foundation for success in nursing and the allied health programs and increase the individual’s successful completion of Health Science programs while providing the graduate with the skills needed for an entry-level job in health care.*
### Appendix C: Instructional Service Agreements (Level III)

By Month of Approval

<table>
<thead>
<tr>
<th>Curriculum Title and Code</th>
<th>Host College</th>
<th>Participating College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Language Pathology Assistant (A45730)</td>
<td>Caldwell CC &amp; TI</td>
<td>Central Piedmont CC</td>
</tr>
<tr>
<td><strong>November 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funeral Service Education (A55260)</td>
<td>Fayetteville TCC</td>
<td>South Piedmont CC</td>
</tr>
</tbody>
</table>

Instructional Service Agreements (Level III) are utilized when two or more colleges jointly offer a curriculum program. These agreements are approved by the NC Community College System Office, involve the sharing of resources and may include the sharing of FTE.
<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>College Rationale for Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 16, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Computer Information Technology (A25260)</td>
<td>Low enrollment: Program content has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Computer Programming (A25130)</td>
<td>Low enrollment: Program content has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Criminal Justice/Latent Evidence (A5518A)</td>
<td>Low enrollment: Not enough students to support the program, which requires instructors with highly specialized skills.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Laboratory Technology (A20160)</td>
<td>Low enrollment: Employment opportunities are insufficient within the service area to support the program.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Web Technologies (A25290)</td>
<td>Low enrollment: Program content has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td><strong>March 20, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Alternative Energy Technology/Biofuels (A20130)</td>
<td>Low enrollment. Employment opportunities are insufficient in the service area to support the program.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Computer Programming (A25130)</td>
<td>Low enrollment: There were insufficient employment opportunities for graduates in the service area. Program content has been integrated under the Computer Information Technology (A25260) program.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Facility Maintenance Worker (Diploma) (D50170)</td>
<td>Low Enrollment: Low pay and lack of market demand in the service area led to low enrollment.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Health Care Technology (Certificate) (C45350)</td>
<td>No enrollment. Employment opportunities are insufficient in the service area to support the program.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Human Services Technology/Social Services (A4538D)</td>
<td>Low enrollment. Students are able to meet industry needs by completing the Human Services Technology program.</td>
</tr>
<tr>
<td>Community College (CC)</td>
<td>Curriculum Title and Code</td>
<td>College Rationale for Termination</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Licensed Practical Nurse Refresher (Certificate) (C45390)</td>
<td>No enrollment. The refresher program is designed for Licensed Practical Nurses whose nursing license has been inactive, retired or lapsed for five years or more and seek to reactive their NC license. There has been no expressed interest for this program for several years.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Manufacturing Technology (A50320)</td>
<td>Low enrollment: Other manufacturing-based programs such as Tool and Die, Industrial Systems, and engineering technology programs superseded Manufacturing Technology.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Mechanical Engineering Technology (A40320)</td>
<td>Low enrollment: The college recently received approval to offer Computer-Aided Drafting which better supports industry needs.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Office Administration/Legal (A2537A)</td>
<td>No enrollment: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer related courses under the Paralegal Technology (A25380) and Office Administration (A25370) programs.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Professional Arts and Crafts: Sculpture (A30290)</td>
<td>Low Enrollment: Students are able to utilize the Associate in Fine Arts program, which was implemented in 2013, to obtain transfer level skills. Continuing education courses are available to serve non-credit seeking students.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Real Estate (A25400)</td>
<td>No Enrollment: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer real estate training under continuing education.</td>
</tr>
</tbody>
</table>
### Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>College Rationale for Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 20, 2015 (Continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Piedmont CC</td>
<td>Office Administration (A25370)</td>
<td>No enrollment: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer office administration courses under the Medical Office Administration (A25310) and Computer Information Technology (A25260) programs.</td>
</tr>
<tr>
<td>South Piedmont CC</td>
<td>Radiation Therapy (A45680)</td>
<td>No enrollment: The college has not offered the program since 2011. The college had difficulty recruiting qualified faculty and has lost clinical sites for their students. The employment opportunities in the service area have declined.</td>
</tr>
<tr>
<td>South Piedmont CC</td>
<td>Surgical Technology (A45740)</td>
<td>No enrollment: The college has not offered the program since 2013. There are approximately five Surgical Technology programs within a sixty-mile radius of the college which impacted the availability of clinical sites. Student benefits does not support the financial investment required to refurbish the program to be in compliance with CAAHEP accreditation requirements. Employment opportunities have declined in the service area.</td>
</tr>
<tr>
<td><strong>April 17, 2015</strong></td>
<td></td>
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</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Lateral Entry (Certificate) (C55430)</td>
<td>Onslow County initially expressed interest in the creation of the program; however, there was not sufficient student demand.</td>
</tr>
<tr>
<td>Davidson County CC</td>
<td>Lateral Entry (Certificate) (C55430)</td>
<td>The program design did not meet student needs. Students were able to meet lateral entry requirements through the Regional Alternative Licensing Centers.</td>
</tr>
<tr>
<td>Sandhills CC</td>
<td>Lateral Entry (Certificate) (C55430)</td>
<td>There was a lot of interest of initial interest in the program, however in the last few years inquires have dropped off greatly with no students enrolling.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Southwestern CC</td>
<td>Lateral Entry (Certificate) (C55430)</td>
<td>Students did not express interest in the program. Students were able to obtain licensure through other means.</td>
</tr>
<tr>
<td><strong>May 15, 2015</strong></td>
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</tr>
<tr>
<td>Rowan-Cabarrus CC</td>
<td>General Occupational Technology (A55280)</td>
<td>Students who elected General Occupational Technology as a curriculum are now more appropriately enrolled in the Associate in General Education program, which provides more flexibility in program planning.</td>
</tr>
<tr>
<td>Sandhills CC</td>
<td>Human Services Technology/Gerontology (A4538B)</td>
<td>No enrollment: Students are able to meet industry needs by completing the Human Services Technology program.</td>
</tr>
<tr>
<td><strong>July 17, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Computer Programming (A25130)</td>
<td>No enrollment: There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer related courses under the Networking Technology (A25340) and Web Technologies (A25290) programs.</td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Electronics Engineering Technology (A40200)</td>
<td>No enrollment for two or more years: Student demand for the program and job availability for graduates proved too low to support the program. Students were directed to the Industrial Systems Technology program that better served local industries while providing better graduate employment potential.</td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Industrial Management Technology (A50260)</td>
<td>Low Enrollment: Student demand for the program and job availability for graduates were too low to support the program. Students were directed to the Industrial Systems Technology program that better served local industries while providing better graduate employment potential.</td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Real Estate (A25400)</td>
<td>No enrollment for two or more years: There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer real estate related courses under continuing education.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Alamance CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No enrollment for two or more years: There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer real estate appraisal related courses under continuing education.</td>
</tr>
<tr>
<td>Alamance CC</td>
<td>Real Estate Licensing (Certificate) (C25480)</td>
<td>No enrollment for two or more years: There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer real estate related courses under continuing education.</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years: There has been minimal student interest in the program.</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years: The college utilizes the Associate in General Education rather than the General Occupational Technology program.</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>Infant/Toddler Care (Certificate) (C55290)</td>
<td>No enrollment for two or more years: The college offers a local certificate under the Early Childhood Education (A55220) program.</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years: There has been minimal student interest in the program.</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years: There has been minimal student interest in the program.</td>
</tr>
<tr>
<td>Carteret CC</td>
<td>Licensed Practical Nurse Refresher (Certificate) (C45390)</td>
<td>No enrollment for two or more years: The refresher program is designed for Licensed Practical Nurses whose nursing license has been inactive, retired or lapsed for five years or more and seek to reactive their NC license. There has been no expressed interest for this program for several years.</td>
</tr>
<tr>
<td>Central Carolina CC</td>
<td>Bioprocess Technology (A50440)</td>
<td>Low Enrollment: There were insufficient employment opportunities for graduates of the program within the college’s service area. The college may decide to offer training under continuing education if demand warrants it or under a specialization within the Industrial Systems Technology program.</td>
</tr>
</tbody>
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### Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

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<tr>
<td>Central Piedmont CC</td>
<td>Foodservice Technology (Diploma) (D55250)</td>
<td>Low enrollment: Students are more interested in the Culinary Arts (A55150) associate degree program.</td>
</tr>
<tr>
<td>Central Piedmont CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer related instruction through continuing education.</td>
</tr>
<tr>
<td>Cleveland CC</td>
<td>Real Estate Licensing (Certificate) (C25480)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer related instruction through continuing education.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Associate in General Education (A10300)</td>
<td>No Enrollment for two years or more: The program offered minimal transferability.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Central Sterile Processing (Certificate) (C45180)</td>
<td>No enrollment for two or more years: There were minimal employment opportunities within the service area. Students are enrolling in the Surgical Technology program to increase their opportunities for employment.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No Enrollment for two or more years: There has been minimal student interest in the program. Students are choosing to enroll in the cosmetology program.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No Enrollment for two or more years: There has been minimal student interest in the program and a low employment rate in the field.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Office Administration/Legal (A2537A)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer related courses under the Paralegal Technology (A25380) and Office Administration (A25370) programs.</td>
</tr>
<tr>
<td>Coastal Carolina CC</td>
<td>Pharmacy Technology (A45580)</td>
<td>No enrollment for two or more years: Employers in the service area do not provide higher monetary compensation for a degree. The college has decided to offer Pharmacy Technician Exam Preparation through continuing education to meet community needs.</td>
</tr>
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<tr>
<td>Craven CC</td>
<td>Collision Repair and Refinishing Technology (A60130)</td>
<td>No enrollment for two or more years: Local employers filled job openings with individuals not possessing formal training.</td>
</tr>
<tr>
<td>Craven CC</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years: Due to the decline in employment opportunities for paraprofessionals, including teaching assistants in the North Carolina Public School System and in Craven County, enrollment numbers have declined.</td>
</tr>
<tr>
<td>Craven CC</td>
<td>Sustainability Technologies (A40370)</td>
<td>No enrollment for two or more years: The student demand for the program and job availability for graduates was minimal.</td>
</tr>
<tr>
<td>Halifax CC</td>
<td>Human Services Technology/Social Services (A4538D)</td>
<td>No enrollment for two or more years: Students are able to meet industry needs by completing the Human Services Technology program.</td>
</tr>
<tr>
<td>Richmond CC</td>
<td>Entrepreneurship (A25490)</td>
<td>No enrollment for two or more years: There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer related instruction under the Business Administration (A25120) program.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>Environmental Science Technology (A20140)</td>
<td>No enrollment for two or more years: The program had no student interest.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years: The implementation cost of the program contributed to no enrollment.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years: The program had minimal student interest.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>Health Unit Coordinator (Certificate) (C25220)</td>
<td>No enrollment for two or more years: The high implementation cost of the program led to termination of the program. The college will continue to offer related instruction under continuing education.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years: The implementation cost of the program contributed to no enrollment.</td>
</tr>
<tr>
<td>Roanoke-Chowan CC</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years: The program had minimal student interest.</td>
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</tr>
<tr>
<td>Surry CC</td>
<td>Computer Engineering Technology (A40160)</td>
<td>No enrollment for two or more years: There was a lack of student interest, course redundancy with other more successful program offerings, and limited employment opportunities for graduates.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Cosmetology Instructor (Certificate) (C55160)</td>
<td>No enrollment for two or more years: There was a lack of student interest and limited employment opportunities.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years: There was a lack of student interest and limited employment opportunities.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years: There was a lack of student interest and limited employment opportunities.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Licensed Practical Nurse Refresher (Certificate) (C45390)</td>
<td>No enrollment for two or more years: The refresher program is designed for Licensed Practical Nurses whose nursing license has been inactive, retired or lapsed for five years or more and seek to reactivate their NC license. There has been no expressed interest for this program for several years.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years: There was a lack of student interest and limited employment opportunities.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>Office Administration/Legal (A2537A)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer related courses under the Paralegal Technology (A25380) program.</td>
</tr>
<tr>
<td>Surry CC</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years: There was a lack of student interest.</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years: There was a lack of student interest and limited employment opportunities.</td>
</tr>
<tr>
<td>Wilkes CC</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years: The program provided professional development for teaching assistants within the public school system who did not meet the employment standards related to No Child Left Behind. Those who needed additional professional development have now completed the required training.</td>
</tr>
</tbody>
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<tr>
<td><strong>August 21, 2015</strong></td>
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</tr>
<tr>
<td>Beaufort County CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years: The esthetics program has not been offered due to a lack of student interest. Students who received this certificate in the past had a difficult time securing employment.</td>
</tr>
<tr>
<td>Beaufort County CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years: The Manicuring Instructor program has not been offered due to lack of student interest, while providing better graduate employment potential.</td>
</tr>
<tr>
<td>Beaufort County CC</td>
<td>Web Technologies (A25290)</td>
<td>No enrollment for two or more years: Employers in the service area are more interested in hiring individuals with a well-rounded information technology background. The college will continue to offer related courses under the Computer Information Technology (A25260), Computer Programming (A25130), and Networking Technology (A25340) programs.</td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. There has been limited student interest due to a lack of employment opportunities in the college's service area.</td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to lack of student interest and limited job opportunities in the college's service area.</td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to lack of student interest and limited job opportunities in the college's service area.</td>
</tr>
<tr>
<td>Brunswick CC</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. The program was moved to continuing education.</td>
</tr>
<tr>
<td>Brunswick CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. The program was moved to continuing education.</td>
</tr>
<tr>
<td>Brunswick CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years. The program was moved to continuing education.</td>
</tr>
<tr>
<td>Brunswick CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years. The program was moved to continuing education.</td>
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</table>
## Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

### August 21, 2015 (Continued)

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<tbody>
<tr>
<td>Brunswick CC</td>
<td>School-Age Education (A55440)</td>
<td>In 2009, the college received approval to offer the School-Age Education degree after the teacher associate degree was archived. Since the program was approved, there has been minimal student interest.</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. There has been limited student interest due to a lack of employment opportunities.</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Licensed Practical Nurse Refresher (Certificate) (C45390)</td>
<td>No enrollment for two or more years: The refresher program is designed for Licensed Practical Nurses whose nursing license has been inactive, retired or lapsed for five years or more and seek to reactive their NC license. There has been no expressed interest for this program for several years.</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Marine Propulsion Systems (Diploma) (D60220)</td>
<td>No enrollment. The college has been directing students to its Boat Manufacture and Service (D60330) and Diesel and Heavy Equipment (A60460) programs which better meet industry and employment needs.</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Networking Technology (A25340)</td>
<td>No enrollment for two years or more. This program has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No enrollment for two years or more. There was a lack of student interest and insufficient employment opportunities for graduates within the service area.</td>
</tr>
<tr>
<td>Haywood CC</td>
<td>Associate in Fine Arts (A10200)</td>
<td>No enrollment for two years or more: The students were better served through the Associate in Arts (A10100) or Associate in Science (A10400) programs.</td>
</tr>
<tr>
<td>Haywood CC</td>
<td>Healthcare Business Informatics (A25510)</td>
<td>Low enrollment. There was a lack of student interest. Related courses and concepts will be taught under Computer Information Technology (A25260) and Medical Office Administration (A25310) programs.</td>
</tr>
<tr>
<td>Haywood CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years. There has been minimal student interest in the program.</td>
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<tr>
<td>Isothermal CC</td>
<td>Automotive Systems Technology (A60160)</td>
<td>No enrollment for two or more years. The college has not offered the program due to low student interest and subsequent lack of enrollment.</td>
</tr>
<tr>
<td>Isothermal CC</td>
<td>Healthcare Business Informatics (A25510)</td>
<td>No enrollment. There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer courses under the Computer Information Technology (A25260) and other information technology related programs.</td>
</tr>
<tr>
<td>Isothermal CC</td>
<td>Information Systems Security (A25270)</td>
<td>No enrollment. There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer related courses under the Computer Information Technology (A25260) and Networking Technology (A25340) programs.</td>
</tr>
<tr>
<td>Isothermal CC</td>
<td>Sustainability Technologies (A40370)</td>
<td>No enrollment: Program projections proved inaccurate. There was too little demand from industry for the skill sets associated with the program as well as limited student interest.</td>
</tr>
<tr>
<td>James Sprunt CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years. The program had minimal student interest and limited job opportunities in the college's service area.</td>
</tr>
<tr>
<td>James Sprunt CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years. The program had limited student interest and employment opportunities in the college's service area.</td>
</tr>
<tr>
<td>Pitt CC</td>
<td>Carpentry (Diploma) (D35180)</td>
<td>No enrollment for two or more years: There was a lack of student interest as well as program redundancy with the college's construction technology degree offering that better serves student and employer needs.</td>
</tr>
<tr>
<td>Pitt CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to lack of student interest. This program is now being offered through continuing education.</td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. There has been limited student interest due to a lack of employment opportunities in the college's service area.</td>
</tr>
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</tr>
<tr>
<td>Southeastern CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to lack of student interest. This program is currently offered through continuing education.</td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years. Students are now enrolled in the Associate in General Education (A10300), which provides more flexibility in program planning.</td>
</tr>
<tr>
<td>Southeastern CC</td>
<td>Networking Technology (A25340)</td>
<td>No enrollment for two years or more. There was a lack of student interest and insufficient employment opportunities for graduates within the service area. The college will continue to offer related courses under the Computer Information Technology (A25260) and other information technology programs.</td>
</tr>
<tr>
<td><strong>September 18, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Ridge CC</td>
<td>Carpentry (Diploma) (D35180)</td>
<td>No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.</td>
</tr>
<tr>
<td>Blue Ridge CC</td>
<td>Electrical Systems Technology (A35130)</td>
<td>No enrollment. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.</td>
</tr>
<tr>
<td>Blue Ridge CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years. Due to changes in the industry, employers tend to hire those with a full cosmetology license, which encompasses all areas of the industry.</td>
</tr>
<tr>
<td>Blue Ridge CC</td>
<td>Masonry (Diploma) (D35280)</td>
<td>No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn and discontinued offering the program due to low student interest.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Air Conditioning, Heating and Refrigeration Technology (A35100)</td>
<td>No enrollment for two or more years. The college experienced declining enrollment in the program due to the economic downturn.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Biotechnology (A20100)</td>
<td>There were insufficient employment opportunities for graduates of the program within the college’s service area.</td>
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<td></td>
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</tr>
<tr>
<td>Piedmont CC</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to limited job opportunities in the college's service area.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Gunsmithing (A30200)</td>
<td>No enrollment for two or more years: Employment within the service area does not require the associate degree. The college will utilize their Gunsmithing (Diploma) (D30210) program to meet local employment needs.</td>
</tr>
<tr>
<td>Piedmont CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years. The program had limited student interest due to lack of employment opportunities in the college's service area.</td>
</tr>
<tr>
<td><strong>October 30, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Cardiovascular/Vascular Interventional Technology (Diploma) (D45140)</td>
<td>No enrollment for two or more years. There has been limited student interest due to a lack of employment opportunities in the college's service area.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Central Sterile Processing (Certificate) (C45180)</td>
<td>No enrollment for two or more years: There were minimal employment opportunities within the service area. Student interest declined.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Computer Programming (A25130)</td>
<td>No enrollment: The enrollment has declined over the past few years. Program content has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Human Services Technology/Developmental Disabilities (A4538A)</td>
<td>No enrollment for two or more years: The college had offered this concentration to meet the employment needs of a company. The company's needs have been met. Other employers have limited job opportunities for students in this concentration.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Human Services Technology/Social Services (A4538D)</td>
<td>No enrollment for two or more years: Students are able to meet industry needs by completing the Human Services Technology program.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years. Students are enrolling in the Cosmetology Instructor Certificate, which allows them to teach a wide variety of skills including manicuring.</td>
</tr>
</tbody>
</table>
### Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

<table>
<thead>
<tr>
<th>Community College (CC)</th>
<th>Curriculum Title and Code</th>
<th>College Rationale for Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30, 2015 (Continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No Enrollment: There were insufficient employment opportunities for graduates in the service area. The college will continue to offer real estate appraisal training under continuing education if there is a future need.</td>
</tr>
<tr>
<td>Edgecombe CC</td>
<td>Web Technologies (A25290)</td>
<td>No enrollment: Program content has been integrated under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Automation Engineering Technology (A40120)</td>
<td>No enrollment for two or more years: Instruction will be incorporated into the Mechanical Engineering Technology and Industrial Systems Technology programs.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Health Care Technology (Certificate) (C45350)</td>
<td>No enrollment for two or more years: There has been limited student interest due to a lack of employment opportunities in the college's service area.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Real Estate (A25400)</td>
<td>No Enrollment for two or more years: The college will continue to offer related instruction under continuing education.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No Enrollment for two or more years: The college will continue to offer related instruction under continuing education.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Speech-Language Pathology Assistant (A45730)</td>
<td>No enrollment for two or more years: There has been limited student interest due to a lack of employment opportunities in the college's service area.</td>
</tr>
<tr>
<td>Forsyth Technical CC</td>
<td>Sustainability Technologies (A40370)</td>
<td>No enrollment for two or more years: Instruction will be incorporated into other programs.</td>
</tr>
<tr>
<td>Vance-Granville CC</td>
<td>Manicuring/Nail Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years: Students who are enrolled in the Cosmetology Program are able to obtain the manicuring/nail skillset within the cosmetology curriculum.</td>
</tr>
<tr>
<td>Vance-Granville CC</td>
<td>School-Age Education (A55440)</td>
<td>Low Enrollment: Due to a reduction in public school funding, there has been a reduction in available teacher assistant positions in the college's service area which has led to low enrollment in the program.</td>
</tr>
<tr>
<td>Community College (CC)</td>
<td>Curriculum Title and Code</td>
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</tr>
<tr>
<td>------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td><strong>October 30, 2015 (Continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wake Technical CC</td>
<td>Basic Law Enforcement Training (Certificate) (C55120)</td>
<td>No Enrollment for two or more years. The program was moved to continuing education.</td>
</tr>
<tr>
<td><strong>December 4, 2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Building Construction Technology (A35140)</td>
<td>No enrollment for two or more years. A shift in the local economy resulted in fewer construction jobs and lack of student interest. Some aspects of the program are being offered in continuing education.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. The program began to expand training options, but never had sufficient enrollment to operate.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. The program began to expand training options, but never had sufficient enrollment to operate.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Lateral Entry (Certificate) (C55430)</td>
<td>No enrollment for two or more years: There was not a need for the program in the region. These courses are offered through other programs at the college.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years: The program began to expand training options, but never had sufficient enrollment to operate.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Networking Technology (A25340)</td>
<td>No enrollment for two or more years: The program content has been consolidated as a track under the Computer Technology Integration (A25500) program.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>Professional Crafts: Clay (A30300)</td>
<td>No enrollment for two years or more: Lack of employment in the service area led to termination of the program. The college is able to offer the instruction through continuing education.</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>School-Age Education (A55440)</td>
<td>No enrollment for two or more years. The elementary schools in the college’s service area emphasize the teaching assistant credential and not this program. Other early childhood education courses offered in other programs at the college meet the needs of students.</td>
</tr>
<tr>
<td>Community College (CC)</td>
<td>Curriculum Title and Code</td>
<td>College Rationale for Termination</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Durham Technical CC</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years. The college anticipated a need to offer the program, but did not have sufficient demand.</td>
</tr>
<tr>
<td>Durham Technical CC</td>
<td>Optical Laboratory Mechanics (Certificate) (C45540)</td>
<td>No enrollment for two or more years. The college anticipated a need to offer the program, but did not have sufficient demand.</td>
</tr>
<tr>
<td>McDowell Technical CC</td>
<td>Computer Programming (A25130)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Computer Information Technology (A25260) program.</td>
</tr>
<tr>
<td>McDowell Technical CC</td>
<td>Real Estate (A25400)</td>
<td>No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction under continuing education if there is a future need.</td>
</tr>
<tr>
<td>Randolph CC</td>
<td>Real Estate Appraisal (A25420)</td>
<td>No enrollment for two or more years: The college is currently offering real estate and real estate appraisal related instruction under continuing education.</td>
</tr>
<tr>
<td>Sampson Community College</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a decline in enrollment due to lack of student interest.</td>
</tr>
<tr>
<td>Sampson Community College</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years. Students are now choosing more definitive programs to enhance placement opportunities.</td>
</tr>
<tr>
<td>Sampson Community College</td>
<td>Health Care Technology (Certificate) (C45350)</td>
<td>No enrollment for two or more years. There was a decline in health care providers hiring students without specific licenses or job skills within the service area. Students are now counseled into programs providing more definitive job skills.</td>
</tr>
<tr>
<td>Sampson Community College</td>
<td>Manicuring Instructor (Certificate) (C55380)</td>
<td>No enrollment for two or more years: There was a limited labor market need.</td>
</tr>
<tr>
<td>Sampson Community College</td>
<td>Networking Technology (A25340)</td>
<td>No enrollment for two or more years: The program content has been consolidated into the Information Systems Technology (A25270) program.</td>
</tr>
</tbody>
</table>
### Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

<table>
<thead>
<tr>
<th>Community College (CC)</th>
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</thead>
<tbody>
<tr>
<td>Sampson Community College</td>
<td>Real Estate (A25400)</td>
<td>No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction under continuing education if there is a need for it in the future.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Computer Information Technology (A25260)</td>
<td>No enrollment for two or more years: The program content has been consolidated into the Digital Media Technology (A25210) program.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Cosmetology Instructor (Certificate) (C55160)</td>
<td>No enrollment for two or more years. There has been minimal student interest in the program.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Esthetics Instructor (Certificate) (C55270)</td>
<td>No enrollment for two or more years. There was a limitation of faculty in the specific content area.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Esthetics Technology (Certificate) (C55230)</td>
<td>No enrollment for two or more years. There was a limitation of faculty in the specific content area.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>General Occupational Technology (A55280)</td>
<td>No enrollment for two or more years. Students are now enrolled in the Associate in General Education (A10300).</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Manicuring Nail/Technology (Certificate) (C55400)</td>
<td>No enrollment for two or more years. There was a limited labor market need.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Resort Spa Management (A55410)</td>
<td>No enrollment for two or more years. Students are now enrolled in the Hospitality Management (A25110) program, which allows for greater flexibility in employment options for graduates.</td>
</tr>
<tr>
<td>Sandhills Community College</td>
<td>Turfgrass Management Technology (A15420)</td>
<td>No Enrollment for two years or more: Program content has been incorporated into the Golf Course Management Technology (A15230) program.</td>
</tr>
<tr>
<td>Vance-Granville CC</td>
<td>Computer Programming (A25130)</td>
<td>No enrollment for two or more years: The program content has been consolidated into the Computer Information Technology (A25260) and Computer Technology Integration (A25500) programs.</td>
</tr>
<tr>
<td>Vance-Granville CC</td>
<td>Office Administration/Legal (A2537A)</td>
<td>Low enrollment: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Paralegal Technology (A25380) program.</td>
</tr>
<tr>
<td>Community College (CC)</td>
<td>Curriculum Title and Code</td>
<td>College Rationale for Termination</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>December 4, 2015 (Continued)</td>
<td>Wake Technical CC Computer-Integrated Machining (A50210)</td>
<td>No enrollment for two or more years resulting from a lack of employment in the college's service area.</td>
</tr>
</tbody>
</table>
Appendix E:  
Curriculum Program Titles Eligible for the Special Curriculum Program Application Process  
(Abbreviated Approval Process)

The following curriculums have been approved by the State Board of Community Colleges as eligible for the Special Application process:

- Community Spanish Interpreter (A55370)
- Computer Technology Integration (A25500)
- Entrepreneurship (A25490)
- Global Logistics (A25170)
- Industrial Systems Technology (A50240)
- Infant/Toddler Care (Certificate)(C55290)
- Information Systems Security (A25270)
- Lateral Entry (Certificate)(C55430)
- Low Impact Development (A40290)
- Medical Office Administration (A25310)
- Networking Technology (A25340)
- School-Age Care (Certificate) (C55450)
- Sustainability Technologies (A40370)
- Web Technologies (A25290)
- Welding Technology (A50420)

The following curriculums have been approved by the State Board of Community Colleges as eligible for the Special Application process, but require that the college have prior approval for the Cosmetology (A55140) program:

- Cosmetology Instructor (Certificate)(C55160)
- Esthetics Instructor (Certificate)(C55270)
- Esthetics Technology (Certificate)(C55230)
- Manicuring Instructor (Certificate)(C55380)
- Manicuring/Nail Technology (Certificate)(C55400)
- Manicuring Instructor (Certificate)(C55380)
- Manicuring/Nail Technology (Certificate)(C55400)

The following curriculum has been approved by the State Board of Community Colleges as eligible for the Special Application process, but requires that the college have prior approval for the Associate Degree Real Estate (A25400) program:

- Real Estate Licensing (Certificate) (C25480)

The following curriculum has been approved by the State Board of Community Colleges as eligible for the Special Application process, but requires that the college have prior approval for the Culinary Arts (A55150) program:

- Foodservice Technology (Diploma) (D55250)

The following curriculums have been approved by the State Board of Community Colleges as eligible for an abbreviated approval process, but requires that the college have prior approval for one of the programs:

- Associate in Arts (A10100)
- Associate in Fine Arts (A10200)
- Associate in Science (A10400)

All concentrations have been approved as eligible by the State Board of Community Colleges for the Special Application Process, but require that the college have prior approval for the parent program.
Appendix E: (Continued)

Program majors under the Health Science: Therapeutic and Diagnostic Services curriculum standard require that the college already have approval for the primary curriculum program. Example: A college must have approval for Medical Assisting (A45400) in order to file a POS for Medical Assisting (D45920). These program majors provide a foundation for success in nursing and the allied health programs and increase the individual’s successful completion of Health Science programs while providing the graduate with the skills needed for an entry-level job in health care.

- Emergency Medical Science (D45910)
- Medical Assisting (D45920)
- Nursing Aide (D45970)
- Pharmacy Technology (D45940)
- Phlebotomy (D45950)
- Therapeutic Massage (D45960)
Appendix F:  
Contact Information

For information regarding the content of this report, please contact:

Dr. Lisa M. Chapman  
Senior Vice President for Programs and Student Services/Chief Academic Officer  
North Carolina Community College System  
200 West Jones Street  
Raleigh, North Carolina 27603  
Email: chapmanl@nccommunitycolleges.edu  
Phone: (919) 807-7096
The Health Science: Therapeutic and Diagnostic Services curriculum standard contains the following six program majors, designed to prepare students for careers in health science:

- Emergency Medical Science (D45910)
- Medical Assisting (D45920)
- Nurse Aide (D45970)
- Pharmacy Technology (D45940)
- Phlebotomy (D45950)
- Therapeutic Massage (D45960)

Approval of the program major requires that the college already have approval for the primary curriculum program. These program majors provide a foundation for success in nursing and the allied health programs and increase the individual’s successful completion of Health Science programs while providing the graduate with the skills needed for an entry-level job in health care.

The following Health Science: Therapeutic and Diagnostic Services programs have been approved by the System President during 2015:

- Caldwell Community College and Technical Institute
  Nurse Aide (Diploma) (D45970)

- Carteret Community College
  Nurse Aide (Diploma) (D45970)

- Catawba Valley Community College
  Emergency Medical Science (Diploma) (D45910)

- Central Piedmont Community College
  Emergency Medical Science (Diploma) (D45910)
  Medical Assisting (Diploma) (D45920)
  Nurse Aide (Diploma) (D45970)
  Pharmacy Technology (Diploma) (D45940)

- Davidson County Community College
  Phlebotomy (Diploma) (D45950)

- Durham Technical Community College
  Nurse Aide (Diploma) (D45970)

- Edgecombe Community College
  Nurse Aide (Diploma) (D45970)
Halifax Community College
    Nurse Aide (Diploma) (D45970)
    Phlebotomy (Diploma) (D45950)

Pitt Community College
    Nurse Aide (Diploma) (D45970)
    Phlebotomy (Diploma) (D45950)

Randolph Community College
    Nurse Aide (Diploma) (D45970)
    Phlebotomy (Diploma) (D45950)

Richmond Community College
    Nurse Aide (Diploma) (D45970)

Southeastern Community College
    Nurse Aide (Diploma) (D45970)
    Phlebotomy (Diploma) (D45950)

Western Piedmont Community College
    Nurse Aide (Diploma) (D45970)
    Phlebotomy (Diploma) (D45950)

Wilkes Community College
    Emergency Medical Science (Diploma) (D45910)

**Contact Person:**
Renee Batts
Associate Director

SBCC
12/04/2015
STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Terminations
As Approved by the System President

1D SBCCC 400.95(b) states the following:

_The college shall terminate a curriculum program when there has been no enrollment for two years; a college may request an one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment._

On April 17, 2015, the System Office sent a letter to fifty-five colleges to notify them of programs that had not demonstrated enrollment in over two years. The letter requested that they either send in a program termination request or provide justification and a request for an extension. The majority of the terminations below resulted from this request.

The System President has approved the terminations as listed below:

**College of The Albemarle**

Building Construction Technology (A35140)
_Rationale_: No enrollment for two or more years. A shift in the local economy resulted in fewer construction jobs and lack of student interest. Some aspects of the program are being offered in continuing education.
_Termination Semester_: **Fall 2015**

Esthetics Instructor (Certificate) (C55270)
_Rationale_: No enrollment for two or more years. The program began to expand training options, but never had sufficient enrollment to operate.
_Termination Semester_: **Fall 2015**

Esthetics Technology (Certificate) (C55230)
_Rationale_: No enrollment for two or more years. The program began to expand training options, but never had sufficient enrollment to operate.
_Termination Semester_: **Fall 2015**

Lateral Entry (Certificate) (C55430)
_Rationale_: No enrollment for two or more years. There was not a need for the program in the region. These courses are offered through other programs at the college.
_Termination Semester_: **Fall 2015**

Manicuring Instructor (Certificate) (C55380)
_Rationale_: No enrollment for two or more years. The program began to expand training options, but never had sufficient enrollment to operate.
_Termination Semester_: **Fall 2015**

Networking Technology (A25340)
_Rationale_: No enrollment for two or more years. The program content has been consolidated as a track under the Computer Technology Integration (A25500) program.
_Termination Semester_: **Fall 2015**
**College of The Albemarle** (continued)

Professional Crafts: Clay (A30300)

**Rationale:** No enrollment for two years or more. Lack of employment in the service area led to termination of the program. The college is able to offer the instruction through continuing education.

Termination Semester: **Fall 2015**

School-Age Education (A55440)

**Rationale:** No enrollment for two or more years. The elementary schools in the college’s service area emphasize the teaching assistant credential and not this program. Other early childhood education courses offered in other programs at the college meet the needs of students.

Termination Semester: **Fall 2015**

**Durham Technical Community College**

General Occupational Technology (A55280)

**Rationale:** No enrollment for two or more years. The college anticipated a need to offer the program but did not have sufficient demand.

Termination Semester: **Fall 2015**

Optical Laboratory Mechanics (Certificate) (C45540)

**Rationale:** No enrollment for two or more years: The college anticipated a need to offer the program, but did not have sufficient demand.

Termination Semester: **Fall 2015**

**McDowell Technical Community College**

Computer Programming (A25130)

**Rationale:** No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Computer Information Technology (A25260) program.

Termination Semester: **Fall 2015**

Real Estate (A25400)

**Rationale:** No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction under continuing education if there is a future need.

Termination Semester: **Fall 2015**

**Randolph Community College**

Real Estate Appraisal (A25420)

**Rationale:** No Enrollment for two or more years: The college is currently offering real estate and real estate appraisal related instruction under continuing education.

Termination Semester: **Fall 2015**
Sampson Community College

Esthetics Technology (Certificate) (C55230)
**Rationale:** No enrollment for two or more years. There was a decline in enrollment due to lack of student interest.
Termination Semester: **Fall 2015**

General Occupational Technology (A55280)
**Rationale:** No enrollment for two or more years. Students are now choosing more definitive programs to enhance placement opportunities.
Termination Semester: **Fall 2015**

Health Care Technology (Certificate) (C45350)
**Rationale:** No enrollment for two or more years. There was a decline in health care providers hiring students without specific licenses or job skills within the service area. Students are now counseled into programs providing more definitive job skills.
Termination Semester: **Fall 2015**

Manicuring Instructor (Certificate) (C55380)
**Rationale:** No enrollment for two or more years: There was a limited labor market need.
Termination Semester: **Fall 2015**

Networking Technology (A25340)
**Rationale:** No enrollment for two or more years: The program content has been consolidated into the Information Systems Technology (A25270) program.
Termination Semester: **Fall 2015**

Real Estate (A25400)
**Rationale:** No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction under continuing education if there is a need for it in the future.
Termination Semester: **Fall 2015**

Sandhills Community College

Computer Information Technology (A25260)
**Rationale:** No enrollment for two or more years: The program content has been consolidated into the Digital Media Technology (A25210) program.
Termination Semester: **Fall 2015**

Cosmetology Instructor (Certificate) (C55160)
**Rationale:** No enrollment for two or more years. There has been minimal student interest in the program.
Termination Semester: **Fall 2015**

Esthetics Instructor (Certificate) (C55270)
**Rationale:** No enrollment for two or more years. There was a limitation of faculty in the specific content area.
Termination Semester: **Fall 2015**

Esthetics Technology (Certificate) (C55230)
**Rationale:** No enrollment for two or more years. There was a limitation of faculty in the specific content area.
Termination Semester: **Fall 2015**
Sandhills Community College (continued)

General Occupational Technology (A55280)

**Rationale:** No enrollment for two or more years. Students are now enrolled in the Associate in General Education (A10300).
**Termination Semester:** Fall 2015

Manicuring Nail/Technology (Certificate) (C55400)

**Rationale:** No enrollment for two or more years. There was a limited labor market need.
**Termination Semester:** Fall 2015

Resort Spa Management (A55410)

**Rationale:** No enrollment for two or more years. Students are now enrolled in the Hospitality Management (A25110) program, which allows for greater flexibility in employment options for graduates.
**Termination Semester:** Fall 2015

Turfgrass Management Technology (A15420)

**Rationale:** No enrollment for two years or more: Program content has been incorporated into the Golf Course Management Technology (A15230) program.
**Termination Semester:** Fall 2015

Vance-Granville Community College

Computer Programming (A25130)

**Rationale:** No enrollment for two or more years: The program content has been consolidated into the Computer Information Technology (A25260) and Computer Technology Integration (A25500) programs.
**Termination Semester:** Fall 2016

Office Administration/Legal (A2537A)

**Rationale:** Low enrollment: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Paralegal Technology (A25380) program.
**Termination Semester:** Summer 2016

Wake Technical Community College

Computer-Integrated Machining (A50210)

**Rationale:** No enrollment for two years or more. Lack of employment opportunities in area; elimination of machine shop and constituent programs in machinery disciplines.
**Termination Semester:** Fall 2015

**Contact Person:**
Ms. Jennifer Frazelle, Director
Academic Programs
919.807.7120
frazellej@nccommunitycolleges.edu
## STATE BOARD OF COMMUNITY COLLEGES

### SBCC Code Report

<table>
<thead>
<tr>
<th>RULE ACTION</th>
<th>RULEMAKING PROCESS</th>
<th>EXPECTED DATE</th>
<th>STATUS</th>
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<tr>
<td><strong>AMEND</strong></td>
<td><strong>“Title 1, Chapter H – Fiscal Management”</strong></td>
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<tr>
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<td>N/A</td>
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<td>October 30, 2015</td>
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<td>November 1, 2015</td>
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<td><strong>“1E SBCCC 700.7 – Excess Fee Receipts”</strong></td>
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| AMEND “2A SBCCC 400.2 – Admission Requirements” | Initiation of Rulemaking Process | October 30, 2015 | COMPLETED |
| | Publication on NCCCS Website | November 2, 2015 | COMPLETED |
| | Written Comment Period Ends | December 2, 2015 | PENDING |
| | Review Comments with SBCC Committee | January 14, 2016 | N/A |
| | 2nd Written Comment Period Ends (if substantive changes) | January 26, 2016 | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | February 19, 2016 | N/A |
| | Prospective Effective Date of Rule | March 1, 2016 | N/A |

| AMEND “1D SBCCC 400.2 – Admission to Colleges” | Initiation of Rulemaking Process | December 4, 2015 | PENDING |
| | Publication on NCCCS Website | December 8, 2015 | N/A |
| | Written Comment Period Ends | January 7, 2016 | N/A |
| | Review Comments with SBCC Committee | January 14, 2016 | N/A |
| | 2nd Written Comment Period Ends (if substantive changes) | January 26, 2016 | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | February 19, 2016 | N/A |
| | Prospective Effective Date of Rule | March 1, 2016 | N/A |
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM PREFIX - TIERED FUNDING FORMULA RECOMMENDATION

• **New Tiered Funding Request**
  
  The State Board of Community Colleges is asked to assign Tier 2 to the following new curriculum prefix:

  **Tier 2:**
  
  TOM – Trucking Operations Management

  **Rationale:** The TOM prefix aligns with other content areas (business, management and logistics) which are currently classified as Tier 2 funding. The prefix does not currently align with a priority occupation or high cost area.

**Background:**

On August 15, 2014, the State Board of Community Colleges adopted the 2014-2015 State Aid Allocations and Budget Policies, which included the implementation of a four-tiered funding model. To implement the Tiered Funding Forming Model, all existing curriculum and continuing education course prefixes were assigned to one of four funding levels as defined below:

**Tier 1A:** Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. This tier also includes FTE in a limited number of continuing education courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.

**Tier 1B:** Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.

**Tier 2:** Includes

a) all other curriculum budget FTE,

b) all Basic Skills budget FTE, and

c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

**Tier 3:** Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier.

Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

**Contact Person:**

Ms. Jennifer Frazelle

Director, Academic Programs
STATE BOARD OF COMMUNITY COLLEGES

Multiple Pathways to High School Equivalency

Request:

The Multiple Pathways to High School Equivalency Ad Hoc Committee, with the endorsement of the NC Association of Community College Presidents (NCACCP), requests the State Board to approve the Multiple Pathways to High School Equivalency model as an alternative for earning a high school equivalency diploma through a combination or repackaging of currently established academically valid elements to document achievement of specifically determined content standards.

Rationale:

It is well documented in community college completion literature that students often stop in and out as they pursue academic goals, often “swirling” from one college to the next, yet never quite getting what they need to earn some form of credential for further education or career training. Students seeking to earn a high school equivalency diploma are no different, except that without a high school baseline, additional opportunities may not even be possible.

Background:

In 2014, an ad-hoc committee was established by the NCACCP to explore a more holistic model for earning a high school equivalency diploma using multiple pathways for documenting competency in identified content areas. Led by Johnston Community College President Dr. David Johnson, a committee comprised of administrative representatives from across the community colleges and the system office convened to study the potential completion initiative and to address a multiple pathways approach to facilitate the use of individual tests from across the three high school equivalency assessments now approved for use in North Carolina.

Development:

The Multiple Pathways to High School Equivalency model could provide an alternative for earning a high school equivalency diploma through a combination or repackaging of currently established academically valid elements to document achievement of specifically determined content standards, rather than by using a single testing instrument or path to completion. The end goal remains the same—to facilitate persons advancing in careers or to grant entry to postsecondary education.

A review of existing options for earning a high school equivalency diploma revealed a single commonality in alignment across the various assessments – the College & Career Readiness Standards by the US Department of Education - Office of Career, Technical and Adult Education (OCTAE). Based on these standards, as well as N.C. Essential Standards established by the Department of Instruction, five primary content areas were determined for the Multiple Pathways model including: Language Arts Literacy, Mathematics, Science, Social Studies, and...
Technology. These content areas are *packaged as independent elements* with each having multiple established and validated pathways through which students can earn high school equivalency credit.

**High School Equivalency Credential:**

The NCCCS currently awards the high school equivalency diploma based on the completion of a single assessment from among the three approved options, (GED®, HiSET® and TASC™). Multiple Pathways to High School Equivalency provides yet another model that represents a comprehensive, flexible, program of pathways. Each community college can choose the high school equivalency assessment(s) and/or model that best suits the needs of that college and the learning community it serves.

**Contact Person:**
Lisa Chapman, Ed.D.
Senior Vice President/CAO
Programs and Student Services
Multiple Pathways to High School Equivalency

EXECUTIVE SUMMARY

Background and Rationale

The objective of this initiative was to research and develop an alternative for earning a high school equivalency diploma through a combination or repackaging of currently established academically valid elements to document achievement of specifically determined content standards, rather than by using a single testing instrument or path to completion. The end goal remains the same—to facilitate persons advancing in careers or to grant entry to postsecondary education. Under the direction of President David Johnson of Johnston Community College, an ad hoc committee comprised of community college administrators from across the state was convened in 2014 to study the option. The committee was further challenged to develop a Multiple Pathways approach that would address the issue of using high school equivalency assessment scores from different tests in combination to award a high school equivalency credential.

Development of Content Standards and Pathways

Research for the development of content standards for the Multiple Pathways option began with a review of the information available for each of the three high school equivalency assessments and the National External Diploma Program (NEDP). As expected, there was significant overlap of content areas and competencies across the various instruments. Technology skills were also identified as paramount for current high school graduates to support higher levels of both employability and successful transition to college coursework.

The review of existing options for earning a high school equivalency diploma revealed a single commonality in alignment across the various assessments – the College & Career Readiness Standards by the US Department of Education - Office of Career, Technical and Adult Education (OCTAE) that provide a comprehensive set of standards for English Language Arts/Literacy and Mathematics areas and could serve as an appropriate structure for the development of Multiple Pathways in these two content areas.

In the absence of comprehensive content standards for Science and Social Studies from the College and Career Readiness documents, an alternate organizing structure was found in the NC Essential Standards of Science and Social Studies of the NC Public Schools – standards already established and in use in the state.

Based on the standards from these structures and the review of existing high school equivalency options, five primary content areas were determined for the Multiple Pathways option. Instead of completing all parts of a single HSE assessment for high school equivalency, the content areas are instead repackaged as independent elements with each having multiple established and validated pathways through which to earn high school equivalency credit.
# Repackaged Perspective – Content Areas Viewed as Independent Elements for Earning Credit

<table>
<thead>
<tr>
<th>Current HSE Assessment Completion Options Approved by NCCCS</th>
<th>Current process - students must complete all content areas in a single HSE assessment</th>
<th>New Perspective</th>
<th>Re Package FIVE Primary Content Areas as Independent Elements for Earning Equivalency Credit</th>
<th>Earn Using Multiple Validated Pathways as Credit Options—Choose a single pathway to Earn Credit for EACH Content Area*</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td>Reasoning Thru Language Arts Mathematical Reasoning Science Social Studies</td>
<td>View HSE based on Credit Awarded for Individual Content Areas.</td>
<td>1. English Language Arts/Literacy</td>
<td>Previously earned High School Credit (validated thru public schools)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use OCTAE College and Career Readiness Standards and NC Public School Science and Social Studies Essentials as the structure.</td>
<td>2. Mathematics</td>
<td>Credit earned for individual section of approved HSE assessments (validated by individual vendors)</td>
</tr>
<tr>
<td>HiSet</td>
<td>Reading &amp; Writing Mathematics Science Social Studies</td>
<td></td>
<td>3. Science</td>
<td>College-ready benchmarks on other standardized assessments (validated based on comparison of HSE assessment pass scores and college-ready benchmarks)</td>
</tr>
<tr>
<td>TASC</td>
<td>Language Arts/Reading &amp; Writing Mathematics Science Social Studies</td>
<td></td>
<td>4. Social Studies</td>
<td>College course credit (Transfer of college level work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Technology NEW - Demonstrated &amp; documented proficiency in the use of technology</td>
<td>Credit by Experience (Based on established options for awarding college credit from experience)</td>
</tr>
</tbody>
</table>

*Credit may be awarded based on a combination of two pathways, if a single element is not sufficient to fully support credit for a content area.

The innovative aspect of this proposal is to give credit for previous academic accomplishments and/or demonstrated prior learning thereby accelerating students’ access to post-secondary education and greater earning potential. A comprehensive, yet flexible, program of pathways to a high school equivalency diploma, of which the NCCCS has ultimate control and responsibility, may be an exciting and appropriate opportunity.
Eligibility and Documentation of Credit

The Multiple Pathways option for earning a high school equivalency diploma is available to individuals based on the same eligibility guidelines as with other Basic Skills programs for persons seeking to earn a high school credential. Students must be officially dropped out of high school and provide documentation as required currently by the community college. As per community college guidelines, special circumstances and documentation are required for students who are 16 and 17 years of age. It will be the students’ responsibility to obtain and/or develop official documents from appropriate sources based on the guidelines. Community colleges will designate the person(s) who will review the document(s) presented by students who are seeking to determine if content area credit may be awarded based on the Multiple Pathways option.

The pathway elements for earning credit in any of the content areas are outlined in detail in the Multiple Pathways to High School Equivalency Official Transcript of Documentation template and Instruction document accessed through an established link with the NCCCS website.

Implementation

The Multiple Pathways to High School Equivalency option will be implemented in two phases. The initial phase will involve the use of the following five pathways in which students may earn credit for content areas to include:

- High School Courses
- Adult High School Courses
- High School Equivalency Assessments
- Other Standardized Testing
- College Courses

These pathways primary involve the use of documented assessment scores and transcripts requiring minimal training. The second phase will be the implementation of the sixth pathway, Credit by Experience, which is currently in development. The utilization of this pathway will require training in the evaluation of personal portfolios and experiential documentation that will be guided by using a template for each of the content areas.

Professional Development/Training

Training will be critical in providing the guidance necessary for community colleges to effectively implement a Multiple Pathways structure for awarding the high school equivalency diploma. The plan is for the initial roll out of general information to be presented to the local institutions through a series of webinars introducing the Multiple Pathways option and how it can be implemented at the local level, followed by regional face-to-face workshops and conference presentations to provide training on the development of documentation in each of the content areas using the various elements of credit. Special emphasis will be placed on the development of the Credit by Experience pathway.
Timeline

The development of the Multiple Pathways option began in the Educational Programs committee of the Presidents’ Association. For this high school equivalency option to be fully approved for use in community colleges across the state and for the achievement to be recognized by the awarding of a high school equivalency diploma by the North Carolina Community College System, the following activities and approvals are required:

- Presentation and endorsement by the Presidents’ Association
- Presentation and approval by the State Board of Community Colleges

Conclusion

Although a departure from the more traditional options from which students have been able to choose to earn a high school equivalency diploma, Multiple Pathways to High School Equivalency could provide an exciting option for prospective students of our colleges. Well documented in community college completion literature, our students often stop in and out of their pursuit of academic goals as well as “swirl” from one college to the next – yet never quite getting what they need to earn some form of credential for further education or career training. Students seeking to earn a high school equivalency diploma are no different, except that without a high school baseline, additional opportunities may not even be possible.

Through the Multiple Pathways to High School Equivalency option, colleges could generate opportunities for persons who may already have an accumulation of prior academic, career, or personal accomplishments to come in for a review and perhaps package their credit to finally achieve high school completion. Demonstrating a high level of respect for what students have previously accomplished in their lives could prove to be a critical element in recruiting and retaining students. This opportunity focuses on prospective students who otherwise may not have many options for entry into a workforce that values education and skills training and requires at-minimum a high school equivalency for entry.
Multiple Pathways to High School Equivalency Committee

Dr. David Johnson – Initiative Leader
President - Johnston Community College

Martha Bergman
Dean of Adult Education - Guilford Technical Community College

Brad Bostian
Director of First Year Experience - Central Piedmont Community College

Dr. Lisa Chapman
Senior Vice President for Programs and Student Services/Chief Academic Officer - N.C. Community Colleges System Office

Dr. Pamela Earp
Dean of Foundational Studies and Academic Support - Johnston Community College

Deana Guido
Dean of Transfer and Learning Resources - Nash Community College

Beverly Jaynes (Retired)
College and Career Readiness Department Chair - Caldwell Technical Community College

Tammi McIlwaine
Dean of Pre College - Stanly Community College

Michele Meischeid
Dean of Workforce and College Readiness – Roanoke-Chowan Community College

Debbie Woodard
Dean of College Readiness - Wilkes Community College
Associate in Engineering program applications must include the following items in order to be placed on the Associate in Engineering program approval request presented to the State Board of Community Colleges as part of the consent agenda:

1. Letter of request from the President of the College indicating the proposed effective term.
2. Copy of the proposed program of study which is compliance with the AE curriculum standard.
3. Copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved.
4. Certification of the following which is signed by the college President and Board of Trustees chair:
   a. The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.
   b. The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.
   c. The college has evidence of sufficient student demand to offer the program and will provide master’s credentialed faculty for each course provided under the Associate in Engineering degree.

The State Board of Community Colleges is asked to approve the curriculum program at the listed college, which have met the criteria above, with an effective term of Fall 2016:

**Associate in Engineering (A10500)**
Halifax Community College

**Contact Person:**
Ms. Jennifer Frazelle
Director, Programs
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM STANDARD REVISION

The State Board is asked to approve revisions to the following curriculum standards:

Asheville-Buncombe Technical Community College
   Central Sterile Processing (Certificate) (C45180)

Lenoir Community College
   Polysomnography (A45670)

Nash Community College
   Electric Line Construction Technology (A35230)

Wake Technical Community College
   Global Logistics and Distribution Management Technology (A25610)
   (Revised 12/02/2015)

Contact Person:
Ms. Jennifer Frazelle
Director
CURRICULUM STANDARD REVISION

Asheville-Buncombe Technical Community College

Central Sterile Processing (Certificate) (C45180)

Asheville-Buncombe Technical Community College is seeking approval to revise the Central Sterile Processing (Certificate) (C45180) curriculum standard, effective Spring 2016. The proposed revision follows:

• Revise the curriculum description.

Rationale of Requesting College: The proposed changes in the curriculum description accurately reflect the change in the title of the certification board for the Central Sterile Processing graduate/practitioner. Additional revisions to the description reflect appropriate job skills and employing agencies for the Central Sterile Processing graduate.

Vote Results:
Colleges approved to offer the program: 4
Colleges in favor of the revision: 4
College opposed to revision: 0

Contact Person:
Ms. Renee Batts
Associate Director
PROPOSED CURRICULUM STANDARD

Curriculum Program Title: Central Sterile Processing (Certificate)
Program Code: C45180
CIP Code: 51.1012

Curriculum Description

The Central Sterile Processing curriculum is designed to prepare individuals for the field of Sterile Processing and Central Service Supply.

Students will develop skills necessary to properly disinfect, prepare, process, store, and issue both sterile and nonsterile supplies, instrumentation, and equipment for patient care. Additionally, students will learn to operate sterilizing units and monitor effectiveness of the sterilization process.

Graduates will receive a certificate and will be eligible to apply to take the National Institute for Certification of Healthcare Certification Board for Sterile Processing and Distribution, Inc. “Sterile Processing and Distribution (SPD) Technician Exam”, earning the title of Central Sterile Processing and Distribution Technician (CSPDT). Employment opportunities include surgery centers, dialysis facilities, and central sterile processing units departments in hospitals, and traveling consultation services.

Curriculum Requirements*

I. General Education. Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. (See second page for additional information.)

III. Other Required Hours. A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>Minimum General Education Hours</td>
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<td>6</td>
<td>0</td>
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<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
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<td>Other Required Hours</td>
<td>0-7</td>
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<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>SBCC 12/04/2015 12-18</td>
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</tbody>
</table>

Effective Term
Fall 2013
Spring 2016
2013*03
2016*01
Proposed

Major Hours

[ref. 1D SBCCC 400.97 (3)]

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

<table>
<thead>
<tr>
<th>Central Sterile Processing (Certificate) C45180</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td><strong>Minimum Major Hours Required</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A. <strong>CORE</strong></td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
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<tr>
<td>STP 101 Intro Sterile Processing</td>
<td>8 SHC</td>
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<tr>
<td>STP 102 STP Clinical Practice</td>
<td>3 SHC</td>
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<tr>
<td>STP 103 Prof Success Prep</td>
<td>1 SHC</td>
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<tr>
<td><strong>B. CONCENTRATION (Not applicable)</strong></td>
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<tr>
<td><strong>C. OTHER MAJOR HOURS</strong></td>
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<tr>
<td>To be selected from the following prefixes:</td>
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<tr>
<td>BIO, CIS, STP, and WBL</td>
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<tr>
<td>Up to two semester hour credits may be selected from ACA.</td>
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<tr>
<td>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</td>
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CURRICULUM STANDARD REVISION

Lenoir Community College

Polysomnography (A45670)

Lenoir Community College is seeking approval to revise the Polysomnography (A45670) curriculum standard, effective Fall 2016. The proposed revision follows:

- Create a new subject area which consists of the following courses:
  
  * ELC 111 Intro to Electricity  
  * PSG 113 PSG Instrumentation

*PSG 113 is a new course approved by the Curriculum Review Committee on October 22, 2015.

Rationale of Requesting College: The requesting college would like to provide an alternative to the ELC 111 Intro to Electricity course to meet the program needs specific to sleep technology equipment.

Vote Results:
Colleges approved to offer the program: 4
Colleges in favor of the revision: 4
College opposed to revision: 0

Contact Person:
Ms. Renee Batts
Associate Director
Curriculum Description

The Polysomnography curriculum prepares individuals, working in conjunction with a physician, to perform and interpret sleep studies and to provide comprehensive clinical evaluations that are required for the diagnosis of sleep related disorders.

Students should acquire the knowledge and skills necessary to perform sleep studies, including recording and interpreting events observed during sleep. Treatment of sleep related disorders and patient education focused on healthy sleep habits will also be discussed.

Graduates of accredited programs may be eligible to apply to take the examination offered by the Board of Registered Polysomnographic Technologists. Employment opportunities may be found in hospitals and freestanding sleep centers.

Curriculum Requirements*
[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97 (3)]

I. General Education. Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. (See second page for additional information.)

III. Other Required Hours. A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
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<tr>
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<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>
A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate, which is the highest credential level awarded under an approved AAS program standard, must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

### Polysomnography A45670

#### Minimum Major Hours Required

<table>
<thead>
<tr>
<th>AAS</th>
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<th>Certificate</th>
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<tbody>
<tr>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
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</table>

**A. CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSG 110</td>
<td>Intro to Polysomnography</td>
<td>4 SHC</td>
</tr>
<tr>
<td>PSG 111</td>
<td>Neuro/Cardiopulmonary A&amp;P</td>
<td>4 SHC</td>
</tr>
<tr>
<td>PSG 210</td>
<td>Polysomnography I</td>
<td>7 SHC</td>
</tr>
<tr>
<td>PSG 211</td>
<td>Polysomnography II</td>
<td>7 SHC</td>
</tr>
<tr>
<td>ELC 111</td>
<td>Intro to Electricity</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Required Subject Areas:**

**Instrumentation. Select one:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 111</td>
<td>Intro to Electricity</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PSG 113</td>
<td>PSG Instrumentation</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**B. CONCENTRATION (Not applicable)**

**C. OTHER MAJOR HOURS**

To be selected from the following prefixes:

- BIO, CIS, CSC, MED, PSG, and WBL

*Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.*
CURRICULUM STANDARD REVISION

Nash Community College

Electric Line Construction Technology (A35230)

Nash Community College is seeking approval to revise the Electric Line Construction Technology (A35230) curriculum standard, effective Fall 2016. The proposed revision follows:

- Remove the following course from the “Required Courses” area:
  
  ELC 233  Energy Management

*Please note, the proposed revision would result in a decrease of required core hours for the AAS degree from 29-31 SHC to 26-28 SHC.*

**Rationale of Requesting College:** *ELC 233 Energy Management* is more appropriately utilized as an elective course, targeted for specific industrial and commercial facilities, rather than a fundamental, required core course.

**Vote Results:**
Nash Community College is the only college approved to offer the program.

---

Contact Person:
Mr. Frank Scuiletti
Coordinator
Curriculum Program Title | Electric Line Construction Technology | Program Code | A35230
--- | --- | --- | ---
Concentration | (not applicable) | CIP Code | 46.0303

**Curriculum Description**

The Electric Line Construction Technology curriculum prepares individuals to work as electric line construction technicians in the preparation and repair of rural electrical utility service. Students will combine electrical theory with laboratory and practical applications in the course of study.

Students will be expected to master competencies such as those included in elements of electricity, overhead pole and electrical line construction, safety codes and applications, electric power system, transformer and meter installations, and exploration of underground electrical distribution.

Upon successful completion of the program, individuals will receive the Associate of Applied Science degree and will possess the necessary skills for employment in the dynamic electrical utility field.

**Curriculum Requirements**

*for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97 (3)*

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

<table>
<thead>
<tr>
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<th>AAS</th>
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<td>0-4</td>
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<tr>
<td><strong>Total Semester Hours Credit (SHC)</strong></td>
<td><strong>64-76</strong></td>
<td><strong>36-48</strong></td>
<td><strong>12-18</strong></td>
</tr>
</tbody>
</table>

SBCC
12/04/2015
A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

### Electric Line Construction Technology A35230

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td>A. CORE</td>
<td></td>
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<td></td>
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<tr>
<td>Required Courses:</td>
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<td></td>
<td></td>
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<tr>
<td>ELC 231 Electric Power Systems</td>
<td>4 SHC</td>
<td></td>
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<tr>
<td>ELC 233 Energy Management</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ELT 111 Intro to Electric Line Construct</td>
<td>2 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ELT 112 National Elec Safety Code</td>
<td>3 SHC</td>
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<tr>
<td>ELT 114 Overhead Line Const I</td>
<td>2 SHC</td>
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<tr>
<td>ELT 115 Overhead Line Const II</td>
<td>2 SHC</td>
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<tr>
<td>ELT 116 Overhead Line Const III</td>
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<td>ELT 117 Overhead Line Const IV</td>
<td>2 SHC</td>
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<tr>
<td>ELT 211 Underground Line Const I</td>
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<td>ELT 212 Underground Line Const II</td>
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<tr>
<td>ELT 221 Advanced Line Const</td>
<td>2 SHC</td>
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<td></td>
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<tr>
<td>Required Subject Areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Electricity. Select 3-5 SHC:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 111 Intro to Electricity</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>5 SHC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. **CONCENTRATION** (Not applicable)

C. **OTHER MAJOR HOURS**

To be selected from the following prefixes:

CIS, CSC, ELC, ELT, HEA, and WBL

*Up to two semester hour credits may be selected from ACA.*

*Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.*
CURRICULUM STANDARD REVISION

Wake Technical Community College

Global Logistics and Distribution Management Technology (A25610)

Wake Technical Community College is seeking approval to revise the Global Logistics and Distribution Management Technology (A25610) curriculum standard, effective Fall 2016.

In addition, the proposed revision includes adding a subject area specific to Trucking Operations Management which was developed with the collaboration of the North Carolina Trucking Association and thirteen community colleges who are either currently approved to offer Global Logistics or have expressed interest in offering the Trucking Operations subject area. Four new courses covering the different aspects of trucking operations management were approved by the Curriculum Review Committee (CRC) in October.

Proposed Revisions:
- Change the curriculum title to Supply Chain Management.  
  The change in title would result in a new program code.
- Update the program description.
- Remove the following courses from the core:
  
  BUS 137 Principles of Management    MKT 120 Principles of Marketing

- Remove the course pick list from the Global Logistics Technology subject area.
- Move the following course pick lists from Distribution Management subject area into the core:
  
  Accounting    Economics

- Add a Trucking Operations Management subject area option.

Please note, the proposed revisions would result in a decrease of required core hours for the AAS degree from 33-37 SHC to 27-32 SHC.

Rationale for Revisions: The title change and description updates are needed to align with the industry. Accounting and economics are considered fundamental to each subject area, therefore they have been moved to the core. It was felt that the BUS 137, MKT 120 and the pick list for the Global Logistics Technology subject area could be pursued locally versus remaining as a statewide requirement. The Trucking Operations Management subject area was added as an option to meet the educational needs related to trucking operations management.

Vote Results:
Colleges approved to offer the program: 13
Colleges in favor of the revision: 13
Colleges opposed to revision: 0

Contact Person:
Dr. Hilmi Lahoud
Coordinator
**PROPOSED CURRICULUM STANDARD**

Curriculum Program Title: Supply Chain-Global Logistics and Distribution Management Technology  
Concentration: (not applicable)  
Program Code: A25610xxx  
CIP Code: 52.0203

**Curriculum Description**

The Supply Chain-Global Logistics and Distribution Management Technology curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, trucking operations, supply chain, and manufacturing organizations.

Course work includes the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in economics and finance, transportation, warehousing, inventory control, material handling, purchasing, computerization, supply chain operations, federal transportation and OSHA safety regulations are emphasized.

Graduates should qualify for positions in a wide range of supply chain and logistics-related positions in government agencies, manufacturing, and service organizations. Employment opportunities include entry-level distribution, purchasing, planning, material management, warehousing, inventory, transportation, trucking operations, international freight, and logistics analysts. Upon completion, graduates may be eligible to pursue professional credentials through APICS, AST&L, CSCMP, and ISM.

**Curriculum Requirements***

*for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97 (3)*

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

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III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

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<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>
**Proposed Major Hours**

[ref. 1D SBCCC 400.97 (3)]

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses, which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12-semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

<table>
<thead>
<tr>
<th>Supply Chain Global Logistics and Distribution Management Technology A25610xxx</th>
<th>AAS 49 SHC</th>
<th>Diploma 30 SHC</th>
<th>Certificate 12 SHC</th>
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<tbody>
<tr>
<td><strong>Minimum Major Hours Required</strong></td>
<td></td>
<td></td>
<td><strong>33-37 SHC</strong> <strong>27-32 SHC</strong></td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree.</td>
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<td></td>
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<tr>
<td><strong>Required Courses:</strong></td>
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<td></td>
</tr>
<tr>
<td>BUS 115 Business Law I</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>BUS 137 Principles of Management</td>
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<td></td>
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</tr>
<tr>
<td>LOG 110 Introduction to Logistics</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT 120 Principles of Marketing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Subject Areas:</strong></td>
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<tr>
<td><strong>Accounting. Select one:</strong></td>
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<tr>
<td>ACC 115 College Accounting</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ACC 120 Prin of Financial Accounting</td>
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</tr>
<tr>
<td><strong>Computer Applications. Select one.</strong></td>
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<tr>
<td>CIS 110 Introduction to Computers</td>
<td>3 SHC</td>
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<tr>
<td>CIS 111 Basic PC Literacy</td>
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<td>2 SHC</td>
<td></td>
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<tr>
<td>OST 137 Office Software Applicat.</td>
<td></td>
<td></td>
<td>3 SHC</td>
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<td><strong>Economics. Select one:</strong></td>
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<tr>
<td>ECO 151 Survey of Economics</td>
<td>3 SHC</td>
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<tr>
<td>ECO 251 Prin of Microeconomics</td>
<td></td>
<td>3 SHC</td>
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<tr>
<td>ECO 252 Prin of Macroeconomics</td>
<td></td>
<td></td>
<td>3 SHC</td>
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</table>

* ECO 151, ECO 251 or ECO 252 must be taken to meet this requirement unless the student has taken ECO 151, 251 or 252 to meet the Social/Behavioral Science requirement.
Supply Chain Global Logistics and Distribution Management Technology A25610xxx (Cont’d)

Select one of the following three subject areas:

I. Global Logistics Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOG 125</td>
<td>Transportation Logistics</td>
<td>3</td>
</tr>
<tr>
<td>LOG 215</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>LOG 235</td>
<td>Import/Export Management</td>
<td>3</td>
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<tr>
<td>LOG 240</td>
<td>Purchasing Logistics</td>
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</tr>
<tr>
<td>LOG 250</td>
<td>Advanced Global Logistics</td>
<td>4</td>
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</table>

Select one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
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</thead>
<tbody>
<tr>
<td>INT 110</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>INT 230</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>ISC 131</td>
<td>Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>ISC 135</td>
<td>Principles of Industrial Mgmt</td>
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II. Distribution Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LOG 120</td>
<td>Global Logistics</td>
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<tr>
<td>LOG 210</td>
<td>Fleet Management</td>
<td>3</td>
</tr>
<tr>
<td>LOG 211</td>
<td>Distribution Management</td>
<td>3</td>
</tr>
<tr>
<td>LOG 220</td>
<td>Logistics Management</td>
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<tr>
<td>LOG 230</td>
<td>Transportation Management</td>
<td>3</td>
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</table>

Select one:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
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</thead>
<tbody>
<tr>
<td>ACC 115</td>
<td>College Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
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</table>

Select one:

<table>
<thead>
<tr>
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<th>Title</th>
<th>SHC</th>
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</thead>
<tbody>
<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Prin of Microeconomics</td>
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<tr>
<td>ECO 252</td>
<td>Prin of Macroeconomics</td>
<td>3</td>
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III. Trucking Operations Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
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</thead>
<tbody>
<tr>
<td>BUS 153</td>
<td>Human Resources Management</td>
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<tr>
<td>LOG 125</td>
<td>Transportation Logistics</td>
<td>3</td>
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<tr>
<td>TOM 130</td>
<td>Fleet Maintenance</td>
<td>3</td>
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<tr>
<td>TOM 250</td>
<td>Operations of Trucking I</td>
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</tr>
<tr>
<td>TOM 120</td>
<td>Introduction to Trucking</td>
<td>3</td>
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</tbody>
</table>

B. CONCENTRATION (Not applicable)

C. OTHER MAJOR HOURS

To be selected from the following prefixes:

ACC, AIB, BAF, BAS, BUS, CIS, CSC, CSV, CTS, DBA, ECM, ECO, ETR, GIS, HRM, IEC, INT, ISC, LOG, MKT, OMT, OST, PAD, PMT, TOM, WBL, and WEB

Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.
**Fast Track For Action**: Program applications must meet the following criteria in order to be placed on the FTFA program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

The State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of these program without any special allocation of funds.

**Alamance Community College**
Mechatronics Engineering Technology (A40350)

**Asheville-Buncombe Technical Community College**
Occupational Therapy Assistant (A45500)

**Mitchell Community College**
Culinary Arts (A55150)

**Nash Community College**
Veterinary Medical Technology (A45780)

**Stanly Community College**
Agribusiness Technology (A15100)

**Contact Person:**
Ms. Jennifer Frazelle
Director

SBCC
12/04/2015
I. Program Planning
Alamance Community College (ACC) is seeking approval for the Mechatronics Engineering Technology (A40350) program to begin Fall 2016. The planning area is defined as the college’s service area of Alamance County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Alamance Community College on November 12, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Alamance Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Alamance Community College indicated the following:

- According to data provided by the U.S. Bureau of Labor Statistics for 2012-22, 17% growth is projected for industrial machinery technician jobs nationally.

- Data from the NC Department of Commerce’s County Labor Market Conditions 2015 report indicated that Alamance County added 400 jobs in the manufacturing sector since the beginning of the year, representing a 4.7% increase in the types of jobs that are expected to be supported by the mechatronics program.

- A local industry survey involving eight companies conducted in August, 2015, indicated that there will be as many as 130 positions available within the manufacturing sector to qualified individuals. Companies expressed the challenge they have faced filling positions because of a skills-gap caused by the transition of traditional manufacturing to advanced manufacturing which requires specific automation process and control technician skill sets currently lacking in the field.

- The National STEM Consortium estimates average annual salaries for mechatronics technicians to be approximately $50,000 and the job outlook is expected to be “bright” through at least 2018.

- Letters of support for the program were received from the Alamance-Burlington School System Superintendent and the Carolina Corridor economic development President, Engineered Controls International, LLC, Technical Precision Plastics, Inc., Fairystone Fabrics, Inc., and GKN Driveline North America, Inc.
The college worked with local workforce development agencies, the county school system, and a consortium of seven companies (Engineered Controls, International; Fairystone Fabrics, LLC; GKN Driveline; Glen Raven, Inc.; Nypro, a Jabil Company; Sandvik AB; and Technical Precision Plastics, Inc.) engaged in advanced manufacturing to form the Career Accelerator Program (CAP) apprenticeship partnership. This innovative model will allow students to be paid apprentices in one of these local industries while completing their studies beginning as high school seniors and following at ACC. This pathway from high school through ACC to industry will result in the awarding of an AAS in Mechatronics Engineering Technology, a Registered Apprenticeship certificate, and access to advanced manufacturing jobs in the community.

The proposed mechatronics program is designed to replace the college’s Industrial Systems Technology program. The mechatronics program will include competencies better aligned to advanced manufacturing industry employee skill requirements.

The college surveyed 45 current students regarding their interest in enrolling in a mechatronics program. Nearly 70% of the students indicated interest in enrolling. In addition, there are 10-12 apprenticeship positions available to senior high school students who plan on enrolling in the mechatronics program beginning in Fall 2017.

III. Impact of the Proposed Program on Other Programs
Fifteen colleges are currently approved to offer the Mechatronics Engineering Technology (A40350) program. An impact assessment was sent to colleges located in contiguous counties. No negative impact responses were received.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
These curriculum are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research technicians.

Mechatronics Engineering Technology: A course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, and other electromechanical systems. Includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures. Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

Contact Person: Mr. Frank Sculetti, Program Coordinator
PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Asheville-Buncombe Technical Community College
Occupational Therapy Assistant (A45500)

I. Program Planning
Asheville-Buncombe Technical Community College is seeking approval for the Occupational Therapy Assistant (A45500) program to begin Fall 2016. The planning area is defined as the college’s service area of Buncombe and Madison counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Asheville-Buncombe Technical Community College on April 6, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Asheville-Buncombe Technical Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Asheville-Buncombe Technical Community College (A-B Tech) indicates the following:

- In 2010, the NC Department of Commerce reported that 13% of the population in Buncombe County was 65 years of age or older. In 2014, this percentage had increased to 24.5%.
- Western North Carolina is a desirable retirement location. An increasing aging population will have more medical conditions which will require an increase in Occupational Therapy Assistants (OTAs) and other health care professionals.
- Economic Modeling Specialists Inc. (EMSI) reports employment for OTAs is expected to grow by 28% in Buncombe and Madison counties. Health care is one of the top employment sectors in western North Carolina.
- The median hourly wage, for OTAs in Buncombe and Madison counties, is $31.40 which is among the higher salaries for health care professionals with an associate degree.
- The U.S. Bureau of Labor Statistics projects the need for OTAs to grow by 41% between 2012 and 2022.
- A letter of support for the program was submitted to A-B Tech by the Mission Hospital Healthcare System.
• In 2011, the U.S. Department of Health and Human Services Task Force on Aging reported nationally seventy-seven million baby boomers would turn sixty-five years of age that year. They also projected by 2025 the number of Medicare recipients will reach 69.3 million and represent 20.6% of the U.S. population.

• Demand for allied health professionals varies by employment setting, since facilities deliver different types of care to patients with conditions of varying acuity. Long-term care facilities accounted for the highest percentage of vacancies for OTAs at fifty-four percent. (Allied Health Job Vacancy Tracking Report, March 2012)

III. Impact of the Proposed Program on Other Programs
Six community colleges are approved to offer the Occupational Therapy Assistant program. An impact assessment was sent to each college. No negative impact responses were received.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
The Occupational Therapy Assistant curriculum prepares individuals to work under the supervision of a registered/licensed occupational therapist in screening, assessing, planning, and implementing treatment and documenting progress for clients receiving occupational therapy services.

Course work includes human growth and development, conditions which interfere with activities of daily living, theory and process of occupational therapy, individual/group treatment activities, therapeutic use of self, activity analysis, and grading/adapting activities and environments.

Graduates may be eligible to take the national certification examination for practice as a certified occupational therapy assistant. Employment opportunities include hospitals, rehabilitation facilities, long-term/extended care facilities, sheltered workshops, schools, home health programs, and community programs.

Contact Person:
Ms. Renee Batts
Associate Director
I. Program Planning
Mitchell Community College (MCC) is seeking approval for the Culinary Arts (A55150) program to begin Fall, 2016. The planning area is defined as the college’s service area of Iredell County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Mitchell Community College on May 27, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Mitchell Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Mitchell Community College indicates the following:

- The Culinary Arts program at Mitchell Community College will be designed to provide employment opportunities for graduates in full service restaurants, hotels, catering operations, contract food services, and instutional in-house operations.

- The college expects to incur minimal expenses with the delivery of the Culinary Arts Program. Because of the partnership between MCC and the Iredell-Statesville Schools which includes the career and technical focus within the school system, current resources, including classroom resources are in place. With an anticipated high demand for the program, additional facilities will be available.

- Data from the NC Department of Commerce indicated culinary related jobs are expected to increase at a rate of 25.5% Iredell County between 2012-2022 which is higher than the national average of 19%. The average wage for culinary positions in the area is $15.74 per hour.

- In June of 2015, there were 289 job postings for bakers, chefs and head cooks, first line service managers, and food service managers in Iredell County. Of the 289 openings, 79 were unique job postings (NC Department of Commerce).

- In addition to traditional employment prospects with already established organizations, students with a knowledge of Culinary Arts are also suitable for self-employment, contractor, and entrepreneur employment opportunities. Those interested in entrepreneur employment opportunities will have access to support through the college’s small business center.
The Statesville Chamber of Commerce provided a letter of support and stated that this program would provide much more extensive study for this growing field and would build upon the Culinary Arts curriculum that is offered at the Career Academy and Technical School.

- The Director of Career and Technical Education for Iredell-Statesville Schools indicated that this program would afford high school students opportunities that are above and beyond what is currently available to them.

- The Director of Food Services for Iredell Memorial Hospital also provided a letter of support and stated the program would be a big benefit to Iredell County and surrounding communities and would benefit current employees who would like to enhance their work skills and grow their education.

- The Dean of Culinary Education at Johnson and Wales University provided a letter of support and indicated Mitchell Community College is poised to have significant impact on the shortage in their immediate geographical area by supplying hands-on technical education. If approved, this program will articulate to Johnson and Wales University’s Culinary Program.

### III. Impact of the Proposed Program on Other Programs
Twenty-five colleges are approved to offer the Culinary Arts (A55150) program. An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

### IV. Implementation of Collaborative Plan
Not Applicable

### V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

### VI. Curriculum Description as Designated on Curriculum Standard
This curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or foodservice manager.

**Contact Person:**
Dr. Lisa Eads
Program Coordinator
I. Program Planning
Nash Community College is seeking approval for the Veterinary Medical Technology (A45780) program to begin Fall 2016. The planning area is defined as the college’s service area of Nash County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Nash Community College on November 18, 2013. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Nash Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Nash Community College (NCC) indicates the following:

- Veterinary medicine has become more advanced and specialized, resulting in veterinarians seeking more qualified employees capable of performing and assisting with a wide-array of specialized procedures in the care of domestic, wild, and livestock animal populations.
- The U.S. Bureau of Labor Statistics projects the need for Veterinary Technologists and Technicians to grow by 30% between 2012 and 2022.
- Letters of support for the program were submitted to NCC by the Riverside Veterinary Hospital, Brandywine Veterinary Hospital, P.A. and Benvenue Animal Hospital, P.A.
- The owner of Riverside Veterinary Hospital stated the following: Each time a position opens, I look for Registered Veterinary Technicians (RVTs), but normally find very few applying. In speaking to other veterinarians in the area there is a tremendous need for well qualified RVTs.
In March 2015, nine employers responded to an employer survey completed by NCC. Six of the employers reported they had veterinary technician vacancies that were difficult to fill with qualified personnel. Eight of the employers indicated they anticipate an increase in Veterinary Technician positions within the next ten years.

In Fall 2014 and Spring 2015, NCC offered a Veterinary Assistant course through continuing education. Twenty-eight students enrolled in the course responded to a student survey with 64% indicating a need for NCC to offer a Veterinary Medical Technology program.

The Director of Veterinary Medicine at Brandywine Veterinary Hospital, P.A. noted the following: Our practice has benefitted from the Veterinary Assisting class that is currently offered at the college and we look forward to working with Nash Community College in the expansion of this idea to a full-fledged, quality veterinary technician program that will benefit so many different individuals in this area.

III. Impact of the Proposed Program on Other Programs
Three community colleges are approved to offer the Veterinary Medical Technology program. An impact assessment was sent to each college. Initially, Central Carolina Community College (CCCC) expressed objections. This issue has been resolved and the objection has been removed.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
This curriculum is designed to prepare individuals to assist veterinarians in preparing animals, equipment, and medications for examination and surgery; collecting specimens; performing laboratory, radiographic, anesthetic, dental procedures; assisting in surgery; and providing proper husbandry of animals and their environment.

Course work includes instruction in veterinary anatomy, nutrition, parasitology, pathology, physiology, radiology, terminology, zoology, office practices, laboratory techniques, dentistry, and small and large animal clinical practices.

Graduates of accredited programs may be eligible to take state and national examinations administered by the North Carolina Veterinary Medical Board. Graduates may be employed in veterinary clinics; diagnostic, research, or pharmaceutical laboratories; zoos; academic institutions; or other areas associated with animal care.

Contact Person:
Ms. Renee Batts
Associate Director
I. Program Planning

Stanly Community College is seeking approval for the Agribusiness Technology (A15100) program to begin Spring, 2016. The planning area is defined as the college’s service area of Stanly County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Stanly Community College on October 8, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Stanly Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale

Stanly Community College indicates the following:

- The job outlook for agribusiness related fields is steady or higher than average for the region, with an estimated 10% growth from 2010 to 2020. (Economic Modeling Specialists)
- The 2013 average hourly earnings were estimated at $14.67. (US Department of Labor, Occupational Outlook Handbook)
- The college plans to offer a Career and College Promise high school Agribusiness program if approved for the program.
- One hundred and sixty-seven high school students responded to a student survey with 71.86% indicating a need for Stanly CC to offer an Agribusiness degree. Ninety-nine students indicated they would be interested in enrollment in a Career and College Promise Agribusiness pathway.
- Seventeen employers within the service area responded to an employer survey. The employers estimated that they would need to employ sixty-nine people in related areas within the next two years. Eighty-eight percent of the employers felt there was a need for the college to offer the Agribusiness Technology programs. One employer stated the following: I feel this program would be very beneficial to our community, especially with agriculture being the number one business in Stanly County. Another employer stated: With aging farmers, many are looking to hire help, but finding someone with the education or experience is difficult.
- Graduates of the program will also be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center.
• If approved for the program, the college plans to pursue bilateral agreements with North Carolina State University and A&T to assist students planning to transfer to pursue a four-year degree.

• The President and Chief Executive Officer of the Stanly County Chamber of Commerce is supportive of the proposed program and stated the following: Stanly County has a long standing history of agriculture as a major economic driver. Not only our strong agricultural economy, but also our proximity to one of the state’s major metropolitan markets of the greater Charlotte region, makes the Agribusiness Technology program an important initiative for providing education for future generations. Stanly County’s largest economy stems from agriculture, with aging populations of farmers and agriculture producers, it is critical to educate the next generation of producers.

• The Superintendent of Stanly County Schools is supportive of the proposed program and stated the following: This would be a great opportunity for students enrolled in Career and Technical Education agricultural related pathways at the high school level to further their education in the field of agriculture. The program will benefit current and expanding businesses, as well as draw new companies to the area.

• The North Carolina Cooperative Extension County Extension Director is supportive of the proposed program and stated the following: With agricultural being a major industry in our local economy, as well as North Carolina, training young and older adults to be competitive in this work force is vital.

III. Impact of the Proposed Program on Other Programs
Seven community colleges are approved to offer the Agribusiness Technology program. An impact assessment was sent to South Piedmont Community College which is located in a contiguous county. South Piedmont Community College is in agreement with the impact assessment prepared by Stanly Community College. No negative impact assessments were received.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
These curriculum are designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices.

Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

Agribusiness Technology: A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

Contact Person: Ms. Jennifer Frazelle
Director
STATE BOARD OF COMMUNITY COLLEGES

CAPTIVE/CO-OPTED GROUPS

The State Board is asked to approve the following to be offered to Captive/Co-opted groups as listed, to be offered to Captive/Co-opted Groups under current operating procedures, contingent upon availability of funds.

Continuing Education: Courses of Instruction

- Wake Technical Community College – Central Prison
  - HRD Employability Skills (Thinking for a Change: Cognitive Behavior Interventions)

Contact Person:

*Career and College Readiness*
*Continuing Education*
Ms. Barbara Boyce
Associate Vice President
Continuing Education
919.807.7158
boyceb@nccommunitycolleges.edu

*Curriculum*
Ms. Tracy McPherson
Director
Public Safety Training Programs
919.807.7117
mcphersont@nccommunitycolleges.edu
STATE BOARD OF COMMUNITY COLLEGES
COURSES OF INSTRUCTION TO CAPTIVE OR CO-OPTED GROUPS

CONTINUING EDUCATION and BASIC SKILLS

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer.

They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the Division of Prisons and found in compliance with state standards and prison programming policies.

CODES FOR GROUPS TO BE SERVED

A  Alcoholic Rehabilitation Centers  
D  Domiciliary Care Facilities  
I  Hospital Inpatients  
J  Detention Centers and County Jails  
N  Rest and Nursing Homes  
P  Prisons (Correction setting)  
R  Intellectual Disability Centers  
S  Sheltered Workshops

EXAMPLE: CAS 3120 Code P indicates the continuing education course is being offered in the Prison (Correction) setting. BSP 2000 Code S indicates the basic skills course is being offered in a Sheltered Workshop setting.

CONTINUING EDUCATION and BASIC SKILLS courses are reported in class hours. CURRICULUM courses are reported in semester-hour credits.

MATRIX CATEGORIES*
For Division of Adult Correction (DAC)

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<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Minimum length of stay: 2 months)</td>
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<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)</td>
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<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)</td>
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<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months)</td>
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* Only Division of Adult Correction (DAC) prisons are assigned matrix categories
CONTINUING EDUCATION COURSES

Captive & Co-opted

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<td>301 0</td>
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AGENDA

North Carolina Community College System
Strategic Planning Committee
Caswell Building, AW North Carolina Conference Room
December 3, 2015– 1:30 PM

Welcome and Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 29, 2015

For Information

- Governor’s Postsecondary Goal – Background (Attachment PLAN 1)
- Governor’s Postsecondary Goal – Implications for Community Colleges (Attachment PLAN 2)
- Align4NCWorks Strategic Plan (Attachment PLAN 3)
- Other Updates (Discussion Only)

For Future Action

For Action

New Business

Adjourn
Call to Order
Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:30 pm at the Cameron Conference Center at Guilford Technical Community College and welcomed everyone.

Board Members Participating:  
Dr. Darrell Saunders  
Mr. Bobby Irwin  
Representative Jimmie Ford  
Mr. Clark Twiddy  
Mr. Jerry Vaughn  
Mr. Ernest Pearson

Also Attending:  
Linda Weiner  
Matt Meyer  
Maureen Little  
Chreatha Alston  
Donny Hunter

Ethics Awareness and Conflicts of Interest
Dr. Saunders read the Ethics Awareness and Conflict of Interest Reminder and asked the Committee if there were any conflicts or potential conflicts of interest that needed to be identified. Having so requested and hearing none, Dr. Saunders asked that the record reflect that no conflicts of interest or potential conflicts of interest were reported.

Approval of Agenda
Dr. Saunders asked for a motion to approve the meeting agenda and a motion was made by Representative Jimmie Ford and seconded by Mr. Jerry Vaughn. The motion was adopted.

Approval of Minutes
Dr. Saunders asked for a motion to approve the minutes of the September 17th meeting and a motion was made by Mr. Bobby Irwin and seconded by Mr. Clark Twiddy to approve the minutes. The motion was adopted.

For Information
Thoughts and Discussion on the Joint Boards Collaboration Meeting
Mrs. Linda Weiner asked for comments on whether or not the collaboration of Boards went well and did it meet the PLAN Committee’s expectations. She stated that one item discussed at yesterday’s joint meeting was the requirement that the State Board of Community Colleges, the UNC Board of Governors and the State Board of Education meet annually, although the Boards have not officially come together since 2010. She also noted that yesterday Governor McCrory presented his 67% education provision. Discussion was made on these topics and the benefits of them. Mrs. Weiner asked for thoughts on offering to host the joint meeting for 2016. She said that she would ask Bill Schneider to be present at the December PLAN meeting so that he could provide data on where we are in the 67% goal.
Mrs. Weiner suggested that the PLAN Committee take the lead and draft a letter to the Governor as a follow-up to this joint meeting, indicating our support of the 67% education provision, noting that it is in line with our strategic plan. She said we could copy the Education Cabinet members on this letter and note that we support them keeping track of the progress that each of our partners are making. It was also suggested that we invite our joint boards to come together at our October 2016 Planning Meeting. The Committee unanimously agreed that this would be a good idea.

A motion was requested that we compose a letter to the Governor, copy the Education Cabinet members, and invite our joint board members to our 2016 Planning Meeting. A motion was made by Representative Jimmie Ford, seconded by Mr. Clark Twiddy, and unanimously approved by the Board.

Mrs. Weiner mentioned the Partnership Conference where collective impact was discussed. This was important because this is the concept we’re using for Align4NCWorks. Feedback was given on this topic by the Committee, as well as Ms. Maureen Little and Dr. Matt Meyer.

Discussion was made on the “Boots on the Ground” panel as to what was heard and whether it was helpful based on industry needs.

Discussion was also held regarding the legislative panel, and committee members expressed how pleased they were by both the make-up of the panel (Sen. Jerry Tillman, Sen. Chad Barefoot, Rep. Paul Stam and Rep. Allen McNeil) and the content and information that the panel members shared. Conversation was also held about the need for a unified message from all segments of the community college system to the General Assembly.

Dr. Donny Hunter of the NC Association of Community College Trustees (NCACCT) raised the question of whether or not we needed to reinstate the Joint Legislative Oversight Committee, composed of representatives of the System Office, State Board, NC Association of Community College Presidents and NCACCT. He said that his organization had been convening this group in the past but the meetings had tapered off. He attributed that to the fact that it wasn’t any one group’s responsibility to convene; however, he also cautioned that it was important that not one group was seen as trying to run or lead the effort without full inclusion of the other partners. Discussion was held on possible solutions, and the PLAN Committee agreed that this was a responsibility that might be assumed by the State Board’s new Legislative Affairs Committee, with the Committee organizing the first meeting and then assigning, on a rotating basis, responsibility for future gatherings. This was met with general consensus, and it was agreed that this would be brought to the Legislative Affairs Committee later in the afternoon for further discussion and review.
The group agreed that at this time that they would not meet next year as part of the NCWorks Joint Partnership Conference, but would like to convene a joint meeting of the Boards as part of the SBCC planning meeting.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:04 p.m.

Respectfully submitted,
Ms. Jerrie Farmer
Recording Secretary
Developing a Talent Pipeline
An Education and Workforce Vision for North Carolina

**Goal:** By 2025, 67% of North Carolinians will have education and training beyond high school.

**Where We’ve Been**
Fifty years ago, 79 percent of jobs required a high school diploma or less, and most paid a good wage. Today, that number has dropped to 35 percent of jobs available to high school graduates and dropouts, and more than two-thirds of those jobs pay less than $25,000 a year.

**Where We Are Today**
Today, we face a gap between educational attainment and industry’s projected need for educated workers. Studies by Georgetown University project that 67 percent of jobs in North Carolina will require education and training beyond high school. Currently, only 54 percent of working adults have achieved this attainment.
Developing a Talent Pipeline
An Education and Workforce Vision for North Carolina

Where We Go From Here
To ensure North Carolina workers are prepared for future success, we must establish a statewide shared workforce development goal to fulfill this economic and social need.

Key Investments by Governor McCrory
Governor McCrory has already begun work to ensure that we match educational attainment with the needs of the economy. Past and current efforts include:

- The first bill signed as Governor increased access to career and technical education and provided career and college endorsements for high school diplomas.
- Established NCWorks to promote one consistent strategy for workforce development.
- Recharged the Education Cabinet to break down silos and ensure North Carolina’s education system is preparing students for the skills business and industry will need in the future.
- The Students@Work Project of the North Carolina Business Committee for Education in partnership with school career and technical education coordinators brings more than 25,000 middle school students each year into businesses to demonstrate the connection between their classroom and potential careers.
- Supporting the North Carolina Community College system Closing the Skills Gap initiative to reinvest system savings into preparing workers in high-demand fields.
- In-state tuition for veterans provides opportunities to pursue higher education, and other efforts to streamline the transfer of military skills to civilian jobs help ensure success in the workplace.
- Increasing funding for game changing research in the University of North Carolina system promotes student preparation in expanding fields.
- The Comprehensive Articulation Agreement between the NC Community College System and the UNC system makes it easier for students to transfer between two- and four-year institutions, and contributes to greater bachelor’s and graduate degree attainment.
- The Innovation to Jobs initiative supports preparation of budding entrepreneurs through North Carolina’s public and private universities.
- Pushed for a $2 billion bond referendum that will invest in our universities and community colleges.

How We Get There
Moving forward, North Carolina needs to develop a cohesive strategy to reach our vision. This strategy must:

- Invest resources to support North Carolina’s traditional and non-traditional students in attaining education and training beyond high school more efficiently and promote increased attainment of job-ready degrees.
- Innovate to create new opportunities for part-way home or at-risk students to succeed in earning workforce and education credentials beyond high school.

Goal: By 2025, 67% of North Carolinians will have education and training beyond high school.
Governor's Postsecondary Goal - Implications for Community Colleges

State Board of Community Colleges
Planning Committee
Dec. 2015

A Bold New Goal for NC

Gov. McCrory: By 2025, 67% of North Carolina's working adults will have education and training beyond high school

Governor McCrory Talks Education and Workforce Development at NCWorks Leadership Summit

Oct 28, 2015
Other States: 23 have set goals

National Conversation

Alliance for Quality Career Pathways
a project of CLASP

Data Sharing (CompTIA) Project

Workforce Credentials Coalition

SBCC
12/04/2015
Translating the Goal for NCCCS?

By 2025, 67% of North Carolina’s working adults will have education and training beyond high school – Gov’s Goal

67% of Jobs by 2025 will require some post-secondary education or training. – Georgetown University Center on Education and Workforce

Baseline Data:

58% (25+, non-institutionalized) – includes current supply of individuals with some college, no-degree, associates degrees, and above in 2014. Calculated by Georgetown University CEW

54% (ages 16+, non-institutionalized) - includes current supply of individuals with some college, no-degree, associates degrees, and above in 2014. Calculated by NC Labor, Economics, and Analysis.

North Carolina Educational Attainment, Ages 25-64

67% Goal Based on Non-Credit Credential or Above

2005-2014: U.S. Census Bureau, American Community Survey

2005-2014: U.S. Census Bureau, American Community Survey
North Carolina Educational Attainment, Ages 25-64

67% Goal Based on Some College, No Degree

2005-2014: U.S. Census Bureau, American Community Survey

North Carolina Educational Attainment, Ages 25-64

2014: U.S. Census Bureau, American Community Survey

67% Goal Based on Some College, No Degree

67% Goal Based on Non-Credit Credential or Above

SBCC
12/04/2015
Strategies

1. As a State, improve high school graduation rates and help move high school graduates into (at minimum) some college, no degree programs (Skill Builder programs, Career and College Promise).

2. Increase 3rd Party certifications and have a method of accurately tracking their attainment (marketable third party certifications, creation of a single national portal for 3rd party certification data).

3. Continue historical increases in Associate degrees, Bachelors, and Graduate degrees.

4. Better educate high school counselors, parents, and students about the transfer pathway from CC to university.

Challenges – Counting Certifications

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NC CompTIA Data Matching
Marketable Credentials

• 2013 - 54,550 Career Readiness Certifications (NC CRC) awarded

• No reputable source documenting the value of the NC CRC to students or companies.

• Project Management Professional Certification = $84,000 average nationally, 88 awarded in 2013 in NC

Goal Aligned to Align4NCWorks

* Career Awareness and Mapping
* College Access and Affordability
* Validated Skills and Credentials
Questions?
Align4NCWorks Strategic Plan

Implementation Process

- Communications Blitz/Outreach to College and Partner Stakeholders – more than 20 Align4NCWorks presentations to groups outside the System Office – spring to fall 2015
- Development of Align4NCWorks implementation teams – summer/fall 2015

Project Management Team

- Providing oversight: expectations, timeline, reporting, referral of issues to appropriate teams
- Two meetings held so far, next one to take place in January
- Helped identify the right representatives of other agencies to serve on Collective Impact Teams
- Smartsheet Project Management database to be developed in December/January

Boots on the Ground Teams (BOTG West & BOTG East)

- Regional, college-led interagency teams
- BOTG East: Teams are solidifying industry commitments to interview completers of a joint Pre-Hire Welding program in the region. Next step following industry commitments, is to schedule training and recruit students. BOTG East is also looking at a faculty development project called Instructors in Industry.
- BOTG West: Identified a collaborative project for their region, Manufacturing Summer Camps. Together, the region will market an event (actually three summer camps to be held at the partnering CC’s). High and middle school teachers will join CC faculty during a week long manufacturing summer camp for middle or high school students. Next meeting is December 17th where the concept will be rolled out to local industry.
- Organic efforts occurring, such as Nov. 12 CPCC Align4NCWorks summit. BOTG West is also expanding the Extreme STEM tours to the High Country Workforce Development Region.

Collective Impact (CI) (“Goal-Driven”) Teams

- Two Goal Teams have met, the other two have meetings planned for December.
- Work-based Learning, Competencies, and Credentials CI Team: development of statewide work-based learning definition and framework through an iterative process. A recommended definition will be forwarded to Project Management team for next steps and vetting. The team will be addressing non-credit to credit issues next.
- Data, People, Policy and Protocols Team: comparing career analysis tools/data; collecting/comparing various agencies’ performance measures and terminology; identifying networks and organic efforts related to demand-driven workforce development and workforce system “infrastructure” and talent

Innovations and “Ah-Ha’s”

- BOTG East’s development of a pre-hire welding project serving multiple employers in region to build talent pool
• “Spidering” effect in scale-up of Align4NCWorks Learning Summit innovations, e.g., EXTREME STEM tours (which originated in Catawba County) replicated in Brunswick County, with the help of a BOTG West partner; Careers in College regional camps (hosted by community colleges/with public school involvement) under development

• Identification of factors pulling partners in different directions, e.g., data tools yielding different data estimates (Data, People, Protocols and Policies Collective Impact Team)

Achievements and Philosophy

• Workforce and education leaders and professionals working together=breaking down siloes
• Greater transparency and knowledge of each other’s goals and how system fits together
• Aligning with the field of practice: tapping community college/partner networks and initiatives

Action Steps Achieved and Underway

Action Step 2.A.ii. Increase the number of businesses that list job openings in NCWorks Online. *Staff has checked that community colleges as employers have their listings posted and are exploring biz/individual use of NCWorks Online via workforce program staff. BioNetwork requires this of businesses affiliated with it, and Customized Training strongly encourages its businesses to use NCWorks Online.*

Action Step 2.A.iii. Explore opportunities for increased collaboration between community college employability training/career services and NCWorks Career Centers. --Referred to the HRD Advisory Board, which was briefed in September 2015 and will begin discussing ideas at its December meeting.

Action Step 6.A.i. Promote Career and College Promise to give high school students a jump start on higher education and possible reduction in time/cost at higher education institutions. *The introduction of NCWorks Career Coaches in high schools this year is expected to boost interest in Career and College Promise, as well as greater overall knowledge of community colleges and available career pathways.*

Action Step 6.D.ii. Pursue braided funding solutions to meet the needs of students/prospective students. *With the help of a Duke graduate student, staff are exploring ways to connect with Social Services and SNAP (food stamp) Employment & Training resources to augment services for low-income students.*

Action Step 7.B.iii. Pilot data sharing between third-party industry certification providers and NC workforce development partners in order to determine the value of certifications to industry and students. *System Office staff co-leads the national CompTia Data Sharing Project that is connecting data from certification entities (–most recently ACT and ASE) with student data to gain a better view of student outcomes. Staff also plays a co-leadership role with the national Workforce Credentials Coalition, which has helped some states’ legislative and research efforts involving certifications. Work by NCCCS on Continuing Education data quality is important in helping NC connect to both national initiatives.*

Action Step 7.B.iv. Establish processes for education/workforce partners to access analysis of the employment and wage outcomes of their programs. *The System Office is developing an MOU with the Department of Commerce to obtain outcome data for students in certain workforce projects/programs.*
Action Step 7.C.i. In the short-term, work with partners to identify and use a set of aligned, business-vetted career information for career guidance and counseling that provides students, job-seekers and others with consistent information. One of the collective impact teams is reviewing the use of career tools and the consistency of career data, as a first step toward a true state career information system.

Action Step 8.B.i. With top-level partner support and in consultation with staff of similar strategic planning efforts, establish Align4NCWorks committees and project management protocols to ensure aligned follow-through on strategic plans. Committees were established in summer/fall 2015, including liaisons to partner strategic plans. The System Office purchased Smartsheet (project management tracking tool) in late November to facilitate communication and follow-up.

Action Step 8.B.vi. Actively participate in federal Workforce Innovation and Opportunity Act (WIOA) unified planning and other collaborative planning opportunities, and work with partners to pursue grant opportunities to support the NCWorks/Align4NCWorks vision. NCCCS staff are co-chairing at least four of the WIOA work groups, three NCCCS leaders have participated on the Steering Council, and roughly 25 members of the WIOA Steering Council or its work groups are NCCCS or community college staff.
Welcome and Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – August 20, 2015

For Information
- Quarterly Compliance Services Update (Attachment AUD 1)
- Asheville-Buncombe Technical Community College Investigative Audit (Attachment AUD 2)
- North Carolina Community College System Statewide Federal Compliance Audit Procedures Report (*Discussion only*)

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
CALL TO ORDER

Following proper public notification and a determination that a quorum was present at the August 20, 2015, meeting of the State Board of Community Colleges (SBCC) Accountability and Audit Committee (Committee), Committee Chair Ford called the meeting to order at 3:10 p.m. in the A.W. Conference Room.

Committee members present were Committee Chair Jimmie Ford, Committee Vice Chair Jerry Vaughan, SBCC Vice Chair Clyde Higgs, Dr. Breeden Blackwell, Ms. Lisa Estep, Dr. Samuel Powell, Dr. Darrell Saunders, and Dr. Candler Willis.

Others present included NCCCS staff System President Dr. Scott Ralls, Interim System President-Elect George Fouts, Ms. Jennifer Haygood, Mr. Bryan Jenkins, Ms. Elizabeth Self, Ms. Linda Weiner, Ms. Chreatha Alston, and Ms. Mary Gardner. NCACCP representative Dr. Lawrence Rouse, NCACCT representative Ms. Lyn Austin, and Dr. Donny Hunter of NCACCT, Ms. Linda Sugg of the Bill and Melinda Gates Foundation, and Mr. Harry Painter of The Pope Center were also present.

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Following a brief welcome and introductions, Chair Ford advised members of the ethical requirements for those who serve as public servants and requested members identify any appearance of conflicts or conflicts of interest they might have with items coming before the Committee. Hearing none, the Chair requested that the minutes so reflect.

APPROVAL OF THE AGENDA

The Chair requested changes to or approval of the meeting agenda. Mr. Higgs moved to approve, Ms. Estep seconded, and the Committee approved the agenda without change.

APPROVAL OF THE MINUTES

The Chair requested discussion of or approval of the minutes of the meeting held July 16, 2015. Dr. Saunders moved to approve, Mr. Higgs seconded, and the minutes were approved by the Committee as presented.

For Information

Accountability and Audit Committee Agenda Items (Discussion Only)

Bryan Jenkins, NCCCS Executive Director of the State Board and Director of Internal Auditing, briefed the Committee as to their schedule and items that will typically be seen. Meetings are scheduled quarterly but may be called at other times if needed, and items are generally brought to the Committee for information. The main items seen include NCCC System Office internal
audits which Mr. Jenkins performs, periodic summaries of findings and college responses for college financial audits conducted by the Office of the State Auditor, and lastly, summaries of audits currently referred to as program audits which are conducted by NCCCS Audit Services, henceforth to be referred to as compliance reviews. Jennifer Haygood, NCCCS Executive Vice President and Chief Financial Officer, shared that the name compliance review is as included in legislation introduced by the General Assembly that is pending enactment into law. Once enacted, should a college appeal a finding included in their compliance review to the State Board of Community Colleges, the Accountability and Audit Committee is charged with hearing that appeal.

Cape Fear Community College Investigative Audit (Attachment AUD 1)

Mr. Jenkins stated the Office of the State Auditor began an investigative audit a few months back after receiving complaints about improper occurrences related to Cape Fear Community College. Upon completion, the Office of the State Auditor issued their audit report in July. Key Points listed in the Executive Summary said the former President violated established policies and procedures in the performance of his duties, received inappropriate benefits not outlined in his contract, and received travel and mileage reimbursements in excess of his out-of-pocket expenses. The findings, quantified monetary values, and a brief description for each as listed in the report were:

- Finding 1: Former President Gave Raises and Promotions Without Board Approval - $48,036. “On April 15, 2013, Cape Fear Community College’s former President gave raises and promotions to senior administrators without receiving formal approval from the Board (Board of Trustees of Cape Fear Community College).”
- Finding 2: Former President Used Vending Funds for Personal Expenditures - $35,993. “The former President of Cape Fear Community College spent at least $35,993 in vending funds for personal expenditures. Vending funds are generated by Cape Fear Community College to supplement areas of the College where State or local County funds are not appropriated.”
- Finding 3: Former President was Reimbursed for Mileage Above Actual Out-Of-Pocket Expenditures - $2,900. “Cape Fear Community College paid the former President approximately $2,900 above actual expenditures incurred related to the use of a leased vehicle…The funds expended on mileage reimbursements could have been spent for other College expenses in support of the institution’s overall mission. The former President’s contract did not include a provision for a car, demonstrating the Board’s intention to limit additional costs. Also, many Board members were unaware the College provided the former President with a vehicle.”

As with any audit conducted by the Office of the State Auditor, recommendations are made and the college has the opportunity to respond. As indicated in the report, the Cape Fear Community College Board concurred with each of the findings and has put measures in place to mitigate the risks to ensure these occurrences do not take place going forward.

During discussion, Chair Ford asked who approves a president’s mileage report, travel, etc. In response, Ms. Haygood said there should be internal controls to make sure that someone other than the president reviews and approves reimbursements made to him for college-related expenses, and this is often times a finance officer. Further she noted this as a unique
circumstance, stating the college’s Chief Financial Officer who paid the travel said this particular situation was not addressed in the travel policy manual but did not seek additional guidance on proper reimbursement. Ms. Haygood said the college provided the former President with a leased vehicle and he then submitted reimbursement requests that included mileage reimbursement at the IRS mileage rate. The IRS rate allows for fuel expenses and vehicle depreciation; therefore, reimbursement was made for fuel and vehicle depreciation rather than for fuel only. Since it was a leased vehicle, no vehicle depreciation was incurred, and anyone from an accounting background should have seen it as a red flag. As noted in the audit, the President is no longer with the college, and the Board assigned their legal counsel to determine the scope of the misappropriated funds and to make recommendations about the recovery thereof.

**Education Program Audit Summary Report FY 2014-2015 (Attachment AUD 2)**

Elizabeth Self, Executive Director of Audit Services, provided a summary of the education program audits conducted fiscal year 2014-2015 that included the following:

- 38 or 66% of the colleges had clean audits (no exceptions or concerns).
- 20 or 34% of the colleges had audit review findings. Included in those were 13 colleges that had concerns only which accounted for 65% of the audits with findings and 22% of the audits overall.
- Audit findings required that $848,440 FTE funding be reverted to the State. All reversions were paid prior to the fiscal year-end close-out, thus leaving no outstanding balances. Curriculum findings requiring a reversion of funds accounted for 95% and Continuing Education for 5% of the total monies reverted. There were no findings requiring a reversion of funds noted in Literacy/Basic Skills.
- The were 90,243 hours over-reported and excepted. Of those, 84,209 hours were Curriculum, and 6,034 were Continuing Education/Occupational Extension. By Tier, 944 hours were Tier 1A; 84,921 were Tier 2, and 4,378 were Tier 3.
- In response to the State Board of Community Colleges directive to confirm that the education program audit report for the prior year is reviewed by the college’s local board of trustees, auditors found that one report had not been discussed as required and will be an area for follow-up during the college’s next compliance review.
- In addition to conducting 58 audit reviews during FY 2014-2015, Audit Services staff completed 42 management letters noting areas of concern not included in audit reports, that could lead to a future concern or exception if not addressed (recommendations were included); conducted a special audit review at the college’s request of their Literacy/Basic Skills classes taught to prison inmates that resulted in a management letter and coaching of college staff, conducted 168 Curriculum class visits and 488 Continuing Education class visits; conducted staff development training at two community colleges and training presentations at four conferences; participated in scheduled Audit Services staff development and planning that included four face-to-face staff meetings and ten conference calls; and 5) reviewed compliance procedures and processes to streamline and remove any process no longer deemed necessary.

During discussion, Ms. Estep noted the large reversion required of Carteret Community College, a small college with fewer monetary resources, and asked what the long term ramifications were to the college. Ms. Haygood agreed it was a very sizeable reversion that was the result of an
error when the college adjusted their enrollment report. Given the hours included in the finding and related monetary reversion, NCCCS offered the college the opportunity to repay the monies over multiple years; however, the college desired to put the situation behind them. They were successful in paying in full prior to fiscal year close-out and also identified local controls to be implemented to prevent a recurrence.

**Compliances Services Update (Discussion Only)**

Ms. Haygood provided an update regarding the continuation of Compliance Services, formerly Audit Services. For those new to the SBCC, she shared that the Audit Services staff had been funded through non-recurring funds for the last two years while the audit function was studied. The Program Audit Study Committee (PASC) conducted a thorough study and recommended the General Assembly restore recurring funding but change the manner in which the accountability function would operate. Changes recommended a very specific focus to ensure the integrity of data used to allocate funding as well as ensuring colleges charge and waive tuition per our Rules and regulations, and to conduct compliance reviews every other year unless the college had/has a known issue. It was determined that our Rules, part of the crux of the audit issue, needed to be updated to address issues with modern methods of delivering instruction. Much instruction today is delivered online and by methods where counting minutes is no longer applicable. The budgetary Continuing Resolution we are now operating under provides authority for funds that were non-recurring last year but are funded in both budget proposals to continue; therefore, Audit Services continues and staff remain intact as we await the final budget and statutory change to be enacted into law. In the interim, we are preparing to move forward with the implementation of the PASC recommendations. We have revised job descriptions, adopted various Rules and drafted Rules that speak to frequency and scope of the compliance review that have been shared with the Continuing Education Leadership Committee for feedback, and will be shared with others as recommended revisions undergo further review for inclusion. Additionally and as also recommended by the PASC, Ms. Haygood met with a CPA that may be a good candidate to provide expertise on sampling and materiality.

**NEW BUSINESS/ADJOURNMENT**

Chair Ford asked for new business to be discussed, and granted a request by Ms. Haygood to share information received from a college that identified and self-reported a misuse of funds.

**Wilkes Community College Request for a Special Audit**

Ms. Haygood said both she and Dr. Scott Ralls, System President, received a telephone call last week from Dr. Jeff Cox, President of Wilkes Community College. Dr. Cox reported it had been discovered that a high ranking Continuing Education employee had created fictional classes, named himself as instructor, and paid himself to teach said fictional classes. Dr. Cox is to be commended for his handling of the situation. The individual is no longer employed, and Dr. Cox immediately contacted his local District Attorney who then requested the involvement of the SBI. Due to Dr. Cox’s reporting of the finding, NCCCS will assist in the investigation and will conduct a special review to determine when the fictitious classes began. The college was able to detect this because a relatively new employee saw something that did not look right. The classes immediately recognized were taught in Spring 2015, however, the employee has been on staff for 14 years, so records will be reviewed to see if the occurrences are farther reaching. Mr. Jenkins will assist in the special audit as it appears there are internal controls that need to be put in place.
at the college that are not familied, such as allowing the same staff member to approve a class and approve a contract. The message that needs to be sent forth is that individuals will be dealt with openly and appropriate charges will be filed. Creating FTE amounts to the theft of taxpayer monies, and therefore, will result in appropriate penalties for such behavior. Ms. Haygood asked for questions.

Mr. Vaughn asked why the Office of the State Auditor conducted the investigation at Cape Fear and NCCCS is responding to the Wilkes investigation when both involve improper use of money. Ms. Haygood said the Cape Fear issue was reported through the State Auditor’s fraud hotline which created different avenues by which the situations might be investigated. Additionally, Dr. Ralls said that the issues at Cape Fear are more in the realm of a financial audit where the Wilkes issue is more in a program audit realm since it is dealing with class delivery of programs. Ms. Haygood added that any time we believe someone has received public money improperly, we contact the SBI, and as indicated in the State Auditor’s report, a similar recommendation was made in the Cape Fear audit. She noted it will be our practice to be transparent in bringing any official audits to this Committee.

Responding to questions related to student involvement and how class registration fees were paid, Ms. Haygood said the Continuing Education employee created fictional classes with false students, and therefore no students were harmed due to lack of instruction. The registration fees were paid using local scholarship dollars, and this is again a breakdown in internal controls and segregation of duties. The college has not yet received budget FTE for hours in Spring 2015 so they can be adjusted and removed prior to being reported to receive FTE. The special review will be looking at classes prior to Spring. The current criminal charges being pursued are to recover the money paid to the individual as the instructor. The investigation will determine if additional charges are filed and additional monies are to be recouped.

The Chair called for additional business to be discussed and hearing none, asked for a motion to adjourn. Dr. Saunders so moved, Ms. Estep seconded, and the Committee approved to adjourn the meeting at 3:45 p.m.

Respectfully submitted,

Mary Gardner, Recording Secretary
Quarterly SBCC Accountability Update

SBCC Accountability and Audit Committee
December 3, 2015

Compliance Services

- 2015 Appropriations Act
  - Restore recurring funds for Compliance Services (formerly Audit Services)
  - Amends G.S. 115D to incorporate statutory changes recommended by the Program Audit Study Committee
    - Changes frequency
    - Purpose: Accuracy of data used for allocation of funds and charging/waiving tuition and registration fees consistent with law
What are We Trying to Accomplish?

• A revised accountability system that:
  – Promotes the credibility of our System’s formula budget requests to the General Assembly
  – Ensures the fair allocation of State resources among the 58 institutions
  – Supports the System Office and colleges working in partnership to productively identify ways to improve compliance

Core Principles

Integrity    Fairness    Consistency
What’s New

- New name…new approach that will continue to evolve over the next few years
- Organizational changes and new roles
- Change to biannual reviews, except in cases of material findings
- Compliance reviews conducted on-site
- Suspend financial reversions for error-related findings, except for excessive circumstances until there is a clear definition of materiality
- Opportunities for communication and coaching on documentation expectations

What’s on the Horizon

- Simplified and clear State Board rules.
  - Phase 1
  - Phase 2
- Revised accountability process.
- On-going training and coaching for colleges.
Recent Activities

- Memo CC15-036: Compliance Services Update and 2015-16 Procedures
- Memo CC15-037: Public Safety Waivers: Compliance Elements for Proof of Eligibility
- Memo CC15-038: Tuition and Registration Fee Waiver Reference Guide – FY 2015-17
- Completed initial compliance reviews
- Developed draft of near-term FTE rule changes

Winter/Spring Activities

- Continue compliance reviews
- Vet and adopt Phase 1 FTE rule changes
- Continue development of Phase 2 FTE rule changes
- Establish Compliance Review Advisory Committee
- Contract for external expertise on sampling and materiality
EXECUTIVE SUMMARY

PURPOSE
The Office of the State Auditor investigated a complaint about the purchasing activities of two employees in the Facility Operations Department at Asheville-Buncombe Technical Community College (College).

BACKGROUND
The College is one of 58 institutional members that operate under the authority of the North Carolina State Board of Community Colleges. It receives state funds, county funds, educational foundation funds (restricted and unrestricted), and institutional funds (tuition, fees, bookstore, and vending).

The College’s Facility Operations Department (Department) is responsible for the planning and scheduling of maintenance and repairs for buildings and grounds. The Department purchased $386,455 of cleaning and chemical products over a 33 month period from a single vendor.

KEY FINDINGS
- Director’s failure to follow purchasing procedures may have inflated the cost of cleaning and chemical products
- Reliance on vendor to control product inventory without adequate oversight may have led to unnecessary purchases

KEY RECOMMENDATIONS
- College management should consider disciplinary action against the Director of Facility Operations for failure to follow state and College purchasing procedures after repeated warnings from the College’s Business Office.
- College management should ensure all employees involved in the purchasing process understand and follow both state and College purchasing policies and procedures.
- The Facility Operations Department should develop budgets and other tracking tools that will allow the College to monitor the use of cleaning and chemical products.
November 4, 2015

The Honorable Pat McCrory, Governor
Members of the North Carolina General Assembly
Mr. George Fouts, Interim President, North Carolina Community College System
Dr. Dennis King, President, Asheville-Buncombe Technical Community College
Mr. Joe Brumit, Chairman, Board of Trustees, Asheville-Buncombe Technical Community College

Ladies and Gentlemen:

Pursuant to North Carolina General Statute §147-64.6(c)(16), we have completed an investigation into an allegation concerning Asheville-Buncombe Technical Community College. The results of our investigation, along with recommendations for corrective action, are contained in this report.

Copies of this report have been provided to the Governor, the Attorney General and other appropriate officials in accordance with G.S. §147-64.6(c)(12). We appreciate the cooperation received from the management and employees of Asheville-Buncombe Technical Community College during our investigation.

Respectfully submitted,

Beth A. Wood, CPA
State Auditor
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FINDINGS AND RECOMMENDATIONS
DIRECTOR’S FAILURE TO FOLLOW PURCHASING PROCEDURES MAY HAVE INFLATED THE COST OF CLEANING AND CHEMICAL PRODUCTS ................................................ 2

RELIANCE ON VENDOR TO CONTROL PRODUCT INVENTORY WITHOUT ADEQUATE OVERSIGHT MAY HAVE LED TO UNNECESSARY PURCHASES........................................................................... 3

RESPONSE FROM ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE .......................................................................................................................... 5

ORDERING INFORMATION ....................................................................................... 7

Article 5A, Chapter 147 of the North Carolina General Statutes, gives the Auditor broad powers to examine all books, records, files, papers, documents, and financial affairs of every state agency and any organization that receives public funding. The Auditor also has the power to summon people to produce records and to answer questions under oath.
BACKGROUND
In response to an allegation regarding the purchasing activities of two employees in the Facility Operations Department at Asheville-Buncombe Technical Community College (College), the Office of the State Auditor (OSA) initiated an investigation. During the course of the investigation, additional violations of purchasing policies and procedures were identified and investigated.

Our investigation included the following procedures:

- Review of applicable state and College policies and procedures, personnel records, and North Carolina General Statutes
- Interviews with employees of the College and other North Carolina community colleges
- Examination and analysis of available documents and records related to the allegation

The College is one of 58 institutional members that operate under the authority of the North Carolina State Board of Community Colleges. The College receives state funds, county funds, educational foundation funds (restricted and unrestricted), and institutional funds (tuition, fees, bookstore, vending) to accomplish the North Carolina Community College System’s mission and purpose.

This report presents the results of our investigation. The investigation was conducted pursuant to North Carolina General Statute § 147-64.6 (c) (16).
FINDINGS AND RECOMMENDATIONS
1. DIRECTOR'S FAILURE TO FOLLOW PURCHASING PROCEDURES MAY HAVE INFLATED THE COST OF CLEANING AND CHEMICAL PRODUCTS

The Director of the Facility Operations Department (Director) at Asheville-Buncombe Technical Community College (College) circumvented state and College purchasing procedures that require solicitation for competitive bids.

As a result, the College may have overpaid a single vendor for cleaning and chemical products because other vendors were denied the opportunity to submit competitive bids for similar products.

Bid Requirements Avoided

The Director routinely split purchases and structured orders to a single vendor to ensure purchases did not exceed the state’s $5,000 threshold for bid requirements. The total amount of cleaning and chemical products purchased from the vendor over the past 33 months was $386,455. Investigators reviewed a 33-month period because the College’s last competitively bid contract for cleaning and chemical products expired June 30, 2012.

The Director and his secretary\(^1\) created purchase requisitions after the product had already been ordered and the invoice received. Between July 2013 and March 2015, there were 61 instances where purchase requisitions were prepared after the product had already been received and invoiced by the vendor.

In early 2013, a purchasing agent in the College Business Office first identified issues related to the purchase of cleaning and chemical products. She advised the Director to stop:

- Failing to solicit competitive bids
- Splitting purchasing orders
- Ordering and receiving products prior to the creation of a purchase requisition

The Director did not adjust his purchasing practices in response to the purchasing agent’s concerns. The Director continued to purchase cleaning and chemical products without supplying information requested by the Business Office that would allow it to solicit competitive bids or justify a sole source contract.

As a result, the purchasing agent reported her concerns to her supervisor in March 2013. The Business Office advised the Director on numerous occasions that competitive bidding was necessary per state and College purchasing procedures.

**Director Defended Practice and College’s Former CFO Failed to Act**

The Director defended splitting purchase orders by saying he ordered the products as needed and was not attempting to circumvent state purchasing procedures. He stated that if he kept the purchase orders less than $5,000, the cleaning and chemical product purchases would not be subject to state bidding requirements. He also justified placing multiple orders within a few days for a single product because the products were delivered to different College campuses.

---

\(^1\) The secretary's employment contract with Asheville-Buncombe Technical Community College expired June 30, 2015 and was not renewed.
FINDINGS AND RECOMMENDATIONS

The Business Office escalated its concerns about the Director's purchasing activities to the College's then-Vice President of Business and Finance/Chief Financial Officer (CFO). However, the former CFO failed to address these concerns prior to his separation from the College in August 2013. The current CFO, hired in July 2014, said the Business Office concerns regarding the Director's purchasing activities had not been conveyed to her.

Solicitation of Bids Required for Purchases Greater Than $5,000

According to the Deputy State Purchasing Officer at the Division of Purchase and Contract, if there is a reasonable expectation that purchases of a product will exceed $5,000 during a fiscal year, the College must solicit competitive bids.

The "North Carolina Procurement Manual" requires community colleges to follow specific purchasing requirements. For purchases greater than $5,000, the College is required to solicit competitive bids. For purchases greater than $10,000, the College is required to solicit competitive bids and submit all procurements for goods to the North Carolina Division of Purchase and Contract for processing and approval.

According to the "AB Tech Business Services Purchasing Manual," it is against purchasing regulations to circumvent purchasing threshold requirements by issuing multiple requisitions. The manual further requires College employees to comply with the College’s purchasing policies when submitting a purchase requisition.

RECOMMENDATIONS

- College management should consider disciplinary action regarding the Director's failure to follow state and College purchasing requirements after repeated warnings from the College's Business Office.
- College management should ensure all employees involved in the purchasing process understand and follow both state and College purchasing policies and procedures.

2. RELIANCE ON VENDOR TO CONTROL PRODUCT INVENTORY WITHOUT ADEQUATE OVERSIGHT MAY HAVE LED TO UNNECESSARY PURCHASES

The Director of the Facility Operations Department (Director) at Asheville-Buncombe Technical Community College (College) failed to establish a detailed budget, or other controls, to monitor cleaning and chemical product purchases.

After routinely splitting purchases and structuring orders to avoid bid requirements for a vendor, the Director allowed the same vendor to exercise significant control over the ordering of cleaning and chemical products. For example:

- The vendor determined the frequency and amounts of degreaser dispensed by an automated system. The degreaser product used in the kitchen drains at the College's Culinary Arts School is dispensed through a system installed and programmed by the vendor.
- The vendor was also responsible for monitoring degreaser levels and determining when degreaser containers should be replaced without any oversight from College personnel.
FINDINGS AND RECOMMENDATIONS

In the absence of a budget or other controls, the Director was unable to determine whether the quantities of cleaning and chemical products consumed were excessive. Consequently, the College could have unknowingly purchased excessive amounts of cleaning and chemical products.

The Director justified the vendor’s control over the ordering of cleaning and chemical products by saying that the Facility Operations Department was understaffed.

Best practices require management to monitor operations to identify anomalies and abnormalities. Specifically, the “COSO Internal Control -Integrated Framework”\(^2\) states:

> “Where appropriate, monitoring activities identify and examine expectation gaps relating to anomalies and abnormalities, which may indicate one or more deficiencies in an entity’s system of internal control. When reviewing and investigating expectation gaps, management often identifies root causes of such gaps.”

RECOMMENDATIONS

The Facility Operations department should develop budgets and other tracking tools that will allow the College to monitor the use of cleaning and chemical products.

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\(^2\) The Committee of Sponsoring Organizations of the Treadway Commission (COSO) is a joint initiative of five private sector organizations and is dedicated to providing thought leadership through the development of frameworks and guidance on enterprise risk management, internal control, and fraud deterrence. The five private sector organizations include the Institute of Management Accountants (IMA), American Accounting Association (AAA), American Institute of Certified Public Accountants (AICPA), Institute of Internal Auditors (IIA), and Financial Executives International (FEI).
October 23, 2015

Ms. Beth A Wood, CPA
State Auditor
Office of the State Auditor
2 S Salisbury Street
20601 Mail Service Center
Raleigh, NC 27699-0601

Dear Ms. Wood,

Thank you for your letter of October 12, 2015 and for the work of your staff regarding the investigation of allegations of purchasing irregularities within Asheville Buncombe Technical Community College's department of plant operations.

The College accepts the findings and recommendations with no exceptions. I have attached a report of our responses to the findings as you requested with corrective actions, responsible parties and completion dates identified. I have also included a referral to the recommendations the report suggested. I hope you will note that three corrective actions have been completed and three are in process.

Thank you for your attention to this matter. The College takes this matter seriously and looks forward to improving our purchasing process to conform to state guidelines.

Sincerely,

Dennis King
President

Locally Committed • Regionally Dynamic • World-Class Focused
<table>
<thead>
<tr>
<th>Corrective Action</th>
<th>Responsible Party</th>
<th>Completion Date</th>
<th>Recommendation Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business Manager, Facilities and Operations appointed. Incumbent reports directly to the Chief Financial Officer and not to the Director of Plant Operations. Incumbent is accountable for all departmental purchasing.</td>
<td>President</td>
<td>Accomplished March 1, 2015</td>
<td>#2</td>
</tr>
<tr>
<td>2. Products “Boiler-Mate” and “Lift-Zyme Degreaser” to be bid.</td>
<td>Business Manager, Facilities and Operations</td>
<td>November 6, 2015 (in process)</td>
<td>#2</td>
</tr>
<tr>
<td>3. Vendor will no longer service the containers or program the pumps. These duties are assigned to a College employee.</td>
<td>Director of Plant Operations</td>
<td>Accomplished October 23, 2015</td>
<td>#2</td>
</tr>
<tr>
<td>4. College will compare our use of products with four other colleges with culinary programs. College will set usage goals consistent with other colleges'.</td>
<td>Business Manager, Facilities and Operations</td>
<td>December 1, 2015 (in process)</td>
<td>#2</td>
</tr>
<tr>
<td>5. Director of Plant Operations will receive a letter of reprimand.</td>
<td>President</td>
<td>Accomplished October 23, 2015</td>
<td>#1</td>
</tr>
<tr>
<td>6. Mandatory purchasing training for all supervisors.</td>
<td>Director of Professional Development Purchasing Agent</td>
<td>January 30 2016 (in process)</td>
<td>#2</td>
</tr>
</tbody>
</table>
ORDERING INFORMATION

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Office of the State Auditor
State of North Carolina
2 South Salisbury Street
20601 Mail Service Center
Raleigh, North Carolina 27699-0601

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Facsimile: 919-807-7647
Internet: http://www.nc auditor.net

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Office of the State Auditor Fraud Hotline: 1-800-730-8477
or download our free app.


For additional information contact:
Bill Holmes
Director of External Affairs
919-807-7513

NC$OSA
The Taxpayers' Watchdog

This investigation required 432 hours at an approximate cost of $41,863.
AGENDA
State Board of Community Colleges
POLICY COMMITTEE
Caswell Building, Conference Room 201A
December 3, 2015 - 3:00 p.m.

Call to Order
Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 29, 2015

For Information

- Service Area Review (For discussion only)
- SBCC Code Report – December 2015 (Attachment POL 1)
- Suspension of proprietary license to offer specific programs (Attachment POL 2)

For Future Action

- Recommendations for Initial Proprietary School Licensing (Attachment POL 3)

For Action

- Initiation of the Rulemaking Process to Amend 1D SBCCC 400.2 – “Admission to Colleges” (Attachment POL 4)

New Business

Adjourn

*The Policy Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda. The Full Board will then be asked to suspend the rules and place this item on the ACTION agenda.

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
Policy Committee Minutes  
State Board of Community Colleges  
October 29, 2015

Policy Committee Members in Attendance:
Mr. Lynn Raye  
Mr. Bobby Irwin  
Mr. Todd Johnson  
Ms. Janet Lowder  
Mr. Bill McBrayer  
Mr. Ernie Pearson  
Mr. Jim Rose  
Mr. Clark Twiddy

Others in Attendance:
Ms. Shanté Martin  
Ms. Sondra Jarvis  
Dr. Donny Hunter  
Ms. Lyn Austin

Welcome and Ethics Statement: Mr. Raye called the meeting to order at 3:10 pm in  
Conference Room 131 of the Donald W. Cameron Campus at Guilford Technical Community  
College. He read the Ethics Awareness and Conflict of Interest Statement and asked if there were  
any known conflicts. None were noted.

Approval of the Agenda: Mr. Raye requested a motion to approve the October 29, 2015 agenda.  
Mr. Irwin made a motion to approve the agenda as presented and Mr. Pearson seconded the  
motion. It was unanimously approved by the Committee.

Approval of Minutes: Mr. Raye requested a motion to approve the September 17, 2015 minutes.  
Mr. Twiddy made a motion to approve the agenda as presented and Mr. McBrayer seconded the motion. The minutes were unanimously approved by the Committee.

For Information  
SBCC Code Report – October 2015 (Attachment POL 1)  
Ms. Martin reviewed the SBCC Code report updates for this month.

For Future Action  
Initiation of Rulemaking Process to Amend 1D SBCCC 400.2 – “Admission to Colleges”  
(Attachment POL 2) Ms. Martin introduced President Chad Bledsoe and Mr. Randy Gunter, VP  
of Instruction at Montgomery Community College. One of the instructors in their Gunsmithing  
program questioned the admission of unknown felons into the program. Based on  
recommendations by the college, this new code is being introduced which will help our code  
align with state laws. The local colleges would have authority to take action, put this rule in  
place, and develop the parameters around the admission. This would affect any program that  
would include possession of a firearm.

Mr. Johnson asked why the rule would be optional. Could it not be a system wide rule to protect  
the system from exposure? Dr. Bledsoe said they mirrored other policies when writing their  
recommendation and had not intended to create a rule for all colleges. Ms. Martin said this is the  
perfect time for changes to the language as it is getting ready to go out for public comment. Mr.  
Johnson recommend they require permits to be presented. This would ensure the safety of the  
students, as well as prevent liability exposure of the trustees and state board.

Mr. Johnson made the motion to change “May” to “Shall” in the rule. Mr. McBrayer seconded.
Policy Committee Minutes  
State Board of Community Colleges  
October 29, 2015

Dr. Hunter asked if it could only be adopted at colleges with programs impacted. Ms. Martin said that the rule could read, “…for any program that would require”. Mr. Johnson amended and McBrayer seconded

For Action  
Initiation of Rulemaking Process to Amend 2A SBCCC 400.2 – “Admission Requirements”  
(Attachment POL 3) Ms. Martin reviewed the changes to the State Board Code in relation to Proprietary School Rules. Mr. McBrayer made a motion and Mr. Twiddy seconded the motion.

New Business

Adjournment  
Mr. Twiddy motioned and Mr. McBrayer seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:35 pm.

Respectfully submitted,  
Sondra C. Jarvis  
Recording Secretary
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<td>AMEND “Title 1, Chapter H – Fiscal Management”</td>
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STATE BOARD OF COMMUNITY COLLEGES

Suspensions of Proprietary School Licenses to Offer Specific Programs

School: Mount Eagle College
600-B Museum Drive
Winston Salem, NC 27105

Programs: Nurse Aide I, Nurse Aide I Hybrid

Reason: On or about September 25, 2015, DHHS notified the Office of Proprietary Schools that it was suspending approval of future Nurse Aide I programs at the school pending submission of a Plan of Correction. The school is working with DHHS to submit a Plan of Correction and teach-outs are being completed for 10 students in a morning Nurse Aide I program and 10 students in an evening program. Three (3) students in a Hybrid program were given tuition refunds.
STATE BOARD OF COMMUNITY COLLEGES
Review for Approval of Initial Proprietary School Licensing

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools, as required under Article I, Chapter 115D, North Carolina General Statutes, starting upon approval by the State Board of Community Colleges and ending June 30, 2016 to offer the programs listed.

D. A. ACADEMYOF NC
2303 West Morehead Street, Suite 103
Charlotte, NC 28208

<table>
<thead>
<tr>
<th>Program</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
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KAPLAN COLLEGE
6070 E. Independence Blvd.
Charlotte, NC 28212

<table>
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<td>Coronal Polishing</td>
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<td>Medical Billing and Coding Specialist</td>
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<tr>
<td>Medical Assistant</td>
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<tr>
<td>Electrical Technician</td>
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LIFE TIME ACADEMY
1700 Regency Parkway
Cary, NC 27511

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<tr>
<td>Professional Fitness Specialist-Group Fitness Specialist</td>
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<tr>
<td>Professional Fitness Specialist-Pilates Instructor</td>
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THE IRON YARD -CHARLOTTE  
3800 Arco Corporate Drive  
Charlotte, NC 28273

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<tr>
<td>Back End Engineering</td>
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<td>Data Science</td>
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<td>Mobile Engineering</td>
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<tr>
<td>Design</td>
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UNITY NURSING INSTITUTE  
5715 Westpark Drive, Suite 202  
Charlotte, NC 28217

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<th>Program</th>
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<tbody>
<tr>
<td>Nurse Aide I</td>
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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 300.99.

(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) 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 authorized 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.

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