STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
February 19, 2016

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

Thursday, February 18, 2016

COMMITTEE MEETINGS

Personnel Committee	11:30 a.m.	AW North Carolina Conference Room

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

"Data Governance / SAS Dashboard: An Insider's View"
Presenter: Chris Cline and Bill Schneider

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
Policy Committee	3:00 p.m.	Conference Room 201-A
Legislative Affairs Committee	3:30 p.m.	AW North Carolina Conference Room
Chair's Agenda Review	4:00 p.m.	AW North Carolina Conference Room

** Programs Committee and Strategic Planning Committee will convene jointly at 1:30 p.m. in J. Gregory Poole Conference Room.*

Friday, February 19, 2016

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 January 15, 2016 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:

- ❖ 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

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Information

Estimated Receipts – January 2016 (Attachment FC 1)
FY 2015-16 Mid-Year State Board Reserve Report (Attachment FC 2)
Annual Survey of Fees FY 2014-15 (Attachment FC 3)

For Action

2016 Budget Priorities (Attachment FC 4)
Compensation Reserve Report FY 2015-16 (Attachment FC 5)
State Board Reserve Funding for the Implementation of the Future of Community College Nursing Education Recommendations (Attachment FC 6)
State Board Reserve Funding for Career and College Ready Graduates (Attachment FC 7)
NCWorks Career Coach Program (Attachment FC 8)
Construction and Property (Attachment FC 9) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

For Information

Career and College Promise Operating Procedure Update (Attachment PROG 1)
Applications as Approved by the System President (Attachment PROG 2)
SBCC Code Report – February 2016 (Attachment PROG 3)

For Future Action

Initiation of the Rulemaking Process to Amend 1D Subchapter 300 – Continuing Education (Attachment PROG 4)
Basic Skills Plus Program Request for Cleveland Community College (Attachment PROG 5)

For Action

Cooperative Innovative High School Applications (Attachment PROG 6) [CA]
Curriculum Standard Revision (Attachment PROG 7) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
State Board of Community Colleges – Associate in Fine Arts (A10200) (Attachment PROG 9) [CA]
Combined Course Library – Continuing Education (Attachment PROG 10) [CA]
New Course Approvals, Modification, and Tier Designations

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

For Information

NC Guaranteed Admission Program (NC GAP) Update (Attachment PLAN 1)
State Data Tools: Star Jobs and Reality Check (for discussion only – with guest Speaker Jeff DeBellis)
Align4NCWorks Update (for discussion only)
NCWorks/WIOA Update (for discussion only)

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair (continued)

For Future Action

NCCCS Data Governance Committee Scope and Procedures (Attachment PLAN 2)

POLICY COMMITTEE, Mr. Ernie Pearson, Chair

For Information

SBCC Code Report – February 2016 (Attachment POL 1)

For Action

Amend "1D SBCCC 400.2 – Admission to Colleges" (Attachment POL 2)
Review for Approval of Initial Proprietary Licensing (Attachment POL 3)
Service Area Review Report (Attachment POL 4)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Wesley Fricks, Chair

For Action

Non-Budget Approved by NCACCP (Attachment LEG 1)

NEW BUSINESS

PRESIDENT'S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled on Thursday, March 17, 2016 through Friday, March 18, 2016 at Montgomery Community College in Troy, 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

Construction and Property (Attachment FC 9)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Cooperative Innovative High School Applications (Attachment PROG 6)
Curriculum Standard Revision (Attachment PROG 7)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8)
State Board of Community Colleges – Associate in Fine Arts (A10200) (Attachment PROG 9)
Combined Course Library – Continuing Education (Attachment PROG 10)
New Course Approvals, Modification, and Tier Designations

State Board of Community Colleges

Caswell Building, 200 West Jones Street
Raleigh, North Carolina
January 15, 2016
9:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building. Mr. Bryan Jenkins called the roll and the following members were present:

Ms. Priya Balakrishnan
Dr. Breeden Blackwell
Treasurer Janet Cowell
Ms. Lisa Estep
Representative Jimmie Ford*
Mr. Wesley Fricks
Mr. Bobby Irwin
Mr. Todd Johnson
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
Absent: Ms. Janet Lowder*

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Chairman 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 MINUTES

Mr. Raye made a motion to approve the minutes of the December 4, 2015 meeting of the State Board of Community Colleges. Dr. Powell 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. Lynn Raye, Chair
Mr. Raye stated Finance Committee has no changes.

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair
Dr. Powell stated Program Services Committee has no changes

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
Dr. Saunders stated Strategic Planning Committee has one item.

POLICY COMMITTEE, Mr. Ernest Pearson, Chair
Mr. Pearson stated Policy Committee had no changes.

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

APPROVAL OF THE AGENDA
Mr. Fricks made a motion to approve the agenda, Dr. Powell seconded the motion, and the motion was unanimously approved by voice vote.

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

Items approved on the Consent Agenda were as follows:
FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Service Agreement for ISIR Verification Services 2016-2017 (Attachment FC 9)
Budget Allocations for 2-1 Summary FY 2015-16 (Attachment FC 10)
Construction and Property (Attachment FC 11)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Associate in Engineering (A10500) Program Application (Attachment PROG 6)
- Tri-County Community College

Curriculum Prefix Tiered Funding Formula Recommendations (Attachment PROG 7)
- Wake Technical Community College – TOM-Trucking Operations Management

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8)
- Cape Fear Community College
  - Automotive Customizing Technology (A60190)
  - Nurse Aide (Certificate) (C45840)
  - Veterinary Medical Technology (A45780)
- Central Carolina Community College
  - Building Construction Technology (A35140)
  - Health and Fitness Science (A45630)
  - Therapeutic Massage (A45750)
- Nash Community College
  - Emergency Medical Science (A45340)
- Western Piedmont Community College
  - Mechatronics Engineering Technology (A40350)

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OLD BUSINESS

Chairman Shook asked Dr. Powell to address the agenda item on The Future of Community College Nursing Education – Feasibility Study Request that was tabled at the October meeting.

Dr. Powell said the Programs Committee would like to submit two motions:

To take the Feasibility Study Request motion off the table from October.
To vote on the hiring of a consultant to conduct the study.

Dr. Blackwell seconded the motion to take the agenda item off the table for discussion.

Dr. Powell gave a brief overview of the report and what the recommendations are from the committee that conducted the study. He shared with the board information presented to the committee by nursing student, Penny McVey from Alamance CC.

The four recommendations are:

- Expansion of the Regionally Increasing Bachelors in Nursing (RIBN) collaborations between NC community colleges and universities and new proposals for 3+1 BSN articulation;
- Developing statewide on-line programs, or utilizing statewide partnerships such as Western Governors University, to facilitate BSN completion;
- Developing programs leading to BSN or Master of Science in Nursing (MSN) for a significant number of nursing students entering community college programs with bachelor's degrees; and/or
- Converting some existing community college AND programs to BSN granting status.

Dr. Powell shared outcomes from other states who have addressed this issue. The feasibility study would address how the program would fit to the North Carolina template and the cost of adopting the recommendations.

Chairman Shook opened the floor for discussion.

Mr. Pearson stated that it is important for the board to assure that there is an affordable option to serve the students of the state.

Mr. Ray proposed the substitute motion:

I motion that the board approve the following recommendations by the Future of Community College Nursing Education ad hoc Committee:

- Expand the Regionally Increasing Bachelors in Nursing (RIBN) collaboration between North Carolina community colleges and universities.
- Expand statewide partnerships between the NC Community College System and the University of North Carolina by increasing the number and capacity of RN to BSN online programs, and the collaboration development of a competency-based BSN completion program at one of the UNC System nursing schools.

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- Monitor the RN to BSN Uniform Articulation (3+1) Agreement (which was effective Fall 2015) by performing data analysis and assessment of the university admission capacity to enroll students in the program.

I move that the board does not approve recommendation number four from the ad hoc committee to conduct a state-wide feasibility study to identify need and criteria for the implementation of RN to BSN programs in the North Carolina Community College System. We are not supportive of converting existing community college ADN programs to RN to BSN granting status.

Furthermore, we direct NC Community College System Office staff to monitor progress on the three recommendations approved above and provide regular reports to the State Board of Community Colleges.

Mr. Fricks seconded the motion proposed by Mr. Raye to move forward with all committee recommendations with the exception of conducting a state wide feasibility study.

Mr. Rose stated this is an important issue and it needs to be researched. He suggested the study be done in conjunction with all three branches of education; K-12, Community Colleges, and University system. If we conduct the study without the input of the other entities, it looks self-serving.

Dr. Powell stated a representative from the team that implemented four year programs in Florida spoke to the study committee. The representative suggested before involving others, you must determine how you would offer the program. The study would look at that. The goal is not to change the mission of the community colleges or doing the job of the four year institutions, it is to address an existing issue.

Dr. Willis said that there will be people on one side or another that aren't happy, but the board should address the issue in a rational manner.

Dr. Blackwell shared his concern about the effect on the mission of the community college system and the possible effect on the system's relationship with the legislature. Dr. Blackwell stated his opinion for a need to conduct the study.

Treasure Cowell said that higher education models are under a lot of pressure. The economic return of getting a four year degree currently is a negative return. As a state, we are ignoring that problem. Salaries and pay have been stagnant and the state university tuition continues to increase. It is in the interest of the community colleges to point out these issues and help figure out how to address them.

Mr. Raye agreed that it would be good for us to work with the university system to determine how to address these issues.

Dr. Powell said that the committee found that one of the reasons hospitals are requiring baccalaureate degrees is because of how Medicare reimburses based on education level of the staff. The recommendation by the American Medical Association is for 80% of a nursing staff to have their baccalaureate degree. About half of the hospitals within the state of North Carolina are working toward that recommendation.

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Mr. Vaughan said that he feels the study should concentrate on how our state addresses the requirement of a four year degree for nursing. Who is delivering the education for the degree should not be the focus of the study.

Mr. McBrayer discussed funding concerns related to additional teachers for the higher level classes. Dr. Powell said the committee does not believe the legislature will provide additional funds, but there are other funding sources.

Mr. Irwin said the study would provide all of the facts and he does not see a downside to conducting the study. Mr. Raye expressed concern about spending money on the study as it would seem aggressive on our part.

Mr. Shook called for a vote on the substitute motion.

The substitute motion passed 11 in favor and 7 against.

REPORTS:

Dr. Robert Shackleford, President of North Carolina Association of Community College Presidents

President Shackleford reported the presidents are currently working in support of the NC Connect state bond. Most presidents are involved in securing resolutions of support from our boards of trustees, requisitioning appropriate funds to help finance the statewide marketing campaign, and are engaged in numerous local efforts to support the bond. Locally, we have already initiated several newspaper articles, op-ed columns, community events, press conferences and other efforts to rally local support for the bond, emphasizing how the bond will impact our local communities. The presidents are actively working on the legislative agenda for the upcoming short session. Through participation in the Joint Legislative Committee, the Presidents are collaborating with the System Office, the State Board, and the Trustees.

The Presidents' Association will be discussing "tuition surcharge" at their NCACCP meeting the last week of January. The option came from an NCACCP task force that was charged with discussing colleges keeping the tuition it collects from students rather than being funded on the basis of the FTE formula. It was found that retaining the tuition would only benefit about 13 colleges and hurt 45 colleges. The proposed tuition surcharge is a compromise that would be optional for colleges to adopt. One of the issues is that the fundamental problem is that while our mission as community colleges has expanded exponentially, our basic funding has not.

Dr. Donny Hunter, President and CEO, North Carolina Association of Community College Trustees

The Executive Board of Trustees met on January 8, 2016 with guests, Scott Shook, President Fouts, Ms. Haygood, and President Shackleford. Mr. Jim Rose came and presented information about the Connect NC Bond project that was well received. Community College cabinet will be meeting at Randolph CC on January 27, 2016. The purpose of the meeting is a way to get together and make sure we are all on the same side when it comes to issues. There are three representatives from the State Board,

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Planning events for ACCT National Legislative Summit, February 9th in Washington DC. There is time set aside with Senator Burr and Senator Tillis during the meeting.

Law and Legislative Summit will be held in Raleigh on April 20-22, 2016. All of the board members are welcome to attend. There will be legislators attending. This is timely because the legislature convenes a week later. We hope that we will be able to meet the new president by this meeting as well.

N4CSGA, Ms. Priya Balakrishnan, President

Ms. Balakrishnan shared that they are interviewing a student from Caldwell CC&TI for the vacant PIO position on the Executive Board. Spring divisional meeting and location planning is occurring. These meetings will include leadership workshops, advisor and delegate roundtable discussions, issues management session, and a business meeting. The goal is to ensure that the students understand the mission of the N4CSGA.

N4CSGA is working to show support for the Connect NC Bond through attending events, and producing promotional information. Our goal is inform students about the importance of the bond. We are very happy to advocate for such a significant change in NC, and we could not do it without help from our friends at the System Office.

RECESS from 10:20 till 10:35.

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COMMITTEE REPORTS

PERSONNEL COMMITTEE, Dr. Candler Willis, Vice-Chair

The Board went into closed session pursuant to North Carolina General Statute sections 143-318.11(a)(1) and 143-318.11(a)(6) following a motion by Dr. Willis, seconded by Dr. Blackwell, and approved via voice vote.

Mr. Raye moved to go back into open session with second from Mr. Pearson, approved via voice vote.

On behalf of the Personnel Committee, Dr. Willis recommended and moved that the following actions be approved by the board:

The appointment of Ms. Joyce Long to serve as Interim President of South Piedmont Community College effective January 29, 2016 ending February 29, 2016 and Dr. Jerry McGee to serve as Interim President of South Piedmont Community College from March 1, 2016 until the college hires a new president.

The above item was unanimously approved by voice vote.

President Fouts announced that Dr. Saundra Williams is resigning her position effective May 1, 2016. This position will not be filled in the absence of a president. He will form a search committee to start the search, so that once a person is selected for president, the finalists will be in place for the new president to select from. The Co-Chairs for the search committee will be David Shockley, President at Surry CC and Jennifer Haygood, Executive Vice President and Chief Financial Officer.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye said that the committee has no action items, however he asked Ms. Haygood to review two information items for the board.

Local Tuition Surcharge Proposal (Attachment FC5) – Ms. Haygood said that the Presidents' Association will discuss the issue of tuition surcharge at their upcoming meeting. The System Office's goal is to keep the State Board aware of the conversations around this issue. A Tuition Surcharge committee had been formed to look at the treatment of tuition within our system and the impact of institutions retaining receipts locally. The committee opted to not move forward with the idea of changing the current funding model. Attachment FC 5A outlines the impact on colleges if receipts had been retained by colleges rather than going to the state treasury over the past seven years. The analysis shows which colleges would benefit and which would not. Enrollment growth tended to be better years, but there are several colleges that are being buffered by the current funding model. The alternate recommendation was to allow for a surcharge. The optional surcharge would supplement the state tuition rate and colleges would retain the surcharge funds. The two main issues are: 1) would the action be consistent with the mission of keeping the tuition as low as possible while funding for the college's resources; and 2) would this take pressure off the General Assembly to fund us appropriately.

2016 Budget Priorities (Attachment FC 8) – Ms. Haygood presented the current list of budget priorities. There is still collaboration going on with the Presidents' Association over the next two weeks before this will be ready for approval. The board will be asked to take action in February. OSBM and the Governor's

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office asked for us to present our requests in terms of how they meet priorities and structural issues. The resolution that will be approved this morning at the request of the Strategic Planning Committee will support our goals. We felt it was advantageous to structure around how to meet that goal.

Ms. Haygood reviewed the goals and the reasoning behind why these were selected as our focus.

- The first budget strategy, improving student completion, would not cost the state any additional funding. We would retain the community college budget funds that would otherwise be cut in FY16-17 to restore approximately $25 million of the $59 million management flexibility cut. Interim President Fouts gave examples on how student support has helped increase the student completion. The current programs in place are funded by various grants. If we can get at risk students into gateway classes, they are more likely to be successful. Ms. Haygood said that the System Office will be asking each college for what their plan will be to utilize those funds to support the students.
- The second budget strategy would "Close the Interest Gap" – part of the challenge with getting students in key workforce programs are misconceptions about key industries. This would fund an awareness campaign and provide tools to the colleges that would provide labor market data for faculty, staff, and students. Funding would ensure that students are trained on up-to-date equipment in modern facilities.
- The third budget strategy is to support the Competency Based education program. One of the biggest inefficiency in current education is when students have to repeat courses that contain information that they already know. This program would award credits based on prior learning.
- The fourth budget strategy would support recruitment and retention of quality faculty and staff. We are addressing this with the Presidents in response to comments that the Governor has made encouraging us to look at Community College salaries.

Ms. Haygood said there are structural budget needs that will need to be addressed if the ConnectNC bond passes.

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Dr. Powell said that all of the items from Programs Committee were on the Consent Agenda.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved that the following item be approved by the board:

Resolution to Support North Carolina's Call to Action (Attachment PLAN 2)

Ms. Weiner shared the resolution that will be presented from the State Board of Community Colleges. The resolution will be delivered by President Fouts on Tuesday, January 19, 2016 at the Education Cabinet meeting.

The above item was unanimously approved by voice vote.

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POLICY COMMITTEE, Mr. Ernest Pearson, Chair

Mr. Pearson shared information from the College Security Survey (Attachment POL 1). He said after discussion by the committee, they chose to not take any action and allow the local community colleges to continue to manage their security as they deem appropriate.

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

Review Public Comments for "1D SBCCC 400.2 – Admission to Colleges" (Attachment POL 3)

Mr. Pearson reviewed public comments that were discussed by the committee. The change proposed by staff on question three was adopted by the committee. The committee adopted staff's recommendations for all of the public comments. Because the changes to the rule constitute a "substantial change" under the SBCC Code, the document will go out again for public comment. Ms. Martin said the proposed amendments will create an exception for Basic Law Enforcement and Training courses since there is already a process in place to prevent felons from enrolling in Basic Law Enforcement and Training courses. The language will be updated to read "determined" rather than "authorized" to give the colleges authority to decide how and when to do background checks.

The above item was unanimously approved by voice vote.

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

Review Public Comments for and Amend "2A SBCCC 400.2 – Admission Requirements" (Attachment POL 4)

The above item was unanimously approved by voice vote.

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

Recommendations for Initial Proprietary School Licensing (Attachment POL 5)

Due to a change in the address of the school, the amended agenda item was given to the board.

The above amended item was unanimously approved by voice vote.

AWARDS COMMITTEE, Mr. Bill McBrayer, Vice-Chair

The Board went into closed session pursuant to North Carolina General Statute sections 143-318.11(a)(2) following a motion by Mr. McBrayer, seconded by Dr. Powell, and approved via voice vote.

The Board discussed the selections for the State Board awards.

Mr. Raye moved to go back into open session with second from Mr. Pearson, approved via voice vote.

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On behalf of the Awards Committee, Mr. McBrayer recommended and moved that the following actions be approved by the board:

- Excellence in Teaching – Dr. Willis announced that Frank "Ed" Spitler, Professor and Chair, Engineering Technologies at Sandhills Community College was the award winner.
- Staff Person of the Year – Mr. McBrayer announced that Mr. Gary Heisey, Small Business Center Director at Blue Ridge Community College was the award winner.
- President of the Year – Dr. Saunders announced that Dr. Lawrence Rouse from James Sprunt Community College was the award winner.
- Distinguished Partners in Excellence – Mr. McBrayer announced that Tryon International Equestrian Center and Isothermal Community College were the award winner.
- I.E. Ready – Mr. McBrayer announced that Dr. Ben Currin from Vance-Granville Community College was the award winner

Mr. McBrayer moved to go back into open session and it was seconded. He reminded everyone in attendance that calls will be made to the winners after the meeting and asked them to refrain from sharing the information about the winners. He reviewed all of the winners in open session.

The above items were unanimously approved by voice vote.

NEW BUSINESS

Mr. Vaughan thanked Ms. Haygood and her staff for addressing the issue about security so quickly.

PRESIDENT'S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES

Interim President Fouts recognized April Tibbs as MVP for the month of January 2016.

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

BOARD MEMBERS QUESTIONS/COMMENTS

Mr. Raye thanked President Fouts and the staff for their hard work and dedication in making the board's stay here during the meeting pleasant.

Mr. Rose gave a brief status report on the ConnectNC Bond and thanked those who have given him opportunities to speak to groups.

Chairman Shook thanked the members for all their hard work on various committees.

Mr. McBrayer shared with the board members that he has been visiting the colleges within his region and challenged all of his peers to try to do the same. He said that the colleges will appreciate the connection with the board members.

DATE OF NEXT MEETING

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The next State Board Meeting will be held on Thursday, February 18, 2016 through Friday, February 19, 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 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 Chairman Shook at 12:05 p.m. unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

_____
Mr. George Fouts, Interim System President

_____
Mr. Scott Shook, Chair

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AGENDA

State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building
Conference Room 201A
February 18, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes

- January 14, 2016

For Information

- Estimated Receipts – January 2016 (Attachment FC 1)
- FY 2015-16 Mid-Year State Board Reserve Report (Attachment FC 2)
- Annual Survey of Fees FY 2014-15 (Attachment FC 3)

For Action

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- State Board Reserve Funding for Career and College Ready Graduates (Attachment FC 7)
- NCWorks Career Coach Program (Attachment FC 8)
- Construction and Property (Attachment FC 9) [CA]

New Business

Adjourn

MINUTES

FINANCE COMMITTEE

January 14, 2016 - 1:30 p.m.

Members Present:

Lynn Raye
Priya Balakrishnan
Todd Johnson
Janet Lowder (Telephone)
Lisa Estep
Jim Rose

System Office Staff and Others:

Jennifer Haygood, NCCCS
Cindy Mixter, NCCCS
Chreatha Alston, NCCCS
Bruce Humphey, NCCCS
Brandy Andrews, NCCCS
Arthur Hohnsbehn, NCCCS
Rondra McMillan, NCCCS
Cheryl Kaminski, NCCCS
Dorrine Fokes, NCCCS
Sharon Rosado, NCCCS
Saundra Williams, NCCCS
L. Steve Thornburg, Cleveland CC
Donnie Hunter, NCACCT
Adam Brueggemann, OSBM
Ryan Conrad, OSBM
Brett Altman, NCGA

CALL TO ORDER

Mr. Lynn Raye called the meeting to order at 1:31 p.m.

ROLL CALL

Carmen Cargill took the roll of the Finance Committee members.

ETHICS AWARENESS AND CONFLICT OF INTEREST

Mr. Raye read the required ethics statement. There were no conflicts of interest.

AGENDA

Mr. Raye asked for a motion to approve the agenda for the meeting as presented. Mr. Jim Rose moved, seconded by Mrs. Lowder.

MINUTES

Mr. Raye asked for a motion to approve the minutes of the January 14, 2016, meeting as presented. Mr. Rose moved, seconded by Mr. Todd Johnson**.**

FOR INFORMATION

Estimated Receipts – December 2015 (Attachment FC 1)

Ms. Haygood reviewed the Estimated Receipts specifying that tuition receipts are currently at 52% of budget which is below expectations through the end of December. Ms. Haygood reminded the committee that the anticipated shortfall is due mainly to declining enrollment, as well as increases in tuition waivers. She went on to discuss the mid-year tuition increase which has also affected the Estimated Receipts reporting.

Ms. Haygood explained to the committee that colleges were previously advised to hold one percent of their state budget allocations in reserve in the event budgets needed to be reduced. She stated that colleges' budgets will have to be reduced by an amount that will be one percent or less, and a decision will be made within the next week.

2000 Higher Education Facilities Financing Act Bond Projects Status Report (Attachment FC 2)
Ms. Haygood reviewed the 2000 Higher Education Facilities Financing Act Bond Projects Status Report stating that this will be last report related to these funds. There are approximately $137,000 in three remaining projects that have yet to be expended. Those projects, at Central Piedmont, Rowan Cabarrus, and Southwestern Community Colleges, are scheduled for completion in the next month. Ms. Haygood explained that any residual funds that remain after the colleges receive the final as-built drawings from the architects would be moved into other projects.

Annual Report to the State Building Commission of Capital Projects (Attachment FC 3)
Ms. Haygood stated that the State Board of Community Colleges has granted special construction delegation to three colleges (Central Piedmont, Guilford Technical and Wake Technical Community Colleges) that have the staff and demonstrated expertise to manage construction projects. The statute that allows the SBCC to grant special construction delegation also requires the colleges to disclose and report annually all contracts that have been entered into. This report provides the State Building Commission with some level of oversight for projects and contracts that would normally fall under the State Construction Office.

Ms. Haygood called attention to the number of contracts listed for Central Piedmont Community College (CPCC) in relation to the number of contracts for Guilford Community College and Wake Technical Community College. She stated the reason for the volume of contracts is because CPCC uses a multi-prime method of contracting rather than having a general contractor with one large contract.

Capital Improvement Funds Expended or Obligated Report (Attachment FC 4)
Ms. Haygood stated that this is an annual report which captures all capital improvement funds expended or obligated, since the inception of our system, through the end of last fiscal year. The report provides a breakdown of local, state and federal funds. Ms. Haygood suggested the committee members may be particularly interested in how capital improvement funding breaks down between local versus state dollars. She further stated that many counties are challenged to meet the statutory requirement of providing funding for capital improvements and the State has played a significant role in funding over the years.

Local Tuition Surcharge Proposal (Attachment FC 5)
Ms. Haygood reminded the Committee members that the Local Tuition Surcharge Proposal was previously discussed at the December Finance Committee meeting. This proposal would give the local Board of Trustees the option to implement a tuition surcharge of up to 10% of the state tuition rate. These funds would be considered institutional funds and remain locally. Ms. Haygood stated the proposal is currently before the NC Association of Community College Presidents (NCACCP) and it is anticipated the NCACCP will discuss at their meeting later this month.

DRAFT

Ms. Haygood provided a historical analysis of the difference between budgeted receipts and actual receipts by college. The analysis indicates the overwhelming majority of colleges would experience significant revenue shortfalls if the current method of pooling tuition receipts as a system was discarded in favor of retaining tuition receipts locally.

Ms. Haygood also provided a summary, by college, of estimated surcharge receipts that could be generated under the Local Tuition Surcharge Proposal. The assessment provided two scenarios: a 5% surcharge and a 10% surcharge. A robust discussion followed.

System Office Contract Report as of December 31, 2015 (Attachment FC 6)
Ms. Haygood reviewed the semi-annual contract report. She stated that of the 30 contracts issued, 20 were issued to a community college. Additionally, only 2 contracts were over $50,000. These two contracts were granted to South Piedmont Community College and Appalachian State University.

System Office Grants Awarded Report as of December 31, 2015 (Attachment FC 7)
Ms. Haygood reviewed the grants report which is also provided to the Board on a semi-annual basis. She indicated that the bulk of these funds are to support Adult Education and Literacy and Career and Technical Education programs.

FOR FUTURE ACTION

2016 Budget Priorities (Attachment FC 8)
Ms. Haygood reviewed the 2016 Budget Recommendations which was presented at the December 3, 2015 Finance Committee meeting. She indicated that the 2016 Budget recommendations have been refined to include specifics as well as success measures. Each recommendation was discussed in detail. Ms. Haygood stated that the 2016 Budget Priorities would also be presented and discussed at the upcoming NCACCP meeting.

Mr. Raye inquired if there were any recommendations related to security concerns at Community Colleges. Ms. Haygood directed the members' attention to POL 1 (College Security Survey Results) on the Policy Committee agenda.

FOR ACTION

Service Agreement for ISIR Verification Services 2016-2017 (Attachment FC 9) [CA]
Mr. Rose moved, Mr. Johnson seconded, and the Committee approved a Service Agreement with the North Carolina State Education Assistance Authority (NCSEAA) for an amount up to $575,055 for the provision of services related to the matching and verification of "Institutional Student Information Records" (ISIR) and "SARC C Code Resolution" for those ISIRs that are unable to be verified. Ms. Haygood said that there are nine colleges participating again this year, two of which are new to the service.

Budget Allocations for 2-1 Summary FY 2015-16 (Attachment FC 10) [CA]

Mr. Johnson moved, Mrs. Estep seconded, and the Committee approved to present the 2-1 Summary to the full board. Ms. Haygood reviewed the report. She noted that overall total county funding for FY 2015-16 is down by 8.28%, and overall funding (state, county and institutional) is down by 3.19%. Ms. Haygood responded to several questions explaining the significance of the different categories. A brief discussion followed.

Construction and Property (Attachment FC 11) [CA]

Ms. Haygood reviewed the agenda item.

Mr. Johnson moved, Ms. Estep seconded, and the Committee approved the following new projects.

A. Central Piedmont Community College – Project No. 2086 – Overcash Center – Roof Replacement – Estimated cost is $500,000, composed of all local funds.

B. Craven Community College – Project No. 2093 – Stem Building – Havelock Campus – Estimated cost is $14,000,000, of which $50,000 are available for advanced planning.

C. Johnston Community College – Project No. 2090 – Tart and Art (STEAM) Buildings – Multiple Roof Replacements – Estimated cost is $1,225,000, composed of all local funds.

D. Rockingham Community College – Project No. 2095 – Whitcomb Student Center – Renovation – Estimated cost is $750,000, composed of all local funds.

E. Southeastern Community College – Project No. 2085 – Business/Industrial Skills Training Center (T Building) - Addition and Manufacturing Industrial Labs (Buildings M & B) - Renovations – Estimated cost is $4,151,991, composed of $90,000 state funds (40720) which are available for planning.

Ms. Haygood also reviewed the agenda items for the Acquisition and Disposal of Real Property.

Mr. Johnson moved, seconded by Ms. Estep. The Committee approved Acquisition and Disposal of Real Property.

A. The Board of Trustees of Blue Ridge Community College requests permission as per G.S. 115D-15 to renew a lease of approximately 6 acres of property with several buildings located on College Drive at the intersection of Eagle's Reach Drive, North Carolina, to the Henderson County Fire and Rescue Association, Inc. The term of the lease is thirty years.

B. The Board of Trustees of Coastal Carolina Community College requests permission as per G.S. 115D-20 to acquire two suites of a condominium approximately 3,403 square feet, located at 1703 Country Club Road, Jacksonville, North Carolina. The suites will house the College's Compensatory Education Program.

DRAFT

C. The Board of Trustees of Fayetteville Technical Community College requests permission as per G.S. 115D-15 to lease approximately 1,448 square feet of office space, located in the College's Business and Industrial Center, North Carolina to Cumberland County. The purpose of this three year lease is for the County to house a joint city and county economic development entity on the College's campus.

D. The Board of Trustees of Rowan-Cabarrus Community College requests permission as per G.S. 115D-15 to acquire approximately 5.39 acres of property adjacent to the College's North Campus property in Rowan County.

NEW BUSINESS

Mr. Raye inquired if there was any new business to bring before the committee. There were no responses.

Adjournment

The meeting was adjourned at 2:43 p.m.
Recording Secretary
Carmen Cargill

DRAFT

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
January 31, 2016

	2013-14	2014-15	2015-16	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	$ 367,096,183	$ 357,932,547	$ 350,495,365	-2.1%
ACTUAL NET RECEIPTS COLLECTED	224,333,852	214,335,128	209,705,709	-2.2%
BUDGETED RECEIPTS UNCOLLECTED	$ 142,762,331	$ 143,597,419	$ 140,789,656	
PERCENT OF BUDGET COLLECTED	61.1%	59.9%	59.8%	

PERCENT OF BUDGET BENCHMARK (3 year average)		64.0%
COLLECTION BENCHMARK	$	224,275,103
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	$	(14,569,394)
PERCENT OVER-REALIZED / (SHORTFALL)		-6.5%

PERCENT OF BUDGET BENCHMARK (last year)		63.2%
COLLECTION BENCHMARK	$	221,615,003
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	$	(11,909,294)
PERCENT OVER-REALIZED / (SHORTFALL)		-5.4%

FY 2015-16 BUDGETED RECEIPTS REFLECTS THE
FOLLOWING LEGISLATIVE ADJUSTMENTS:

$ (13,506,579) ENROLLMENT DECLINE ADJUSTMENT
$ (8,069,397) TUITION INCREASE ADJUSTMENT
$ (2,000,000) IN-STATE TUITION FOR VETERAN ADJ.

$ (23,575,976) -0.07% BUDGETED RECEIPTS DECREASE

STATE BOARD OF COMMUNITY COLLEGES
Mid-Year State Board Reserve Fund Report

Background: G.S. 115 D-5(j) provides that "[t]he State Board of Community Colleges shall use its Board Reserve Fund for feasibility studies, pilot projects, start-up of new programs, and innovative ideas. Effective July 1, 2011, the requirement to report biannually to the Joint Legislative Education Oversight Committee on State Board Reserve funds was removed during the 2011 Legislative Session per House Bill 200 Section 8.2.(b) (S.L. 2011-145). However, this report has continued to be provided to the State Board on a biennial basis for information.

Summary of Report: The State Board approved an allocation of up to $75,000 from the State Board Reserve Fund to be used in the search for the next NC Community College System President. A contract was awarded to Hockaday-Hartford Consulting for $70,000 on October 21, 2015. As of December 31, 2015, zero dollars have been expended.

Contact:
Jennifer Haygood
Executive Vice President of Operations, Chief Financial Officer

STATE BOARD OF COMMUNITY COLLEGES
Annual Survey of Fees FY 2014-15

Background Information and Timelines: On May 16, 2014, the State Board repealed Title 1, Chapter E, Student Tuition and Fees" and adopted a new "Title 1, Chapter E, Student Tuition and Fees" of the SBCC Code. The results of the survey presented for FY 2014-15 are consistent with the newly adopted parameters. 1E SBCCC 700.1(e) of the State Board Codes states *"The college shall report all required local fees established by the board of trustees to the System Office on an annual basis as directed by the System Office."* Local fees are defined as instructional technology, student activity, college access, parking and security (CAPS) and required specific fees.

Current Procedures: State Board policy regarding all four types of local fees permits the retention and expenditure of receipts collected locally. Because receipts are held in colleges' institutional accounts, the Division cannot obtain this information without surveying the colleges. Local boards of trustees and their presidents have the authority to levy fees not inconsistent with the parameters established by the State Board.

Survey Results:

Fee Types

As noted, there are four types of fees that local boards may charge under current State Board policy. They include:

1. Instructional Technology Fee
   a. Curriculum ($48 per academic term maximum)
   b. Continuing Education ($5 per course maximum)
2. Student Activity Fee ($35 per academic term maximum)
3. College Access, Parking and Security Fee (CAPS) (no maximum)
4. Required Specific Fees (no maximum)

Executive Summary

Note: Many of the year-to-year changes are noted in parentheses ().

1. Instructional Technology Fee
   a. Curriculum:
      - 54 colleges (93%) charge a fee. This is an increase of one from the fiscal year 2013-14.
      - Of the 54 colleges that charge a fee, three charge up to the $48 per academic term maximum permitted, and the remaining 51 charge less than the $48 maximum. Five of those 54 colleges waive the fee for the summer term. No college charges more than the $48 per academic term maximum.

- For the fiscal year, colleges expended $5,410,897.40 (+684,767.90) and had on-hand a cash balance of $23,377,692.57 (+$5,296,864.83).
- The cash balance may be used for the procurement, maintenance, operating and repair of computer and other instructional technology (hardware and software), including supplies and materials for operations.
- Colleges are authorized to use instructional technology fee receipts to hire support positions to operate, maintain and repair this technology.

b. Continuing Education:

- 30 colleges (51%) charge a fee, a decrease of three from fiscal year 2013-14.
- Of the 30 that charge a fee, 28 (+1) charge the $5 per course maximum permitted, and five charge up to $3. Twenty-seven colleges waive the fee for the summer term.
- For the fiscal year, colleges expended $101,524.75 (+$44,705.88) and had on-hand a cash balance of $869,031.82 (-$20,368.68).
- The cash balance may be used for exactly the same purposes noted for Curriculum.

2. Student Activity Fees
    - All 58 of the colleges charge a student activity fee during the fall and spring semesters. Five colleges charge up to the $35 maximum permitted in fiscal year 2014-15. 28 colleges (48%) don't charge a fee during the summer term, a decrease of three from fiscal year 2013-14.
    - For the fiscal year, colleges expended $9,851,537.23 (+$247,706.61) and had on-hand a cash balance of $8,486,719.40 (+$888,519.10).
    - The receipts that are collected from the fee shall be used to support student activities.
    - Student activities include the Student Government Association (SGA), scholarships, student functions and events, athletics, clubs, graduation expenses, IDs, and student publications.
    - Of the funds expended in fiscal year 2014-15, 30% were for student functions and events, 18% for the SGA, 23% for staff salaries, 20% for athletics, and 9% among other student purposes.

3. College Access, Parking and Security (CAPS) Fees
    - 35 colleges (61%) charge a parking fee. Of the 35 colleges, four waive this fee during the summer term.
    - While there is no maximum that can be charged, as State Board policy leaves this up to the local Board of Trustees, the range charged was from $1 to $97 per semester. The most common charges were between $5 and $15 per semester.
    - Those colleges with significant to severe parking problems had higher charges. Colleges are also appropriately charging parking fees to cover the need for increased security in parking lots, especially at night.

- Expenditures for the fiscal year totaled $7,915,053.03 (-$511,397.41), and the funds balance at year-end was $12,825,754.15 (+$2,775,220.48). Of the funds expended, Paving/Resurfacing (3%), Security (66%), and Other (24%) were the major categories of expenditures.

4. Required Specific Fees
    - Specific fees are used for the purposes for which they are charged and collected, including consumables expended in the instructional process, including tools, uniforms, lab supplies, live projects, patrons, etc.
    - In the survey, colleges were asked to provide a list, to be retained by the Division of Business and Finance, of the fees charged. There is no significant rationale for keeping the balances of these fees, as they are turned over with the classes or activities offered.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ANNUAL SURVEY OF FEES FY 2014-15

Instructional Technology Fee - Curriculum
$48 per academic term maximum

	Summer 2014		Fall 2014/Spring 2015			
	Rate	Basis	Rate	Basis	Expenditures for 2014-15	Fund Balance June 30, 2015
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC	$16	Semester	$16/$32	Semester	853,210.00	821,834.86
BEAUFORT CO COMMUNITY COLLEGE	None		$1	Credit Hour	35,722.64	105,201.04
BLADEN COMMUNITY COLLEGE	$12	Semester	$12	Semester	35,172.57	7,860.45
BLUE RIDGE COMMUNITY COLLEGE	$6/$11/$16	Semester	$6/$11/$16	Semester	85,130.93	(1,008.50)
BRUNSWICK COMMUNITY COLLEGE	$8/$16	Semester	$8/$16	Semester	41,317.62	3,073.10
CALDWELL COMMUNITY COLLEGE	None		None		-	-
CAPE FEAR COMMUNITY COLLEGE	$1	Credit Hour	$2	Credit Hour	193,880.00	215,008.00
CARTERET COMMUNITY COLLEGE	$8/$16	Semester	$8/$16	Semester		273,693.44
CATAWBA VALLEY COMMUNITY COLLEGE	$16	Semester	$16	Semester	142,489.07	313,608.88
CENTRAL CAROLINA COMMUNITY COLLEGE	8/$16	Semester	8/$16	Semester	236,901.10	276,038.86
CENTRAL PIEDMONT COMMUNITY COLLEGE *	$48	Semester	$48	Semester	421,391.89	2,590,697.61
CLEVELAND COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	-	231,574.15
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE *	$16	Semester	$16	Semester	16,165.24	318,121.65
CRAVEN COMMUNITY COLLEGE	$16	Semester	$16	Semester	50.05	737,664.50
DAVIDSON CO COMMUNITY COLLEGE	$7/$10/$16	Credit Hour	$7/$10/$16	Credit Hour	2,124.62	576,778.68
DURHAM TECHNICAL COMM COLLEGE	$13	Semester	$16	Semester	109,093.36	323,768.25
EDGECOMBE COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	34,074.16	259,796.12
FAYETTEVILLE TECH COMM COLLEGE	$6	Semester	$16	Semester	388,355.14	1,693,087.00
FORSYTH TECHNICAL COMM COLLEGE	$10/$16	Semester	$30/$48	Semester	475,181.82	1,536,438.56
GASTON COLLEGE	$1	Credit Hour	$1	Credit Hour	206,756.72	646,739.24
GUILFORD TECH COMM COLLEGE	$10/$16	Semester	$10/$16	Semester		2,624,574.44
HALIFAX COMMUNITY COLLEGE	$10	Semester	$10	Semester	44,642.22	(96,447.78)
HAYWOOD COMMUNITY COLLEGE	$6/$11/$16	Credit Hour	$6/$11/$16	Credit Hour		182,738.69
ISOTHERMAL COMMUNITY COLLEGE	None		None		-	-
JAMES SPRUNT COMMUNITY COLLEGE	$8/$12/$16	Credit Hour	$8/$12/$16	Credit Hour		259,316.92
JOHNSTON COMMUNITY COLLEGE	$16	Semester	$16	Semester	71,782.35	546,546.63
LENOIR COMMUNITY COLLEGE	None		$2 Credit Hour/$16 Semester	Credit Hour/Semester	989.03	140,773.12
MARTIN COMMUNITY COLLEGE	None		$12	Semester	-	16,595.21
MAYLAND COMMUNITY COLLEGE	$8/$16	Credit Hour	$8/$16	Credit Hour	44,297.13	43,751.28
MCDOWELL TECHNICAL COMM COLLEGE	$1	Credit Hour	$1	Credit Hour	89,637.00	20,239.00
MITCHELL COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	61,679.75	2,123.72
MONTGOMERY COMMUNITY COLLEGE	$16	Semester	$16	Semester	1,710.00	161,857.36
NASH COMMUNITY COLLEGE	$2	Credit Hour	$6	Credit Hour	259,343.51	52,651.55
PAMLICO COMMUNITY COLLEGE	$10	Semester	$10	Semester	3,656.28	20,649.23
PIEDMONT COMMUNITY COLLEGE	$10/$10	Semester	$16/$20	Semester	88,724.73	52,621.24
PITT COMMUNITY COLLEGE	$16	Semester	$16	Semester	367,587.29	366,649.71
RANDOLPH COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	73,430.52	176,568.96
RICHMOND COMMUNITY COLLEGE	$15	Semester	$15	Semester		167,100.14
ROANOKE-CHOWAN COMMUNITY COLLEGE	$16	Semester	$16	Semester	48,992.00	53,560.00
ROBESON COMMUNITY COLLEGE	$16	Semester	$16	Semester	64,813.80	77,052.87
ROCKINGHAM COMMUNITY COLLEGE	$10/$16	Credit Hour	$10/$16	Credit Hour	105,419.55	121,915.75
ROWAN-CABARRUS COMMUNITY COLLEGE	$8/$16	Semester	$8/$16	Semester	346,969.23	386,685.98
SAMPSON COMMUNITY COLLEGE	$8/$12/$16	Credit Hour	$8/$12/$16	Credit Hour	2,190.03	237,023.08
SANDHILLS COMMUNITY COLLEGE	$16	Semester	$16	Semester	89,002.49	106,127.81
SOUTH PIEDMONT COMMUNITY COLLEGE	$1	Credit Hour	$2	Credit Hour	38,742.56	4,410.23
SOUTHEASTERN COMMUNITY COLLEGE	$5/$10	Semster	$5/$32	Semester	1,027.13	89,569.70
SOUTHWESTERN COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	981.62	176,481.76
STANLY COMMUNITY COLLEGE	None		$48	Semester	165,701.44	136,152.76
SURRY COMMUNITY COLLEGE	$1 Credit hour/$10 Course	Credit Hour/Course	$1 Credit Hour/$10 Course	Credit Hour/Course		156,867.00
TRI-COUNTY COMMUNITY COLLEGE	$16	Semester	$16	Semester	66,523.23	69,250.72
VANCE GRANVILLE COMMUNITY COLLEGE	$6/$12	Semester	$6/$12	Semester	5,691.11	591,878.04
WAKE TECHNICAL COMMUNITY COLLEGE	$3	Credit Hour	$3	Credit Hour	13,606.00	4,613,969.60
WAYNE COMMUNITY COLLEGE	$8/$16	Semester	$8/$16	Semester	1,982.21	579,936.98
WESTERN PIEDMONT COMM COLLEGE	None		$2	Credit Hour	-	89,597.88
WILKES COMMUNITY COLLEGE	$4	Credit Hour	$4	Credit Hour	50,009.22	64,381.68
WILSON COMMUNITY COLLEGE	$16	Semester	$16	Semester	24,749.04	154,545.42
TOTAL					5,410,897.40	23,377,692.57

*** Expenditures and Fund Balance include continuing education.**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ANNUAL SURVEY OF FEES FY 2014-15

Instructional Technology Fee - Continuing Education
$5 per course maximum

	Summer 2014		Fall 2014/Spring 2015			
	Rate	Basis	Rate	Basis	Expenditures for 2014-15	Fund Balance June 30, 2015
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC	$5	Course	$5	Course	403.09	103,058.36
BEAUFORT CO COMMUNITY COLLEGE	None		$5	Course	925.00	4,077.20
BLADEN COMMUNITY COLLEGE	$5	Semester	$5	Semester		
BLUE RIDGE COMMUNITY COLLEGE	$5	Course	$5	Course	13,034.49	2,316.44
BRUNSWICK COMMUNITY COLLEGE	$5	Course	$5	Course	-	7,857.85
CALDWELL COMMUNITY COLLEGE	None		None		-	-
CAPE FEAR COMMUNITY COLLEGE	$5	Course	$5	Course		14,167.00
CARTERET COMMUNITY COLLEGE	None		None		-	-
CATAWBA VALLEY COMMUNITY COLLEGE	$5	Course	$5	Course	-	14,475.00
CENTRAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
CENTRAL PIEDMONT COMMUNITY COLLEGE *	$5	Course	$5	Course	-	-
CLEVELAND COMMUNITY COLLEGE	None		None		-	-
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE *	$5	Course	$5	Course		-
CRAVEN COMMUNITY COLLEGE	$5	Course	$5	Course	-	12,313.17
DAVIDSON CO COMMUNITY COLLEGE	$5	Course	$5	Course	-	36,815.67
DURHAM TECHNICAL COMM COLLEGE	$5	Course	$5	Course	-	103,605.10
EDGECOMBE COMMUNITY COLLEGE	None		None		-	-
FAYETTEVILLE TECH COMM COLLEGE	None		None		-	-
FORSYTH TECHNICAL COMM COLLEGE	$5	Course	$5	Course	23,940.35	150,472.72
GASTON COLLEGE	None		None		-	-
GUILFORD TECH COMM COLLEGE	$3	Course	$3	Course	-	86,321.85
HALIFAX COMMUNITY COLLEGE	$5	Semester	$5	Semester	-	3,305.00
HAYWOOD COMMUNITY COLLEGE	$5	Course	$5	Course	-	5,696.00
ISOTHERMAL COMMUNITY COLLEGE	None		None		-	-
JAMES SPRUNT COMMUNITY COLLEGE	None		None		-	1,022.27
JOHNSTON COMMUNITY COLLEGE	$1/$2/$3		$1/$2/$3		(52.41)	18,078.70
LENOIR COMMUNITY COLLEGE	$3	Course	$3	Course	2.97	8,435.54
MARTIN COMMUNITY COLLEGE	None		None		-	-
MAYLAND COMMUNITY COLLEGE	None		None		-	-
MCDOWELL TECHNICAL COMM COLLEGE	None		None		-	-
MITCHELL COMMUNITY COLLEGE	None		None		-	-
MONTGOMERY COMMUNITY COLLEGE	$5	Course	$5	Course	-	1,962.66
NASH COMMUNITY COLLEGE	None		None		-	-
PAMLICO COMMUNITY COLLEGE	None		None		-	-
PIEDMONT COMMUNITY COLLEGE	None		None		-	-
PITT COMMUNITY COLLEGE	$5	Course	$5	Course	5,969.51	118,051.02
RANDOLPH COMMUNITY COLLEGE	None		None		-	-
RICHMOND COMMUNITY COLLEGE	None		None		-	-
ROANOKE-CHOWAN COMMUNITY COLLEGE	None		None			
ROBESON COMMUNITY COLLEGE	$5	Semester	$5	Semester	-	5,694.32
ROCKINGHAM COMMUNITY COLLEGE	None		None		-	-
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None		-	-
SAMPSON COMMUNITY COLLEGE	$5	Course	$5	Course	-	-
SANDHILLS COMMUNITY COLLEGE	$5	Course	$5	Course	3,345.23	27,639.21
SOUTH PIEDMONT COMMUNITY COLLEGE	$5	Course	$5	Course	188.13	1,582.18
SOUTHEASTERN COMMUNITY COLLEGE	None		None		-	-
SOUTHWESTERN COMMUNITY COLLEGE	$5	Course	$5	Course	2,553.16	7,446.43
STANLY COMMUNITY COLLEGE	None		$5	Course	27,958.57	788.14
SURRY COMMUNITY COLLEGE	$1/$2/$3	Course	$1/$2/$3	Course	-	30,641.00
TRI-COUNTY COMMUNITY COLLEGE	$5	Semester	$5	Semester	-	11,242.42
VANCE GRANVILLE COMMUNITY COLLEGE	$3	Course	$3	Course	2.46	4,587.30
WAKE TECHNICAL COMMUNITY COLLEGE	$5	Course	$5	Course	-	49,533.00
WAYNE COMMUNITY COLLEGE	$5	Semester	$5	Semester	695.00	12,233.50
WESTERN PIEDMONT COMM COLLEGE	None		None		-	-
WILKES COMMUNITY COLLEGE	$5	Course	$5	Course	76.23	8,455.38
WILSON COMMUNITY COLLEGE	$5	Semester	$5	Semester	22,482.97	17,157.39
TOTAL					101,524.75	869,031.82

*** Expenditures and Fund Balance included in curriculum.**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ANNUAL SURVEY OF FEES FY 2014-15

Student Activity Fees
$35 per academic term maximum

	Summer 2014		Fall 2014/Spring 2015			
	Rate	Basis	Rate	Basis	Expenditures for 2014-15	Fund Balance June 30, 2015
ALAMANCE COMMUNITY COLLEGE	$15	Semester	$30	Semester	108,657.00	556,350.00
ASHEVILLE-BUNCOMBE TECH CC	None		$20/$30	Semester	255,867.71	102,350.05
BEAUFORT CO COMMUNITY COLLEGE	None		$1	Credit Hour	22,690.63	51,340.32
BLADEN COMMUNITY COLLEGE	$12.50/$20	Semester	$12.50/$20	Semester	37,559.53	11,867.30
BLUE RIDGE COMMUNITY COLLEGE	None		$20.50/$22/$25	Semester	91,057.70	12,331.00
BRUNSWICK COMMUNITY COLLEGE	None		$20/$32.50	Semester	67,083.22	3,767.27
CALDWELL COMMUNITY COLLEGE	$3	Course	$7	Course	164,691.07	178,856.02
CAPE FEAR COMMUNITY COLLEGE	None		$2.25	Credit Hour	489,214.00	671,408.00
CARTERET COMMUNITY COLLEGE	$4/$4	Semester	$10/$14	Semester	27,657.29	50,760.03
CATAWBA VALLEY COMMUNITY COLLEGE	None		$5 Credit Hour/$32 Semester	Credit Hour/Semester	265,572.53	
CENTRAL CAROLINA COMMUNITY COLLEGE	$2.75	Semester	$8.75/$14.75	Semester	231,450.10	(54,041.55)
CENTRAL PIEDMONT COMMUNITY COLLEGE	None		$26/$35	Semester	1,412,799.91	144,182.37
CLEVELAND COMMUNITY COLLEGE	None		$31	Semester	149,901.04	157,833.94
COASTAL CAROLINA COMMUNITY COLLEGE	$5/$8	Semester	$5/$15	Semester	112,427.57	223,627.09
COLLEGE OF THE ALBEMARLE	None		$14/$32.50	Credit Hour	103,097.98	106,909.70
CRAVEN COMMUNITY COLLEGE	None		$32	Semester	62,507.63	145,307.43
DAVIDSON CO COMMUNITY COLLEGE	None		$18/$28/$35	Credit Hour	188,570.59	30,259.62
DURHAM TECHNICAL COMM COLLEGE	$12	Semester	$15	Semester	180,619.09	72,656.46
EDGECOMBE COMMUNITY COLLEGE	$0.75	Credit Hour	$0.75	Credit Hour	86,173.26	24,287.89
FAYETTEVILLE TECH COMM COLLEGE	$10	Semester	$14	Semester	268,697.53	650,489.54
FORSYTH TECHNICAL COMM COLLEGE	$20	Semester	$35	Semester	306,234.27	352,401.91
GASTON COLLEGE	None		$1.50	Credit Hour	96,667.69	133,170.80
GUILFORD TECH COMM COLLEGE	None		$15/$26.25	Semester	407,104.39	424,677.88
HALIFAX COMMUNITY COLLEGE	$35	Semester	$35	Semester	76,773.00	166,896.26
HAYWOOD COMMUNITY COLLEGE	None		$16.50/$24/$32.50	Credit Hour	164,137.69	208,769.95
ISOTHERMAL COMMUNITY COLLEGE	None		$15/$20/$27	Semester	91,636.55	67,736.77
JAMES SPRUNT COMMUNITY COLLEGE	None		$15/$17/$19	Credit Hour	27,482.97	7,330.17
JOHNSTON COMMUNITY COLLEGE			$25.50/$32.50		151,490.49	189,643.60
LENOIR COMMUNITY COLLEGE	None		$8/$19/$32	Semester	111,772.42	22,251.11
MARTIN COMMUNITY COLLEGE	None		$19	Semester	13,463.51	96,653.50
MAYLAND COMMUNITY COLLEGE	None		$18/$32	Credit Hour	26,814.71	108,349.50
MCDOWELL TECHNICAL COMM COLLEGE	$2.50	Credit Hour	$2.50	Credit Hour	8,753.00	2,040.00
MITCHELL COMMUNITY COLLEGE	None		$1.50 Credit Hour/$19 Semester	Credit Hour/Semester	110,339.90	59,239.01
MONTGOMERY COMMUNITY COLLEGE	$1.60/$2/$6	Semester	$1.60/$3/$27	Semester	23,073.86	11,768.54
NASH COMMUNITY COLLEGE	None		$5	Credit Hour	162,434.45	94,291.42
PAMLICO COMMUNITY COLLEGE	$3.75/$5.65/$7.50/$10	Semester	$3.75/$5.65/$7.50/$10	Semester	2,716.09	12,142.23
PIEDMONT COMMUNITY COLLEGE	$10	Semester	$20	Semester	38,230.85	36,636.64
PITT COMMUNITY COLLEGE	$15	Semester	$21	Semester	359,180.00	225,123.00
RANDOLPH COMMUNITY COLLEGE	$0.75	Credit Hour	$1.75	Credit Hour	80,415.77	142,505.32
RICHMOND COMMUNITY COLLEGE	None		$15/$22	Semester	58,078.51	114,134.90
ROANOKE-CHOWAN COMMUNITY COLLEGE	$14.25/$30.50	Semester	$14.25/$30.50	Semester	36,336.19	8.00
ROBESON COMMUNITY COLLEGE	$15/$25	Semester	$15/$25	Semester	71,320.53	52,158.32
ROCKINGHAM COMMUNITY COLLEGE	$1	Semester	$8/$16/$24/$32	Credit Hour	102,588.09	59,557.88
ROWAN-CABARRUS COMMUNITY COLLEGE	$9	Semester	$28	Semester	305,343.06	151,822.15
SAMPSON COMMUNITY COLLEGE	$8/$12/$16	Credit Hour	$8/$12/$16	Credit Hour	28,726.40	40,590.67
SANDHILLS COMMUNITY COLLEGE	None		$32.50	Semester	215,738.71	202,699.35
SOUTH PIEDMONT COMMUNITY COLLEGE	$2	Credit Hour	$2	Credit Hour	86,027.97	100,180.79
SOUTHEASTERN COMMUNITY COLLEGE	None		$16/$32	Semester	46,896.37	25,327.25
SOUTHWESTERN COMMUNITY COLLEGE	None		$2	Credit Hour	96,324.80	150,107.21
STANLY COMMUNITY COLLEGE	$18	Semester	$35.00	Semester	131,503.20	190,741.09
SURRY COMMUNITY COLLEGE	None		$3.25	Credit Hour	142,577.00	161,394.00
TRI-COUNTY COMMUNITY COLLEGE	$8	Semester	$8	Semester	11,198.26	80,995.25
VANCE GRANVILLE COMMUNITY COLLEGE	$5	Semester	$20/$25	Semester	105,301.66	221,395.71
WAKE TECHNICAL COMMUNITY COLLEGE	$35	Semester	$35.00	Semester	1,415,754.00	782,855.00
WAYNE COMMUNITY COLLEGE	None		$15/$30	Semester	185,085.49	224,915.98
WESTERN PIEDMONT COMM COLLEGE	$2	Credit Hour	$2	Credit Hour	51,126.22	216,718.53
WILKES COMMUNITY COLLEGE	None		$3.25	Credit Hour	118,621.30	102,455.32
WILSON COMMUNITY COLLEGE	$1.35	Credit Hour	$2.18	Credit Hour	57,972.48	106,491.91
TOTAL					9,851,537.23	8,486,719.40

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ANNUAL SURVEY OF FEES FY 2014-15

College Access, Parking and Security (CAPS) Fees
No maximum

	Summer 2014		Fall 2014/Spring 2015			
	Rate	Basis	Rate	Basis	Expenditures for 2014-15	Fund Balance June 30, 2015
ALAMANCE COMMUNITY COLLEGE	None		None		-	-
ASHEVILLE-BUNCOMBE TECH CC	None		None		-	-
BEAUFORT CO COMMUNITY COLLEGE	None		None		-	-
BLADEN COMMUNITY COLLEGE	$7	Semester	$7	Semester	24,045.00	3,601.25
BLUE RIDGE COMMUNITY COLLEGE	None		None		-	-
BRUNSWICK COMMUNITY COLLEGE	None		None		-	-
CALDWELL COMMUNITY COLLEGE	$1/$2	Course	$1/$2	Course	1,878.81	201,421.36
CAPE FEAR COMMUNITY COLLEGE	$10/$20	Semester	$20/$40	Semester	587,492.00	464,938.00
CARTERET COMMUNITY COLLEGE	None		None		-	-
CATAWBA VALLEY COMMUNITY COLLEGE	None		None		-	-
CENTRAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
CENTRAL PIEDMONT COMMUNITY COLLEGE	$73/$97	Semester	$73/$97	Semester	3,031,782.87	1,792,268.81
CLEVELAND COMMUNITY COLLEGE	None		None		-	-
COASTAL CAROLINA COMMUNITY COLLEGE	None		None		-	-
COLLEGE OF THE ALBEMARLE	$5	Semester	$15	Semester	12,125.60	81,193.29
CRAVEN COMMUNITY COLLEGE	$10	Semester	$10	Semester	19,173.91	207,470.11
DAVIDSON CO COMMUNITY COLLEGE	$25	Semester	$25	Semester	42,670.54	458,073.54
DURHAM TECHNICAL COMM COLLEGE	$4/$11.74	Semester	$4/$15	Semester	96,425.03	1,270,496.51
EDGECOMBE COMMUNITY COLLEGE	$1	Credit Hour	$1	Credit Hour	112,874.56	74,473.46
FAYETTEVILLE TECH COMM COLLEGE	$15	Semester	$15	Semester	294,752.03	867,140.42
FORSYTH TECHNICAL COMM COLLEGE	$25	Year	$25	Year	265,222.24	205,384.76
GASTON COLLEGE	$10	Semester	$12	Semester	155,104.07	451,856.25
GUILFORD TECH COMM COLLEGE	$25/$50	Semester	$25/$50	Semester	158,996.50	2,848,229.54
HALIFAX COMMUNITY COLLEGE	7/$8/$9/$10/$11/$12/$13/$14/$1	Credit Hour	/$8/$9/$10/$11/$12/$13/$14/$1	Credit Hour	26,937.05	14,545.39
HAYWOOD COMMUNITY COLLEGE	None		None			
ISOTHERMAL COMMUNITY COLLEGE	None		None		-	-
JAMES SPRUNT COMMUNITY COLLEGE	None		None		-	-
JOHNSTON COMMUNITY COLLEGE	None		None		-	-
LENOIR COMMUNITY COLLEGE	None		$10	Semester	2,124.02	133,405.46
MARTIN COMMUNITY COLLEGE	None		None		-	-
MAYLAND COMMUNITY COLLEGE	$5	Semester	$5	Semester	3,315.84	10,083.34
MCDOWELL TECHNICAL COMM COLLEGE	$5	Semester	$5	Semester	6,256.00	4,924.00
MITCHELL COMMUNITY COLLEGE	None		$15	Semester	20,861.89	88,078.36
MONTGOMERY COMMUNITY COLLEGE	$5	Semester	$5	Semester	-	24,859.38
NASH COMMUNITY COLLEGE	$12 Semester CU | $1 Course CE	Semester CU | Course CE	$14 Semester CU | $5 Course CE	Semester CU | Course CE	108,948.92	18,859.63
PAMLICO COMMUNITY COLLEGE	None		None		-	-
PIEDMONT COMMUNITY COLLEGE	None		None		-	-
PITT COMMUNITY COLLEGE	$1	Semester	$4.50	Semester	5,543.02	265,496.07
RANDOLPH COMMUNITY COLLEGE	$5	Semester	$5	Semester	15,155.26	17,237.29
RICHMOND COMMUNITY COLLEGE	None		None		-	-
ROANOKE-CHOWAN COMMUNITY COLLEGE	$2	Semester	$2	Semester	918.00	3,342.00
ROBESON COMMUNITY COLLEGE	$7.50	Semester	$7.50	Semester	24,762.94	85,062.29
ROCKINGHAM COMMUNITY COLLEGE	$5	Semester	$10	Semester	36,664.06	
ROWAN-CABARRUS COMMUNITY COLLEGE	None		None		-	-
SAMPSON COMMUNITY COLLEGE	$5	Semster	$5	Semester	3,503.30	45,080.77
SANDHILLS COMMUNITY COLLEGE	None		None		-	-
SOUTH PIEDMONT COMMUNITY COLLEGE	None		None		-	-
SOUTHEASTERN COMMUNITY COLLEGE	$10	Semester	$10	Semester	9,527.49	152,695.09
SOUTHWESTERN COMMUNITY COLLEGE	None		None		-	-
STANLY COMMUNITY COLLEGE	$10	Semester	$25	Semester	48,934.07	(464.99)
SURRY COMMUNITY COLLEGE	None		$5	Semester	6,324.00	26,994.00
TRI-COUNTY COMMUNITY COLLEGE	$4	Semester	$4	Semester	70,052.00	1,556.45
VANCE GRANVILLE COMMUNITY COLLEGE	$1.50 Credit Hour CU/$4 Course C	Credit Hour CU / Course CE	1.50 Credit Hour CU | $4 Course C	Credit Hour CU | Course CE	36,252.15	311,389.60
WAKE TECHNICAL COMMUNITY COLLEGE	$25	Semester	$85	Semester	2,598,130.00	2,439,264.00
WAYNE COMMUNITY COLLEGE	None		None		-	-
WESTERN PIEDMONT COMM COLLEGE	None		$5	Semester	5,325.36	17,666.75
WILKES COMMUNITY COLLEGE	$15	Semester	$20	Semester	10,272.52	91,423.80
WILSON COMMUNITY COLLEGE	$15	Semester	$15	Semester	72,701.98	147,708.17
TOTAL					7,915,053.03	12,825,754.15

2016 Budget Recommendations

Attachment FC 4

Goal: Sixty-seven percent (67%) of working-aged North Carolinians will have education and training beyond high school by 2025.

- ***Budget Strategy 1: Improve student completion rates by investing in student supports (tutoring labs, supplemental instruction, etc.).***
  - Recommendation: No new appropriation required
    - Retain in the community college budget funds that would otherwise be cut because FTE enrollment is below budgeted levels;
    - Use those funds to restore approximately $25 million of the $59 million management flexibility cut; and
    - Direct that colleges use these monies to fund locally-determined student supports that promote student completion.
  - Research shows that students who successfully complete college-level "gateway" English and math courses are more likely to complete a credential, as these courses provide the foundation for success.
  - Pilot projects have shown that providing students with additional supports outside the classroom leads to improved student outcomes in these courses.
  - Measures:
    - Student success rates in gateway English and math courses
    - Curriculum student retention and graduation rates

- ***Budget Strategy 2: Support recruitment and retention of quality faculty and staff***
  - Recommendation:
    - Provide a 3% increase to community college employees. In combination with funds already budgeted, $24 million would help NC possibly surpass the average faculty salary in South Carolina and catch up with Tennessee.
    - Provide community colleges statutory flexibility to use performance-based carryforward funds to provide employee bonuses.
  - Average faculty salaries in North Carolina, rank 11th out of 16 southeastern states. Our average salary of $47,400 equals only 90% and 81% of the SREB and national averages, respectively, per the 2015 SREB Fact Book.

- ***Budget Strategy 3: "Close the Interest Gap" – Increase enrollment in key community college programs by promoting student and family awareness of North Carolina workforce needs and career paths.***

- Recommendation:
    - Appropriate $2 million to promote public awareness through various forms of media and by providing colleges user-friendly tools that puts labor market data at the fingertips of faculty, staff, and students.
    - Appropriate $15 million NR to ensure students are trained on up-to-date equipment and in modern facilities.
- Too often students and families are unaware of "middle-skill" job opportunities and career paths.
- Misconceptions are prevalent about the working conditions provided in key industries, such as manufacturing.
- Private foundation funds may match State support for an awareness campaign.
- Measures: Program enrollment data; Career and Technical Education (CTE) students' earning gains (implementation planned for FY 2017-18)

➢ ***Budget Strategy 4: Support development of competency-based education (CBE) programs and a uniform system for granting credit for prior learning.***

- Recommendation: Appropriate $500,000 NR
- The greatest inefficiency in education is requiring students to repeat material that they have already learned.
- The Competency-Based Education Incubator – a collaborative effort of partner colleges, the System Office, and national subject matter experts – is developing models that for scaling CBE programs system-wide.
- NCCCS and UNC-GA are partnering to develop an easily accessible, student-focused portal that includes information about the credit that a service member or veteran may receive in certificate, diploma, or degree programs at NCCCS and UNC institutions.
- Measures: Future CBE enrollments and credentials awarded; credits awarded based on prior learning

Structural Budget Issues

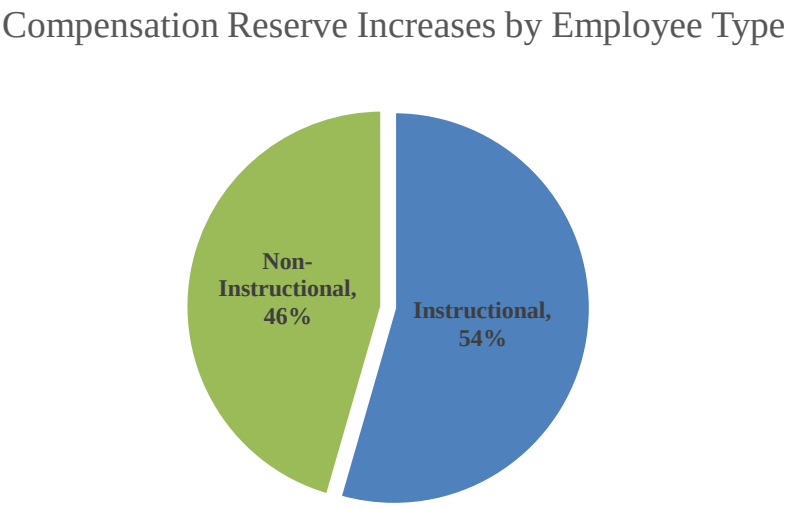
- System Office staffing to support ConnectNC bond administration: $134,364 (2.0 positions)
- Funds to support new multi-campus college locations: $1,035,822
    - Durham Tech CC (Orange County Campus)
    - Mitchell CC (Mooresville Campus)
    - Wake Tech CC (RTP Campus) – opening Fall 2017
- Unbudgeted, recurring IT maintenance and service costs: $470,528
- Give colleges the flexibility within their existing budget availability to compensate employees who voluntarily request to liquidate all or a portion of their unused bonus leave balance prior to separation from the college.

STATE BOARD OF COMMUNITY COLLEGES
Compensation Reserve Report FY 2015-16

As directed by S.L. 2015-241, the Director of the Budget transferred $10 million Compensation Reserve funds to the State Board of Community Colleges for salary increases for State-funded local community college employees. Funds covered salary increases inclusive of the associated cost for the employers' retirement and social security contributions. These funds were allocated to the 58 colleges based on colleges' formula funding model.

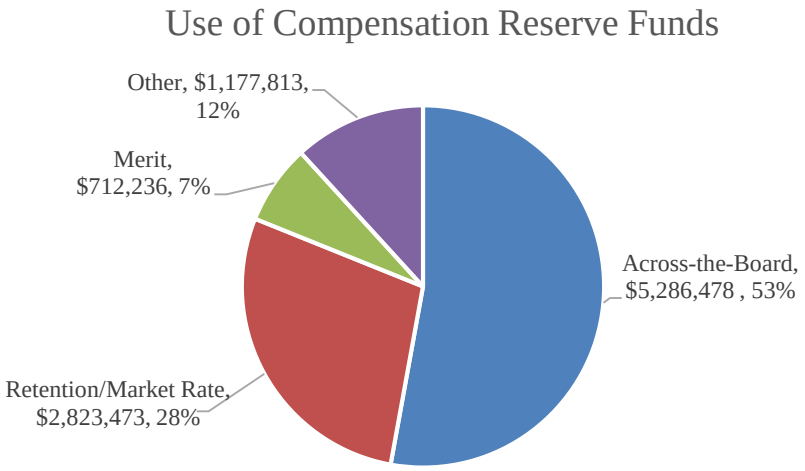
Section 30.5.(b) of S.L. 2015-241 stated, "Funds for compensation increases may be used for any one or more of the following purposes: (i) merit pay, (ii) across-the-board increases, (iii) recruitment bonuses, (iv) retention increases, (v) any other compensation increase pursuant to policies adopted by the State Board of Community Colleges." The provision also required the State Board of Community Colleges make a report on the use of funds to the General Assembly no later than March 1, 2016. This report is submitted to fulfill this requirement.

The following charts show the use of funds from the reserve based on type of increase and employee type. Overall, 54% of the compensation reserve funds supported increases to instructional employees and 46% to non-instructional. Attachment A provides this breakout by community college.



Approximately 53% of the compensation reserve funds were used to support across-the-board increases at 48 colleges: 17 colleges provided increases through a flat or graduated dollar amount, 30 colleges provided a percentage increase, and one college used a combination of both. Attachment B provides this breakout by community college. Forty-seven percent (47%) of the compensation reserve funds were used to support other forms of compensation increases,

including retention/market adjustments, merit increases, recruitment bonuses, and other adjustments authorized by college personnel policies. Ten (10) colleges used their entire compensation reserve allocations for these types of targeted adjustments, while 44 colleges used a portion of their allocations for these purposes.



Thirty-nine colleges provided retention/market rate increases, which comprise 28% of the compensation reserve funds. While the specific positions affected by this increase did vary by college, there were common themes. Among the retention/market adjustments provided to instructional faculty, some colleges increased salaries for instructors broadly, while other colleges gave targeted increases to particular instructional personnel. Health sciences faculty, career and technical education (CTE) faculty, math instructors, and those with departmental chair duties were most frequently targeted. Among non-instructional staff, student services (such as financial aid advisors), business office, distance learning, information technology, and institutional effectiveness staff were common themes. Many colleges also provided increases to maintain compliance with college salary plans approved by local boards of trustees and hard-to-fill positions that in recent months had not attracted interested and/or qualified candidates, such as nursing department chairs and IT system administrators.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Compensation Reserve Increases by Employee Type

Attachment A

	Instructional	Non-Instructional	Total
Alamance CC	100,827	75,620	176,447
Asheville-Buncombe TCC	126,555	159,063	285,618
Beaufort County CC	39,908	48,161	88,069
Bladen CC	36,894	30,320	67,214
Blue Ridge CC	104,543	0	104,543
Brunswick CC	50,320	36,696	87,016
Caldwell CC & TI	78,685	89,481	168,167
Cape Fear CC	301,249	74,148	375,397
Carteret CC	39,562	42,966	82,528
Catawba Valley CC	106,142	84,908	191,050
Central Carolina CC	195,935	42,486	238,421
Central Piedmont CC	304,098	383,942	688,040
Cleveland CC	46,643	90,012	136,655
Coastal Carolina CC	196,522	0	196,522
College of the Albemarle	80,250	31,546	111,796
Craven CC	68,180	67,634	135,814
Davidson County CC	75,612	97,174	172,787
Durham TCC	147,567	50,059	197,626
Edgecombe CC	66,549	55,467	122,016
Fayetteville TCC	289,354	200,041	489,395
Forsyth TCC	211,174	143,318	354,492
Gaston College	122,747	102,237	224,984
Guilford TCC	329,489	161,731	491,220
Halifax CC	28,592	41,626	70,218
Haywood CC	85,058	3,382	88,440
Isothermal CC	35,317	60,822	96,139
James Sprunt CC	62,134	0	62,134
Johnston CC	69,933	109,462	179,395
Lenoir CC	67,278	110,023	177,301
Martin CC	22,148	24,758	46,906
Mayland CC	16,391	58,256	74,647
McDowell TCC	28,254	35,556	63,810
Mitchell CC	61,888	59,618	121,506
Montgomery CC	23,056	29,216	52,272
Nash CC	75,794	68,132	143,926
Pamlico CC	15,958	23,438	39,396
Piedmont CC	49,893	42,198	92,091
Pitt CC	243,379	101,384	344,763
Randolph CC	40,482	89,382	129,864
Richmond CC	95,018	24,991	120,009
Roanoke-Chowan CC	19,339	29,181	48,520
Robeson CC	115,504	9,670	125,174
Rockingham CC	40,270	45,091	85,361
Rowan-Cabarrus CC	75,002	203,949	278,951
Sampson CC	84,340	0	84,340
Sandhills CC	120,215	50,828	171,043
South Piedmont CC	72,279	43,377	115,656
Southeastern CC	29,096	67,730	96,826
Southwestern CC	64,700	58,028	122,728
Stanly CC	60,828	67,463	128,292
Surry CC	59,722	82,953	142,675
Tri-County CC	30,109	32,538	62,647
Vance-Granville CC	85,775	71,834	157,609
Wake TCC	208,624	580,944	789,568
Wayne CC	94,041	67,884	161,925
Western Piedmont CC	69,359	43,858	113,217
Wilkes CC	42,465	96,746	139,211
Wilson CC	35,598	52,030	87,628
Total	$5,446,644	$4,553,355	$10,000,000
	54%	46%	

SBCC
02/19/2016

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Use of Compensation Reserve Funds

Attachment B

	Across-the-Board Increases	Merit Pay Increases	Retention/Market Rate Increases	Other Compensation		Total
Alamance CC	164,447	0	12,000	0		176,447
Asheville-Buncombe TCC	192,471	0	37,530	55,617	1, 3	285,618
Beaufort County CC	71,358	0	11,333	5,378	1	88,069
Bladen CC	34,407	2,460	27,885	2,462	1	67,214
Blue Ridge CC	0	0	0	104,543	3	104,543
Brunswick CC	0	56,083	0	30,933	1, 2	87,016
Caldwell CC & TI	59,338	11,501	80,282	17,045	1	168,167
Cape Fear CC	227,887	0	67,760	79,750	3	375,397
Carteret CC	75,077	7,451	0	0		82,528
Catawba Valley CC	191,050	0	0	0		191,050
Central Carolina CC	148,732	0	89,689	0		238,421
Central Piedmont CC	628,040	0	60,000	0		688,040
Cleveland CC	96,406	0	20,952	19,297	3	136,655
Coastal Carolina CC	196,522	0	0	0		196,522
College of the Albemarle	4,039	0	0	107,757	2	111,796
Craven CC	95,041	0	11,953	28,820	1, 3	135,814
Davidson County CC	137,477	0	15,513	19,797	1, 3	172,787
Durham TCC	54,230	12,090	122,672	8,634	1, 4	197,626
Edgecombe CC	88,280	30,003	0	3,733	1	122,016
Fayetteville TCC	403,827	0	65,012	20,556	1	489,395
Forsyth TCC	278,127	0	50,131	26,234	1, 2	354,492
Gaston College	211,015	0	0	13,969	1	224,984
Guilford TCC	0	0	245,654	245,566	3, 4	491,220
Halifax CC	48,580	0	21,638	0		70,218
Haywood CC	0	0	83,571	4,869	1	88,440
Isothermal CC	72,711	0	23,428	0		96,139
James Sprunt CC	0	0	62,134	0		62,134
Johnston CC	89,571	0	71,093	18,731	1	179,395
Lenoir CC	90,428	80,089	0	6,784	1	177,301
Martin CC	35,669	0	11,237	0		46,906
Mayland CC	73,895	0	0	752	1	74,647
McDowell TCC	43,470	8,671	0	11,669	1	63,810
Mitchell CC	88,512	13,994	19,000	0		121,506
Montgomery CC	20,491	0	0	31,781	2	52,272
Nash CC	0	43,097	82,279	18,550	1, 2, 3	143,926
Pamlico CC	26,607	12,789	0	0		39,396
Piedmont CC	80,502	11,589	0	0		92,091
Pitt CC	95,007	50,171	199,585	0		344,763
Randolph CC	44,964	26,640	16,560	41,700	1, 3	129,864
Richmond CC	74,818	10,283	26,508	8,400	1, 0	120,009
Roanoke-Chowan CC	30,721	0	4,413	13,386	1	48,520
Robeson CC	0	0	125,174	0		125,174
Rockingham CC	71,185	0	12,172	2,004	1	85,361
Rowan-Cabarrus CC	77,595	0	71,187	130,169	1, 3	278,951
Sampson CC	47,147	0	37,193	0		84,340
Sandhills CC	0	64,630	81,834	24,579	1, 2	171,043
South Piedmont CC	101,400	12,097	0	2,159	1	115,656
Southeastern CC	39,179	20,604	26,655	10,388	1, 4	96,826
Southwestern CC	122,728	0	0	0		122,728
Stanly CC	123,292	0	0	5,000	1	128,292
Surry CC	75,472	0	66,203	1,000	1	142,675
Tri-County CC	62,647	0	0	0		62,647
Vance-Granville CC	130,200	0	27,409	0		157,609
Wake TCC	0	208,624	580,944	0		789,568
Wayne CC	0	0	151,925	10,000	1	161,925
Western Piedmont CC	17,837	0	83,680	11,700	1	113,217
Wilkes CC	86,414	29,370	19,284	4,143	1	139,211
Wilson CC	57,667	0	0	29,961	2	87,628
Total	$5,286,477	$712,236	$2,823,473	$1,177,814		$10,000,000

1: Educational attainment increase, 2: Experience-based increase, 3: Equity adjustment, 4: Recruitment Bonuses

SBCC
02/19/2016

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funding for the Implementation of the Future of Community College Nursing Education Recommendations

Request: The State Board of Community Colleges is asked to approve up to $25,000 to work on the collaborative development of a competency-based BSN (Bachelors of Science in Nursing) completion program between the NC Community College System and the University of North Carolina.

Background: In Fall 2014, Dr. Scott Ralls, former President of the North Carolina Community College System, appointed an ad hoc committee to examine the role of the North Carolina Community College System in relationship to the recommendations from the *Institute of Medicine's 2010, The Future of Nursing Leadership, Change, Advancing Health* Report to increase the proportion of baccalaureate prepared nurses to eighty percent by 2020.

The Future of Community College Nursing Education ad hoc committee met from October 2014 through March 2015 and examined the impact of hospital-based and statewide goals related to baccalaureate preparation. Their final report was presented to the Associate Degree Nursing Directors, the NC Association of Community College Presidents and to the State Board of Community Colleges. At the January 2016 meeting, the State Board approved the following three recommendations:

(1.) Expand the Regionally Increasing Bachelors in Nursing (RIBN) collaboration between North Carolina community colleges and universities.

(2.) Expand statewide partnerships between the NC Community College System and the University of North Carolina by increasing the number and capacity of RN to BSN online programs, and the collaborative development of a competency-based BSN completion program at one of the UNC System nursing schools.

(3.) Monitor the RN to BSN Uniform Articulation (3+1) Agreement (which was effective Fall 2015) by performing data analysis and assessment of the university admission capacity to enroll students in the program.

Rationale: Due to the limited time frame of four months, we will focus our activities toward initiating the following: (1) Developing a statewide communication/marketing campaign that addresses educational options for nursing in the community college system that includes: Career and College Promise, Regionally Increasing Bachelors in Nursing (RIBN), Associate Degree in Nursing, the RN to BSN Uniform Articulation (3+1) Agreement; (2) Developing a strategic student advising plan that includes, but is not limited to: student assessment, student advising/counseling, academic planning, and revising/changing the student information system regarding coding, tracking and data collection and analysis; and (3) Initiating collaborative efforts in the development of a competency-based BSN completion program. These funds will be used to pay for meetings, travel, consultation, and staff.

Funding Amount and Time Period: The $25,000 is for the period of March 1, 2016-June 30, 2016.

Fund Source and Availability: FY 2015-16 funding is available from the State Board Reserve fund.

Contact(s)
Dr. Lisa Chapman
Senior Vice President for Academic Programs and Student Services

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funding for Career and College Ready Graduates

Request: The State Board of Community Colleges is asked to approve up to $6,000 in State Board Reserve funds to cover travel expenses for two team members of the Career and College Ready Graduate State Committee to attend the National Repository of Online Courses (NROC) Meeting in Monterey, California, on March 14-16, 2016.

Background: SL 2015-241, Sec. 10.13 (HB97) charges the State Board of Community Colleges in consultation with the State Board of Education to "…develop a program for implementation in the 2016-2017 school year that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners." To achieve this, the System Office worked with colleges and affiliated association leadership to develop a state level team responsible for recommending possible programming, assessment, and needed professional development to address this charge. Specifically, this team is working to review national best practices as well as any North Carolina community college-secondary partnerships already engaged in program design and delivery and is also researching potential assessment instruments that target both the placement into and the successful completion of proposed remediation.

Rationale: NROC is a community-guided, non-profit organization focused on college and career readiness. The member institutions cooperate to develop and share digital resources and tools that support learning targeted toward college and career readiness. Resources include formative as well as summative assessment and additional tools for personalized learning. The 2016 annual NROC meeting will provide opportunities to engage in and learn about the latest NROC initiative, *EdReady. Set. Go!* This initiative helps assess students' readiness for college math. Participants learn about latest resources and tools, while networking with other member institutions to develop digital content and applications.

Allocation Amount and Time Period: The allocation of up to $6,000 (up to $3,000 for each team member) is for the period of March 13, 2016 through March 17, 2016.

Fund Source and Availability: FY 2015-16 funding is available from the State Board Reserve fund.

Contact(s)
Dr. Lisa Chapman
Senior VP, Programs & Student Services

STATE BOARD OF COMMUNITY COLLEGES
NCWorks Career Coach Program

Request: The State Board is asked to approve the awarding of funds for salary and benefits for NCWorks Career Coaches, as presented below and based on recommendation of an established NC Works Career Coach advisory committee, comprised of 3 representatives from the business community, as well as representation from the Department of Public Instruction, the Division of Workforce Solutions, and The North Carolina Community College System Office.

Background: The purpose of the NCWorks Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. There is appropriated from the General Fund to the NC Community College System Office the sum of $500,000 for the 2015-16 fiscal year and the sum of $1,000,000 for the 2016-2017 fiscal year to match non-State funds for the implementation of NCWorks Career Coach Program. These funds shall only be used for salary and benefits for NCWorks Career Coaches.
The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college jointly may apply for available funds for the NCWorks Career Coach Program funding from the State Board of Community Colleges.

Rationale: G.S. 115D-21.5, as enacted in Section 10.14 of S.L. 2015-241 (H97), requires that an advisory committee, which shall include representatives from the NC Community College System, the Department of Public Instruction, the NC Works initiative located in the Department of Commerce, and at least three representatives of the business community, review applications and make recommendations for funding awards to the State Board of Community Colleges.

The advisory committee reviewed applications submitted by 28 partnerships and recommend the awards based on the following criteria:

- Deployment plan for career coaches
    - Strategy that supports effective outreach
- Evaluation Plan
    - Focus on outcome of increased enrollment (and completion) of career pathways that lead to marketable job skills or further education (or both)
- Economic Impact
    - Documentation of local workforce needs
    - Description of why there is an unaddressed pipeline need
    - Description of career coach model connection of potential pipeline with workforce need

- Professional Development plan including:
  - High school engagement
  - Community college engagement
  - Community workforce engagement

- Communication strategies for following stakeholders:
  - High school students
  - High school and middle school faculty and staff
  - Parents and guardians
  - Service area workforce partners

Advisory Committee Recommended Awards:

College	Region	# NC Works Career Coaches
Caldwell Community College and Technical Institute	West	3
Cleveland Community College	West	2
Blueridge Community College	West	1
Gaston College	West	2
McDowell Technical Community College	West	1
Western Piedmont Community College	West	2
Alamance Community College	Central	2
Central Carolina Community College	Central	3
Piedmont Community College	Central	2
Randolph Community College	Central	2
Vance-Granville Community College	Central	1
Johnston Community College	East	1
Pitt Community College	East	3
Robeson Community College	East	3

Contact:
Dr. Lisa Chapman
Senior VP and CAO
Programs & Student Services

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
February 19, 2016

1. Project Approval – New

A. Bladen Community College – Project No. 2082 – STEM Training Facility – Estimated cost is $1,860,000, composed of $1,360,000 local funds and $500,000 Golden Leaf Grant funds.

B. Nash Community College – Project No. 2092 – Engineering and Cosmetology Buildings – Estimated cost is $4,945,000, composed of all state funds. **(Note: These state funds are contingent upon the Connect NC Bond Passage.)**

C. Pitt Community College – Project No. 2101 – Early College High School Building – Estimated cost is $3,400,000 of which $2,600,000 local funds are available. **(Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on February 3, 2016.)**

D. Western Piedmont Community College – Project No. 2097 – Pottery Building – Estimated cost is $140,000, composed of all state funds (41520). **(Approval funding requires the transfer of $140,000 state equipment funds to capital improvements; the transfer will leave a balance of $481,461 for state equipment funds.)**

E. Western Piedmont Community College – Project No. 2099 – Campus Renovations – Estimated cost is $160,000, composed of all state funds (41520). **(Approval funding requires the transfer of $160,000 state equipment funds to capital improvements; the transfer will leave a balance of $321,461 for state equipment funds.)**

2. Project Approval - Amended

A. Vance-Granville Community College – Project No. 1991 – Building 10 – Renovations – Total cost is $1,108,607, composed of $71,304 local funds, $846,261 state funds (41220) and $191,042 state funds (41520). Project is amended to decrease local funds of $191,042 and add state funds of $191,042. **(Approval funding requires the transfer of $191,042 state equipment funds to capital improvements; the transfer will leave a balance of $665,106 for state equipment funds.)**

3. Acquisition and Disposal of Real Property

A. The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-20 to acquire by purchase a total of approximately .80 acres of property with buildings for the following parcels of property.

- Approximately .61 acres of property located at 1200 Charlottetowne Avenue, Charlotte, North Carolina.
- Approximately .115 acres of property located at 1210 Charlottetowne Avenue, Charlotte, North Carolina.
- Approximately .077 acres of property located at 1414 East 5th Street, Charlotte, North Carolina.

B. The Board of Trustees of Southwestern Community College requests permission as per G.S. 115D-15 to transfer approximately .10 acres of property, located adjacent to the Jackson County Board of Education School Bus Garage, to the Jackson County Board of Education.

Contact:
Dorrine Fokes or Wilma Lee
Finance and Operations

AGENDA

State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building
J. Gregory Poole Conference Room
February 18, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 14, 2016

For Information

- NC Guaranteed Admission Program (NC GAP) Update – Combined discussion with the Programs Committee from 1:30-2:00 in the Gregory Poole Conference Room - resume Strategic Planning meeting in the AW Conference Room from 2:00-3:00 (Attachment PLAN 1)

- StateBoard Reserve Funding for the Implementation of the Future of Community College Nursing Education Recommendations (Attachment FC 6)
- State Board Reserve Funds: Career and College Ready Graduates (Attachment FC 7)
- NCWorks Career Coach Program (Attachment FC 8)

- Career and College Promise Operating Procedure Update (Attachment PROG 1)
- Applications as Approved by the System President (Attachment PROG 2)
  - Gaston College
    - Cosmetology Instructor (Certificate) (C55160)
    - Esthetics Instructor (Certificate) (C55270)
- SBCC Code Report – February 2016 (Attachment PROG 3)

For Future Action

- Initiation of the Rulemaking Process to Amend 1D Subchapter 300 – Continuing Education (Attachment PROG 4)
- Basic Skills Plus Program Request for Cleveland Community College (Attachment PROG 5)

For Action

- *Cooperative Innovative High School Applications (Attachment PROG 6) [CA]
- Curriculum Standard Revision (Attachment PROG 7) [CA]
  - Gaston College
    - Dietetic Technician (A45310)
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]
  - College of The Albemarle
    - Health and Fitness Science (A45630)

AGENDA

  - Johnston Community College
    - Phlebotomy (Certificate) (C45600)
  - Montgomery Community College
    - Phlebotomy (Certificate (C45600)
  - Vance-Granville Community College
    - Histotechnology (A45370)
- *State Board of Community Colleges – Associate in Fine Arts (A10200) (Attachment PROG 9) [CA]
- Combined Course Library – Continuing Education (Attachment PROG 10) [CA]
  - New Course Approvals, Modification, and Tier Designations

New Business

Adjourn

**Reviewed in previous month.*

MINUTES

PROGRAMS COMMITTEE
January 14, 2016 – 1:30 p.m.

Members Present:
Dr. Sam Powell, chair; Mr. Wesley Fricks, vice chair; Dr. Breeden Blackwell; Mr. Bill McBrayer, Dr. Candler Willis

System Office Staff and Others:
Dr. Lisa Chapman; Mr. Wesley Beddard, Ms. Barbara Boyce, Dr. Kim Sepich, Ms. Gilda Rubio-Festa, DR. Bob Witchger, Ms. Jennifer Frazelle, Mr. Frank Scuiletti, Ms. Renee Batts, Dr. Hilmi Lahoud, Dr. Lisa Eads, Ms. Leslie Leake, Ms. Shante Martin, Ms. Mary Shuping, Ms. Libby Self, Mr. Bryan Jenkins; Mr. George Fouts, Interim President; Mr. Scott Shook, SBCC chair; Mr. Ernie Pearson, SBCC member; Ms. Cynthia Liston, Belk Foundation; Ms. Julie Woodson, NCACCT; Ms. Linda Suggs, Gates Foundation; Ms. Penny McVey, nurse at Alamance Regional Medical Center and student at Appalachian State University; Carol White, UNC-GA; Jenn Selby, Rowan-Cabarrus Community College; Kim Stinson, Catawba Valley Community College

CALL TO ORDER
Dr. Powell called the meeting to order at 1:33 p.m.

ROLL CALL
Dr. Powell took the roll of the Programs Committee members.

ETHICS AWARENESS AND CONFLICT OF INTEREST
Dr. Powell read the required ethics statement. There were no conflicts of interest.

AGENDA
Dr. Powell asked for a motion to approve the agenda for the meeting as presented. Dr. Blackwell moved, seconded by Mr. Fricks.

MINUTES
Dr. Powell asked for a motion to approve the minutes of the January 14, 2016 meeting as presented. Dr. Blackwell moved, seconded by Mr. McBrayer**.**

For Information
Service Agreement for ISIR Verification Services 2016-2017 (Attachment FC 9)
Agenda item presented for Action to the Finance Committee was reviewed by Dr. Sepich.

Curriculum Standard Revisions –Transfer Advisory Committee Action (Attachment PROG 1)
To ensure the currency of the Comprehensive Articulation Agreement (CAA), occasional modifications to the CAA by the Transfer Advisory Committee are necessary. These modifications may include the addition, deletion, and revision of courses on the transfer list, development and/or revision of pre-majors, and changes in course designation (i.e. additions to Universal General Education Transfer Component list or changing a course from general education to elective). Mr. Beddard presented results of Transfer Advisory Committee Action.

Curriculum Program Terminations as Approved by the System President (Attachment PROG 2)
The following termination requests were presented by Dr. Chapman and Ms. Frazelle.

- Beaufort County Community College
  - Health and Fitness Science (A45630)
- Durham Technical Community College
  - Collision Repair and Refinishing Technology (A60130)
- Johnston Community College
  - Associate in Fine Arts (A10200)
  - Culinary Arts (A55150)
  - Esthetics Instructor (Certificate) (C55270)
  - Interventional Cardiac & Vascular Technology (A45410)
- Montgomery Community College
  - Collision Repair and Refinishing Technology (A60130)
  - General Occupational Technology (A55280)
  - School-Age Care (Certificate) (C55450)
- Southwestern Community College
  - Building Construction Technology (A35140)
  - Cosmetology Instructor (Certificate) (C55160)
  - Criminal Justice Technology/Latent Evidence (A5518A)
  - Esthetics Technology (Certificate) (C55230)
  - Gaming Management (A25250)
  - General Occupational Technology (A55280)
  - Hospitality Management (A25110)
  - Manicuring Instructor (Certificate) (C55380)
  - Masonry (Diploma) (D35280
  - Medical Transcription (Diploma) (D25320)
  - Office Administration/Legal (A2537A)
  - Office Administration/Virtual Office Assistance (A2537B)
  - Plumbing (Diploma) (D35300)
  - Real Estate (A25400)
  - Real Estate Licensing (Certificate) (C25480)
- Tri-County Community College
  - Building Construction Technology (A35140)
  - Esthetics Instructor (Certificate) (C55270)
  - Healthcare Management Technology (A25200)
  - Networking Technology (A25340)
  - Real Estate Licensing (Certificate) (C25480)
- Wilson Community College
  - Alternative Transportation Technology (Diploma) (D60420)
  - Lateral Entry (Certificate) (C55430)
  - Manufacturing Technology (A50320)
  - School-Age Care (Certificate) (C55450)

SBCC Code Report – January 2016 (Attachment PROG 3)
Ms. Leake reviewed the SBCC Code report updates for this month.

For Future Action

Cooperative Innovative High School Applications (Attachment PROG 4)

At the request of staff and presented by Dr. Eads, the State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2016-2017 school year. On a motion made by Mr. McBrayer, seconded by Dr. Blackwell, the item was approved for action and forwarded to the February 19, 2016 meeting.

Associate in Fine Arts (A10200) (Attachment PROG 5)

Conversion of the Associate in Fine Arts (A10200) and Associate in Fine Arts Premajor (A1020A, A1020C and A1020D) Programs into Discipline Specific Associate in Fine Art Degree Programs. Presented by Mr. Beddard. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded to the February 19, 2016 meeting.

For Action

Associate in Engineering (A10500) Program Application (Attachment PROG 6) [CA]

- Tri-County Community College

Presented by Mr. Beddard. On a motion made by Dr. Blackwell, seconded by Dr. Willis, the item was approved for placement on the full board "Consent Agenda" for action at their January 15, 2016 meeting.

* Curriculum Prefix Tiered Funding Formula Recommendations (Attachment PROG 7) [CA]

- Wake Technical Community College – TOM-Trucking Operations Management

Presented by Dr. Chapman. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for placement on the full board "Consent Agenda" for action at their January 15, 2016 meeting.

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8) [CA]

- Cape Fear Community College
  - Automotive Customizing Technology (A60190)
  - Nurse Aide (Certificate) (C45840)
  - Veterinary Medical Technology (A45780)
- Central Carolina Community College
  - Building Construction Technology (A35140)
  - Health and Fitness Science (A45630)
  - Therapeutic Massage (A45750)
- Nash Community College
  - Emergency Medical Science (A45340)
- Western Piedmont Community College
  - Mechatronics Engineering Technology (A40350)

Presented by Ms. Frazelle. On a motion made by Dr. Blackwell, seconded by Dr. Willis, the item was approved for placement on the full board "Consent Agenda" for action at their January 15, 2016 meeting.

**Reviewed in previous month.*

New Business

- Dr. Chapman addressed two reports that will be due to the Legislature by March 1, 2016.
  - NCWorks Career Coaches

The purpose of the NCWorks Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals.
The State Board approved the application process in October 2015 and the community colleges were notified. The application deadline was January 8, 2016. An advisory committee has been organized to review and make recommendations to the State Board. This item will go through the Finance Committee for action and as an information item for the Programs Committee.

  - Senate Bill 561 - Career and College Ready Graduates

Meetings are underway between System Office staff and staff at the Department of Public Instruction. Community colleges were invited to make recommendations for staff to participate on a state-wide committee. The members selected are representative of the state – rural and urban, reading and math experts, both developmental and curriculum. There is also representation from various associations that are impacted by this. The committee will look at how to develop the curriculum, what assessments would determine whether or not a student should be placed, and what the assessment would be to determine a student has successfully met the goal of being career and college ready.

- Dr. Powell arranged for the Programs Committee to hear from a student in the Nursing field. He introduced Ms. Penny McVey, a nurse at Alamance Regional Medical Center. Ms. McVey has an associate's degree and is currently enrolled in the four-year nursing degree program at Appalachian State University. She shared her experience as a nurse and also a student who is continuing her education towards a four-year degree.

- Dr. Powell made the motion that the Programs Committee request that *The Future of Community College Nursing Education – Feasibility Study Request* that has been tabled, should be taken off the table. Mr. Fricks moved, seconded by Mr. McVey.

Adjournment

The meeting was adjourned at 3:00 p.m.
Recording Secretary,
Carol Bowers

STATE BOARD OF COMMUNITY COLLEGES
Career and College Promise Operating Procedures Update
2015 PSAT College Readiness Benchmarks

The Career and College Promise Operating Procedures define the eligibility requirements for students, the process for filing programs of study, student coding procedures, and program coding procedures. An update has been made to include the 2015 PSAT college readiness benchmarks released by College Board. The following attachment includes the 2015 PSAT college readiness benchmarks released by College Board.

Background: Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. The three pathways include:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.

2. Career and Technical Education Pathways (CTE) lead to a certificate or diploma aligned with a high school career cluster.

3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Contact:
Dr. Lisa Eads
Program Coordinator

Attachment PROG 1

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

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

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

SAT			ACT	
English	500		English	18
Critical Reading	500		Reading	22
Mathematics	500		Mathematics	22

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

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

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

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application(s)
As Approved by the System President

The System President has approved the applications listed below.

Gaston College
- Cosmetology Instructor (Certificate) (C55160)
- Esthetics Instructor (Certificate) (C55270)

Contact:
Ms. Jennifer Frazelle
Director

Attachment PROG 3

STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
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	**COMPLETED**
	Review Comments with SBCC Committee	January 14, 2016	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 15, 2016	**COMPLETED**
	Prospective Effective Date of Rule	February 1, 2016	**COMPLETED**

AMEND "1D SBCCC 400.2 – Admission to Colleges"	Initiation of Rulemaking Process	December 4, 2015	**COMPLETED**
	Publication on NCCCS Website	December 7, 2015	**COMPLETED**
	Written Comment Period Ends	January 6, 2016	**COMPLETED**
	Review Comments with SBCC Committee	January 14, 2016	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	January 27, 2016	**COMPLETED**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	February 19, 2016	**PENDING**
	Prospective Effective Date of Rule	March 1, 2016	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND "1D Subchapter 300 – Continuing Education"	Initiation of Rulemaking Process	March 18, 2016	**PENDING**
	Publication on NCCCS Website	March 22, 2016	
	Written Comment Period Ends	April 21, 2016	
	Review Comments with SBCC Committee	May 19, 2016	
	2nd Written Comment Period Ends (if substantive changes)	May 31, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	June 17, 2016	
	Prospective Effective Date of Rule	July 1, 2016	

State Board of Community Colleges Code

Title 1 – COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 300. CONTINUING EDUCATION

1D SBCCC 300.1 Definitions

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

(b) "Course" – Refers to the list of approved courses in the Combined Course Library maintained by the North Carolina Community College System Office.

(c) "Class" - An individual course section or unit of instruction with a specific date and time duration.

(d) "Register" – To complete the procedure defined by the college to sign up for a course section

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

1D SBCCC 300.2 Registration

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

(1) Safety Exceptions. Boards of trustees may adopt policies refusing registration to any individual if it is necessary to protect the health or safety of the individual or other individuals. When making a health and safety determination, colleges may refuse registration to an applicant when there is an articulable, imminent, and significant threat to

DRAFT

the individual or other individuals. Colleges refusing registration on the basis of a health or safety threat shall document the following:

(A) Detailed facts supporting the rationale for denying registration;

(B) The time period within which the refusal to register shall be applicable and the supporting rationale for the designated time period; and

(C) The conditions upon which the individual who is refused registration would be eligible to be registered.

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

1D SBCCC 300.3 ~~Program Classification~~ Program Description

~~The following criteria are used for classifying the programs offered in the North Carolina Community College System.~~

~~(1) Curriculum Programs:~~

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

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

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

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

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

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

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

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

~~(2) Continuing Education Programs:~~

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

~~(b) Community Service:~~

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

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

~~(c) Self-Supporting Programs:~~

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

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

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

~~(i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school~~

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~~system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.~~

~~(ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner's Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars ($15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.~~

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

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

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

~~(e) Customized Training Program.~~

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

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

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

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

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~~(ii) development of a positive self-concept;~~

~~(iii) development of employability skills;~~

~~(iv) development of communication skills;~~

~~(v) development of problem-solving skills; and~~

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

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

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

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

(b) Human Resources Development. The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Each college shall operate a Human

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Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. These courses shall address six core components:

(1) Assessment of an individual's assets and limitations;

(2) Development of a positive self-concept;

(3) Development of employability skills;

(4) Development of communication skills;

(5) Development of problem-solving skills; and

(6) Awareness of the impact of information technology in the workplace.

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

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

1D SBCCC 300.4 Program Management

(a) Program Accountability.

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

(2) The local board of trustees shall review the Continuing Education Internal Program Accountability Plan at least once every three years from the date the local board of trustees adopts the Continuing Education Internal Program Accountability Plan.

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

(b) Faculty. Colleges shall employ faculty so as to meet Southern Association of Colleges and Schools' criteria and local college policies. All faculty providing instruction in programs with

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external agency oversight must be a qualified instructor as established by the respective agency or certifying entity.

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

(1) Minors Age 16 and 17. A minor, age 16 or 17, may enroll in Continuing Education course sections subject to the following conditions:

(A) Minors shall not displace adults.

(B) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.

(C) If the minor is enrolled in high school, the following restrictions apply:

(i) Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.

(ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:

(I) Continuing Education course sections that maintain 90% (ninety percent) of instructional hours within the summer reporting term as defined in 1G SBCCC 200.99(a)(1)(B).

(II) Self-supporting safe driving courses which may be provided during any reporting term.

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

(A) Minors may enroll in self-supporting safe driving course sections during any reporting term.

(B) A college may provide classes for minors less than 16 years old only during the summer reporting term. These classes must be self-supporting and may not be designated by the

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college to provide partial or full credit towards meeting high school graduation requirements.

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

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

History Note: Authority G.S. 115D-5; G.S. 115D-20(4)(b)
Eff. July 1, 2016.

1D SBCCC 300.5 Course Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~1D SBCCC 300.94 FACULTY~~

~~(a) General~~

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

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

~~(3) The Principles of Accreditation: Foundations for Quality Enhancement Commission on Colleges, Southern Association of Colleges and Schools, current edition is hereby adopted by reference, including any subsequent amendments and editions of this book, to apply to community colleges. Copies for The Principles of Accreditation: Foundations for Quality Enhancement may be inspected in or obtained at no cost from the Office of the System President, Department of Community Colleges, 200 W. Jones Street, Raleigh, NC 27603-1379.~~

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

REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

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

~~1D SBCCC 300.95 HUMAN RESOURCES DEVELOPMENT PROGRAM CONTINUATION~~

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~~Each college shall operate a Human Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. FTE shall be generated from HRD programs. Each college shall provide HRD instruction and support necessary for unemployed and dislocated workers to be served within the college service areas.~~

REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

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

~~1D SBCCC 300.96 CONTINUING EDUCATION PROGRAM MANAGEMENT~~

~~(a) Continuing education programs shall provide lifelong learning experiences offering planned instructional responses to identified needs of targeted audiences. Instructional objectives shall specify the skills, knowledge and attitudes the learner should be able to apply upon satisfactorily completing the continuing education experience. Adequate educational facilities, instructional aids, and other instructional materials shall be provided to support continuing education courses.~~

~~(b) Facilities where classes are held must provide appropriate environments which are conducive to learning. Continuing education classes offered in special settings (such as private homes or private home-based businesses) other than generally accepted learning environments shall be approved by the college president or designee prior to the class being offered. Documentation of such approval shall be maintained at the college until released from all audits (REF: Public Records Retention & Disposition Schedule for institutions in the community college system).~~

~~(c) Each college's local board of trustees must adopt a policy which requires the development and implementation of an internal audit plan. Each college is required to publish, maintain and utilize an internal audit plan. The college presidents shall periodically report to the board of trustees on the findings of the internal audit. The internal plan must be submitted to the Department for compliance review.~~

REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

History Note: *Authority G.S. 115D-1; 115D-5;*

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Eff. September 1, 1988;

Amended Eff. ~~September 1, 1993.~~September 1, 1993;

Repealed Eff. July 1, 2016.

1D SBCCC ~~300.97~~300.6 Instructional Service Agreements

(a) Level One Instructional Service Agreement.

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

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

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

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

(2) The level one instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one instructional service agreements:

(B) Be signed by the presidents of each participating college;

(C) Specify the course(s) or program(s) to be delivered into the other college's service area;

(D) Specify the plan for delivery of the instruction;

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

(F) Be maintained on file at all colleges involved for compliance review purposes.

(b) Level Two Instructional Service Agreement.

(1) Two or more colleges may jointly offer continuing education courses by providing a written, level two instructional service agreement under the following conditions:

(A) Resources are shared between the participating colleges; and

(B) FTE may be shared between the participating colleges.

(2) The level two instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level two instructional service agreements;

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

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(C) Specify the course(s) to be delivered to the other college's service area;

(D) Specify the plan for delivery of the instruction;

(E) Specify the proration of resources and FTE allocated for each college;

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

(G) Be filed with the System Office President prior to implementation of the course(s); and

(H) Be maintained on file at all colleges involved for compliance review purposes.

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

~~**1D SBCCC 300.98 COURSES AND STANDARDS**~~

REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

~~**1D SBCCC 300.99 EDUCATION SERVICES FOR MINORS**~~

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

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

~~(1) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency within the last six months, a college may admit the minor to a~~

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~~Basic Skills or Continuing Education program if the minor obtains a signed official withdrawal form from the local public or private educational agency and a notarized petition of the minor's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor's residence, date of birth, date of leaving school, name of last school attended, and the petitioner's legal relationship to the minor.~~

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

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

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

~~(1) Upon recommendation of the chief administrative school officer and approval of the president of the college;~~

~~(2) Upon approval of the student's program by the chief administrative school officer and the president of the college; and~~

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(3) Upon certification by the chief administrative school officer that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation.

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

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

(f) Learn and Earn Online Program:

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

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

(3) Student Eligibility. A student shall be permitted to enroll in any online courses through North Carolina community colleges for college credit, regardless of the college service areas in which the student resides under the following conditions:

(A) The student must be enrolled in a North Carolina school or have completed all high school graduation requirements in a North Carolina school throughout the duration of the online course;

(B) The student must be enrolled in the 9th, 10th, 11th, or 12th grades;

(C) The student's enrollment in an online course for college credit is subject to space availability;

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(D) The student must meet the prerequisites, co-requisites and course admission requirements as published in the college's catalog at the time the student seeks to enroll in the online course;

(E) A student enrolled in grades 9th, 10th, 11th, or 12th is participating in the Learn and Earn Online program by virtue of enrolling in a Learn and Earn Online course; and

(F) High school students attending a nonpublic school may enroll in any Learn and Earn Online course with space available that has been offered to but not filled by any eligible public school student.

(4) Course Eligibility.

(A) Only online courses in the NCCCS Combined Course Library numbered 100 and above are eligible for Learn and Earn Online credits, excluding cooperative education courses (COE), selected topics (SEL), and seminar topics (SEM).

(B) Only online courses that generate budget FTE are eligible for Learn and Earn Online credits.

(C) To be eligible for course credit under the Learn and Earn Online Program, courses must be the same as those delivered to other adult college students.

(5) Costs.

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

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

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

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

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

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applicable to the college from which they are seeking to obtain a certificate, diploma, or degree.

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

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

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

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

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

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

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

REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

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

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STATE BOARD OF COMMUNITY COLLEGES
Basic Skills Plus Program Request for Cleveland Community College

Request:

The State Board is requested to approve Cleveland Community College to use up to 20% of its State Literacy Funds to provide Basic Skills Plus programs.

Background:

The Basic Skills Plus program was developed to provide employability skills, job-specific occupational and technical skills, and adult education instruction to students concurrently enrolled in a community college course leading to a high school diploma or equivalent certificate. Students who are assessed at the adult secondary education level (low or high) and co-enrolled in Basic Skills and occupational (curriculum or continuing education) courses are eligible. Colleges may waive students' in-state tuition and registration fees associated with instruction. The College and Career Readiness Section holds regular webinars and offers technical assistance on the requirements for offering Basic Skills Plus programs.

Cleveland Community College's application for approval is to provide instruction and programs for eligible students in the Welding career pathway (curriculum and continuing education courses). The college demonstrated alignment of the career pathway with local and regional workforce demand for employment of welders. Students will earn the initial college welding certificate which prepares them to pursue National Center for Construction Education and Research (NCCER) certifications for Welding Level I, II, and III. The college's application was reviewed by a staff team from College and Career Readiness, Continuing Education, and Program Services using established rubrics for program and career pathway requirements.

Currently, 57 colleges are approved to offer Basic Skills Plus programs. This approval will increase the number of Basic Skills Plus programs to 58 which means that Basic Skills Plus program has 100% college participation.

New Basic Skills Plus Program and Career Pathway:

Cleveland Community College
Welding Career Pathway (curriculum and continuing education courses)

Contact:

Dr. Cassandra Atkinson
College and Career Readiness
Transitions Coordinator

STATE BOARD OF COMMUNITY COLLEGES
Cooperative Innovative High School Applications

Request: At the request of staff, the State Board of Community Colleges is asked to approve the applications for new Cooperative Innovative High Schools (CIHS) for the 2016-2017 school year. The list of CIHS applications seeking approval are indicated in the chart on the next page.

Background: During the 2011 legislative session, the General Assembly established the following criteria to define a cooperative innovative high school (G.S. 115C-238.50A):

a) It has no more than 100 students per grade level;
b) It partners with an institution of higher education to enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years; and
c) It is located on the campus of the institution of higher education, unless the governing Board . . . specifically waives the requirement through adoption of a formal resolution.

Rationale: New cooperative innovative high school (CIHS) applications are submitted to the North Carolina Department of Public Instruction. CIHS Applications are reviewed by the Joint Advisory Committee (JAC), which includes members from the North Carolina Department of Public Instruction, the North Carolina Community College System, and the University of North Carolina General Administration. Representatives from North Carolina New Schools also attend the JAC meetings, but are not voting members of the JAC.

Once JAC members review each of the cooperative innovative high school applications, recommendations for application approvals are sent from the JAC to the State Board of Education. New cooperative innovative high schools (CIHS) must be approved by the State Board of Education and then are sent to the State Board of Community Colleges for approval. New CIHS applications were presented to the State Board of Education for information at their December meeting and were approved at their January 6-7, 2016 meeting. Cooperative innovative high school applications also now include location waivers if the school is not located on a community college campus.

Contact Person:
Dr. Lisa Eads
Program Coordinator

JOINT ADVISORY COMMITTEE REVIEW SUMMARY 2015-16
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATIONS

Applications for New CIHS (9 of 14)

Community College Name	LEA Partner	Proposed Name of CIHS	New CIHS	Located on a Community College Campus	Location	Funding Request	JAC Recommendation
Catawba Valley Community College	Alexander County Schools	ALEXANDER EARLY COLLEGE	Yes	Yes – located on the college campus	Catawba Valley Community College Alexander Center for Education	Yes	Approve to open with funding
Central Carolina Community College	Chatham County Schools	CHATHAM COUNTY SCHOOL OF SCIENCE AND ENGINEERING	Yes	No – location waiver included in application; Location waiver sought to better support and recruit the underrepresented student population of Siler City, NC of which the county school system already has a facility in place.	501 Martin Luther King Jr. Blvd., Siler City, NC 27344	Yes	Approve to open with funding
College of The Albemarle	Camden County Schools	CAMDEN EARLY COLLEGE	Yes	No – location waiver included in application; The school will be housed on the campus of CamTech in order to utilize existing facilities, bussing route, and administrative staff. This location will also allow students to have access to programs offered at College of The Albemarle's Elizabeth City campus and the Regional Aviation and Technical Training Center.	103A US-158, Camden, NC 27921	Yes	Approve to open with funding

Halifax Community College	**Northampton County Schools**	**NORTHAMPTON COUNTY EARLY COLLEGE**	**Yes**	**No – location waiver included in application;** **Roanoke Valley Early College is already housed on the campus of Halifax Community College and is at capacity. Due to limited space on the college campus, this new CIHS school will be housed off site at an existing building owned by Northampton County Schools.**	**152 Hurrican Dr. Gaston, NC 27832**	**Yes**	**Approve to open with funding**
Johnston Community College	**Johnston County Schools**	**JOHNSTON COUNTY CAREER AND TECHNICAL ACADEMY**	**Yes**	**No – location waiver included in application;** **Johnston County Early College and Johnston County Middle College are housed on the campus of Johnston Community College. Both existing CIHS are at capacity. Due to limited space on the college campus, this new CIHS will be housed off site at an existing building owned by Johnston County Schools. The site is in process of becoming an approved satellite site for the college.**	**700 East Booker Dairy Road Smithfield, NC 27577**	**Yes**	**Approve to open with funding**
****Piedmont Community College**	**Caswell County Schools**	**BUCCANEER EARLY COLLEGE HIGH SCHOOL**	**Yes**	**Yes – located on the college campus**	**Piedmont Community College – Caswell Campus**	**Yes**	**Approve to open with funding**
Piedmont Community College	**Person County**	**PERSON EARLY COLLEGE FOR INNOVATION AND LEADERSHIP**	**Yes**	**Yes – located on the college campus**	**Piedmont Community College – main campus**	**Yes**	**Approve to open with funding**

Rowan-Cabarrus Community College	**Cabarrus County Schools**	**CABARRUS EARLY COLLEGE OF TECHNOLOGY**	**Yes**	**Yes – located on the college campus**	**Rowan Cabarrus Community College - Cabarrus Business and Technology Center Campus**	**Yes**	**Approve to open with funding**
Stanly Community College	**Stanly County Schools**	**STANLY SCHOOL OF ENGINEERING AND DESIGN**	**Yes**	**No – location waiver included in application;** **Stanly Early College is currently housed on the campus of Stanly Community College and has a waiting list. A second CIHS program is needed in this area to meet the needs of the community. Due to limited space on the college campus, this new CIHS will be housed off site at an existing building owned by Stanly County Schools.**	**311 Park Ridge Rd Albemarle, NC 28001**	**Yes**	**Approve to open with funding**

**** Piedmont Community College and Caswell County Schools have withdrawn the BUCCANEER EARLY COLLEGE HIGH SCHOOL CIHS application. Caswell County Schools is currently in transition. The former Superintendent has left the district, and a permanent replacement will not be named until later this year.**

Applications of Existing CIHS Requesting Funding (5 of 14)

IHE Partner	LEA Partner	Name of Existing CIHS	New CIHS	Located on a Community College Campus	Current Location	Funding Request	JAC Recommendation
Alamance Community College	**Alamance-Burlington Schools**	**ALAMANCE-BURLINGTON EARLY COLLEGE**	**No**	**Yes – located on the college campus**	**Alamance Community College – main campus**	**Yes** To expand program for more students and program offerings.	**Approve to request funding**
Durham Technical Community College	**Durham Public Schools**	**CITY OF MEDICINE CIHS**	**No**	**No – location waiver included in application;** **As an existing CIHS program, City of Medicine has previous approval for a location waiver. The initial waiver was approved in 2014 and was requested due to limited space on the college campus.**	**200 Wisteria Ave Durham, NC 27704**	**Yes** To support program implementation costs, transportation, textbooks, and an onsite College Liaison.	**Approve to request funding**
Durham Technical Community College	**Durham Public Schools**	**HILLSIDE NEW TECH CIHS**	**No**	**No – location waiver included in application;** **As an existing CIHS program, Hillside New Tech has previous approval for a location waiver. The initial waiver was approved in 2014 and was requested due to limited space on the college campus.**	**3727 Fayetteville St. Durham, NC 27707**	**Yes** To support program implementation and expansion costs, transportation, textbooks, an onsite College Liaison and marketing.	**Approve to request funding**
Gaston College	**Gaston County Public Schools**	**GASTON EARLY COLLEGE**	**No**	**Yes – located on the college campus**	**Gaston College – main campus**	**Yes** To expand program for more students and program offerings.	**Approve to request funding**

Wayne Community College	**Wayne County Schools**	**WAYNE SCHOOL OF ENGINEERING at GOLDSBORO HIGH**	**No**	**No – location waiver included in application;** **As an existing CIHS program, Wayne School of Engineering has previous approval for a location waiver. The initial waiver was approved in 2013 and was requested due to limited space on the college campus.**	**901 Beech St, Goldsboro, NC 27530**	**Yes** To support program implementation, additional student transportation, work-based learning coordinator, and college textbooks.	**Approve to request funding**

These fourteen Cooperative Innovative High School applications are recommended to the State Board of Education and the State Board of Community Colleges for approval to open with funding for 2016-17 school year or for approval to request funding for an existing CIHS.

Note: All funding requests go to the General Assembly for allocation.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)

ALAMANCE-BURLINGTON EARLY COLLEGE

(already approved CIHS, Alamance-Burlington Middle College High School; requesting funding)

Local Education Agency (LEA)

ALAMANCE-BURLINGTON SCHOOL SYSTEM

Institute of Higher Education Partner

ALAMANCE COMMMUNITY COLLEGE

JAC Consensus for Recommendation

Approve for funding request

Overall Comments

- Already in existence as Alamance Burlington Middle College but is expanding and requests funding to meet this need.
- Intent aligned with legislative requirements.
- Partnering with other initiatives to support program, such as Gear Up.
- Wrap-around student supports; focus on "whole child" to ensure success.
- Note: Not at capacity but is focused on improving efforts and re-building program with new leadership.

Student Enrollment/Selection

- Comprehensive recruitment process, beginning in middle school.
- Intentional use of tools for selection that have been developed to support target populations.
- Identifying and serving the target population of the legislation. Current incoming class is over 50% first-generation college students and over 75% income-challenged.

Response to Region's Economic Vision

- Connected to Piedmont Triad Regional Council report.
- Note: Curriculum pathways not specifically matched with report.

Curriculum and Pathways

- Transfer and CTE opportunities offered.
- Focus on Associate degree pathways.
- Integration of dual enrollment opportunities evident.
- Note: Curriculum maps are mostly compliant. Some minor adjustments needed prior to opening of school.

Student Goals/Expectations

- Completion targets clear for both high school and community college indicators.
- Note: Specify number of credits targeted for transfer pathway.

Parent/Family Involvement

- Basic partnerships evident.
- Intentional efforts planned to gather feedback throughout a year, such as focus groups and surveys.

School Effectiveness Measures

- Monthly meetings with leadership of partners.
- Rigorous plan for evaluation with reporting plans among partners.
- Note: Targets are not developed but areas of focus are clear.

Budget

- Budget is complete.
- Note: Estimation of college course enrollment may need to be increased based on projected student enrollment in the first three years.

Personnel Qualifications

- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including social worker and nurse.
- Full-time counselor and Spanish teacher planned.

CIHS Location

- On-site at Alamance Community College
- Space clearly allocated.

Student Transportation

- Allocated and planned.

Operating Procedures

- Comprehensive regulations in place.
- Calendar matched with community college.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
ALEXANDER EARLY COLLEGE

Local Education Agency (LEA)
ALEXANDER COUNTY SCHOOLS

Institute of Higher Education Partner
CATAWBA VALLEY COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding

Overall Comments
- New CIHS application to establish an additional high school in school district Intent aligned with legislative requirements.
- Program design principles are clear.
- Student support structures are evident.
- Projected student enrollment takes full advantage of program availability.

Student Enrollment/Selection
- Target population aligned with legislation.
- Comprehensive recruitment process, beginning in middle school.
- Note: Continue to strive to meet target populations within your application process.

Response to Region's Economic Vision
- Connected to various local and regional needs.
- Curriculum pathways are specifically integrated to regional needs and economy.

Curriculum and Pathways
- Transfer opportunities offered.
- Response to the community needs of evident
- Focus on high school diploma and Associate degree pathways.
- Curriculum maps are mostly compliant.
- Concern: Some minor adjustments are also needed to the maps prior to opening of school. Consider expanding dual credit opportunities.

Student Goals/Expectations
- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement
- Meaningful partnerships with parents/families are planned, including monthly contacts to support student success.
- Variety of opportunities to partner and involve families.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete and comprehensive.

Personnel Qualifications

- Personnel descriptions clear and thoughtful
- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including a counselor.

CIHS Location

- On-site at Catawba Valley Community College.
- Space clearly allocated.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Note: Continue to further develop other aspects of the operating procedures.

NOTE: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
BUCCANEER EARLY COLLEGE HIGH SCHOOL

Local Education Agency (LEA)
CASWELL COUNTY SCHOOLS

Institute of Higher Education Partner
PIEDMONT COMMUNITY COLLEGE-CASWELL COUNTY CAMPUS

JAC Consensus for Recommendation
Approve to open with funding

Overall Comments
- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- Career and college readiness focused. Program design principles are clear.
- Student support structures are evident.
- Unique enrichment activities to support to college and career readiness

Student Enrollment/Selection
- Target population aligned with legislation.
- Comprehensive recruitment process, beginning in middle school.
- Application process is in-depth.

Response to Region's Economic Vision
- Connected to various local and regional needs.
- Intentional and meaningful planning to address the Economic Development Strategy Plan.

Curriculum and Pathways
- Transfer and CTE opportunities offered.
- Focus on high school diploma, career certificates, career diplomas and Associate degree pathways.
- Dual enrollment opportunities evident.
- Curriculum maps are compliant.

Student Goals/Expectations
- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement
- Meaningful partnerships with parents/families are planned, including monthly contacts to support student success.
- Variety of opportunities to partner and involve families.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete.
- Note: Continue to work towards developing a balanced budget.

Personnel Qualifications

- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including a counselor.
- Roles and responsibilities are clear.

CIHS Location

- On-site at Piedmont Community College.
- Space clearly allocated.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Operating procedures developed.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
CABARRUS EARLY COLLEGE of TECHNOLOGY

Local Education Agency (LEA)
CABARRUS COUNTY SCHOOLS

Institute of Higher Education Partner
ROWAN-CABARRUS COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding

Overall Comments
- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- STEM Computer Science/Engineering focus.

Student Enrollment/Selection
- Target population aligned with legislation.
- Comprehensive recruitment process, beginning in middle school.
- Application process is in-depth, including an interview.

Response to Region's Economic Vision
- Connected to various local and regional needs.
- Curriculum pathways are specifically integrated to regional needs and economy.

Curriculum and Pathways
- Transfer and CTE opportunities offered.
- Focus on high school diploma, career certificates, career diplomas and Associate degree pathways.
- Curriculum maps are mostly compliant.
- Concern: Some minor adjustments are also needed to maps prior to opening of school. Consider expanding dual credit opportunities.

Student Goals/Expectations
- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement
- Variety of opportunities to partner and involve families.
- Note: Consider expanding parent involvement plan to create the expectation of involvement.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete and comprehensive.

Personnel Qualifications

- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including curriculum coordinator and counselor.
- Roles and responsibilities are clear.

CIHS Location

- On-site at Rowan Cabarrus Community College.
- Space clearly allocated.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Note: Continue to further develop other aspects of the operating procedures.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
CAMDEN EARLY COLLEGE

Local Education Agency (LEA)
CAMDEN COUNTY SCHOOLS

Institute of Higher Education Partner
COLLEGE OF THE ALBEMARLE

JAC Consensus for Recommendation
Approve to open with funding

Overall Comments

- New CIHS application to fully transition current high school, CamTech, to an Early College model as a CIHS.
- Intent aligned with legislative requirements.
- Program design principles are clear and comprehensive.
- Student support structures are intentional and varied.
- Professional internship for every student
- Note: Limited enrollment based on current building capacity. Partnership committed to finding additional space as needed.

Student Enrollment/Selection

- Comprehensive recruitment process, beginning in middle school.
- In-depth application process, including interviews and recommendations.
- Connection of application data to development of Personal Education Plan to inform pathways and supports.
- Note: Continue to strive to meet target populations within your application process.

Response to Region's Economic Vision

- Program and curriculum aligned with regional needs and economy.

Curriculum and Pathways

- Student-centered, inquiry-based learning focused.
- Transfer and CTE opportunities offered.
- Focus on high school diploma, career credentials, and Associate degree pathways.
- Dual enrollment opportunities evident.
- Curriculum maps are compliant.
- Note: AAS degree maps not included. Develop prior to opening of school.

Student Goals/Expectations

- Goals and targets clear for both high school and community college indicators.

Parent/Family Involvement

- Basic partnerships evident, including development of a Parent Action League.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete.

Personnel Qualifications

- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including Career Development Coordinator.

CIHS Location

- On-site at high school. Some courses will be taken on-site at college.
- Location waiver requested from the State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Basic functioning.
- Calendar matched with community college.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
CHATHAM COUNTY SCHOOL OF SCIENCE AND ENGINEERING

Local Education Agency (LEA)
CHATHAM COUNTY SCHOOLS

Institute of Higher Education Partner
CENTRAL CAROLINA COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding

Overall Comments

- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- Unique curriculum focused on math, architecture, engineering and students who are disengaged in school.
- Intentional and meaningful planning with a clear regard for families and students.
- Comment overall application.

Student Enrollment/Selection

- Comprehensive targeted recruitment process, beginning in middle school.
- Appropriate basic rubric for admittance.
- Note: Once established, consider expanding enrollment to more fully maximize program.

Response to Region's Economic Vision

- Connected with clear need of county commissioners and general local needs.
- Note: Limited alignment with regional economic plan.

Curriculum and Pathways

- Clear focus and vision of instructional practices.
- College advising and support is clear.
- Focused plans of study.
- Transfer and CTE opportunities offered. Focus on Associate degree pathways.
- Curriculum maps are compliant. Consider the Associate's degree in Engineering as an option of study.
- Note: Continue to maximize dual enrollment opportunities and integrate college access in the earlier years of the program.

Student Goals/Expectations

- Targets for students are comprehensive and clear.
- Note: Further develop student supports with such high targets.

Parent/Family Involvement

- Intentional and meaningful plans for involvement, such as Parent Advisory Council and School Improvement Team.
- Home-visits planned to support successful student relationships.
- Seeking feedback to improve and measure parent involvement.

School Effectiveness Measures

- Comprehensive response for both LEA and CC perspective.
- Utilizes focus groups for feedback.

Budget

- Budget is complete and reasonably balanced.

Personnel Qualifications

- Staff includes Principal, College Liaison, Counselor, Teachers, and Clerical Staff.
- Targeted professional development planned.

CIHS Location

- On-site in school district. Courses increasingly on campus.
- Requesting location waiver from State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Basic information shared.
- Note: Continue to develop these procedures as you plan for the opening of school.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
CITY OF MEDICINE ACADEMY
(already approved CIHS; requesting funding)

Local Education Agency (LEA)
DURHAM PUBLIC SCHOOLS

Institute of Higher Education Partner
DURHAM TECHNICAL COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to request funding

Overall Comments

- Already in existence as a CIHS but is expanding and requests funding to meet this need.
- Intent aligned with legislative requirements.
- Student supports for success are planned.
- Program design principles are clear and comprehensive.
- At capacity based on space availability.

Student Enrollment/Selection

- Comprehensive recruitment process as part of magnet program.
- Application process includes student interest in health sciences. Data informs development of curriculum pathways.
- Target students populations match legislative requirement.

Response to Region's Economic Vision

- Connected to Research Triangle Regional Partnership Economic Development Strategy.
- Aligned with local needs.
- Curriculum pathways are specifically integrated to regional needs and economy.

Curriculum and Pathways

- Provides multiples pathways for students to access health sciences.
- Individualize plans to support course completion and success.
- Transfer and CTE opportunities offered.
- Focus on high school diploma, career credentials, career certificates/diplomas, and Associate degree pathways.
- Dual enrollment opportunities evident.
- Note: Curriculum maps are mostly compliant. Some minor adjustments needed prior to opening of school.

Student Goals/Expectations

- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement

- Intentional efforts planned to support parents and students to develop understanding and support post-secondary plans.
- Activities include Parent Academy, college visits and career planning.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete and comprehensive.
- Additional funding is needed for transportation, textbooks, and an onsite College Liaison.

Personnel Qualifications

- Principal and teaching staff, including CTE teachers.
- Support staff allocated to serve students, including a part-time psychologist and social worker.
- Roles and responsibilities clear and comprehensive.

CIHS Location

- On-site at high school. Some courses will be on-site at college.
- Location waiver already granted with initial application from the State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Note: Other operating procedures not included, though already in place since existing school.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
GASTON EARLY COLLEGE
(already approved CIHS; requesting funding)

Local Education Agency (LEA)
GASTON COUNTY PUBLIC SCHOOLS

Institute of Higher Education Partner
GASTON COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to request funding

Overall Comments

- Already in existence as a CIHS but is expanding and requests funding to meet this need.
- Intent aligned with legislative requirements.
- Vision: To prepare students to learn for college and career, lead by example, and live successful lives.
- Requesting funding to: Fully contract with NC New Schools, support the additional 70 students with textbooks, instructional supplies, and equipment, and hire a Lead Teacher to supervise internships.
- Note: The waivers presented are not accepted as part of the application. They were not an option for this cycle of applications.

Student Enrollment/Selection

- Target populations are in alignment with legislation
- New enrollment plans are for 270 students; currently, 200. Consider further expanding enrollment.
- Application process uses existing data, referrals and discipline data.
- Intentional student recruitment in middle school.
- Applications go into a lottery done by SERVE.
- Note: Ensure that application criteria do not limit student target populations.

Response to Region's Economic Vision

- General connection to Gaston County Chamber of Commerce and the Greater Gaston Development Corporation.
- Concern: No detailed connections noted between employment opportunities and degrees offered.

Curriculum and Pathways

- Promotes inquiry-based, hands-on curricula, project-based learning and real-world application.
- Implements NC New Schools Core Design Principles.
- College-Readiness Rubric for Self-Evaluation is an innovative idea.
- Four-day instructional week with Flex Fridays for small group support and enrichment activities.
- Maps are in compliance. Consider placement of ACA courses more effectively.
- Ensure dual credit opportunities are available for students to maximize college experience. Clarify when these courses will be specifically planned.

- Note: Consider taking advantage of college opportunities in early grade levels to take full advantage of the program.

Student Goals/Expectations

- Basic goals and expectations with 90-95% targets for goals ranging from high school graduation to associate's degree completion.

Parent/Family Involvement

- Typical involvement ranging from parent participation in academic reviews to orientations.
- Weekly communications with parents.

School Effectiveness Measures

- High school measures include EOCs, ACT, graduation rates, etc.
- College measures include degree completion, attendance, course completion, etc.

Budget

- Budget is balanced.
- FTE is accurate. Textbooks and professional development seem higher than usual.

Personnel Qualifications

- Staff includes Principal, Lead Teacher, Data Manager/Finance Secretary.
- Student support staff includes Instructional Assistance and College Liaison.

CIHS Location

- Already on-campus with Gaston Community College.
- Partnership is clear with community college.

Student Transportation

- Provided for all students.

Operating Procedures

- Basic in place. FRL provided, two-semester calendar, aligns with college calendar.
- 4 day-instructional week for school with support time on Friday.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
HILLSIDE NEW TECH
(already approved CIHS; requesting funding)

Local Education Agency (LEA)
DURHAM PUBLIC SCHOOLS

Institute of Higher Education Partner
DURHAM TECHNICAL COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to request funding

Overall Comments
- Already in existence as a CIHS but is expanding and requests funding to meet this need.
- Initially developed as part of New Tech Schools Network.
- Intent aligned with legislative requirements.
- Student supports for success are planned.
- Program design principles are clear and comprehensive.
- Note: Not at capacity but is focused on improving efforts and re-building program with new leadership.

Student Enrollment/Selection
- Comprehensive recruitment process as part of magnet program.
- Application process includes student interest in technology careers. Data informs development of curriculum pathways.
- Target students populations match legislative requirement.

Response to Region's Economic Vision
- Connected to Research Triangle Regional Partnership Economic Development Strategy.
- Aligned with local needs, including those indicated by the Chamber of Commerce..
- Curriculum pathways are specifically integrated to regional needs and economy.

Curriculum and Pathways
- Provides multiples pathways for students to access technology careers.
- Individualize plans to support course completion and success.
- Transfer and CTE opportunities offered.
- Focus on high school diploma, career credentials, career certificates/diplomas, and Associate degree pathways.
- Dual enrollment opportunities evident.
- Note: Curriculum maps are mostly compliant. Some minor adjustments needed prior to opening of school.

Student Goals/Expectations

- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement

- Intentional efforts planned to support parents and students to develop understanding and support post-secondary plans.
- Activities include Parent Academy, college visits and career planning.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete and comprehensive.
- Additional funding is needed for transportation, textbooks, an onsite College Liaison, and additional marketing to support growth for the program.

Personnel Qualifications

- Principal and teaching staff, including CTE teachers.
- Support staff allocated to serve students, including a part-time psychologist and social worker.
- Roles and responsibilities clear and comprehensive.

CIHS Location

- On-site at high school. Some courses will be on-site at college.
- Location waiver already granted with initial application from the State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar will match with community college.
- Note: Other operating procedures not included, though already in place since existing school.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
JOHNSTON COUNTY CAREER AND TECHNICAL ACADEMY

Local Education Agency (LEA)
JOHNSTON COUNTY SCHOOLS

Institute of Higher Education Partner
JOHNSTON COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding request

Overall Comments

- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- Career and college readiness focused. Program design principles are clear.
- Student support structures are evident.
- Project student enrollment takes full advantage of program availability.

Student Enrollment/Selection

- Target population aligned with legislation.
- Comprehensive recruitment process, beginning in middle school.
- Application process is in-depth, including an interview.
- Note: Continue to strive to meet target populations within your application process.

Response to Region's Economic Vision

- Connected to various local and regional needs.
- Curriculum pathways are specifically integrated to regional needs and economy.

Curriculum and Pathways

- Transfer and CTE opportunities offered.
- Focus on high school diploma, career certificates, career diplomas and Associate degree pathways.
- Dual enrollment opportunities evident.
- Curriculum maps are mostly compliant.
- Concern: Remove AAS in General Education: Nurse Aide map and replace it with Therapeutic and Diagnostic Diploma (D45970). Some minor adjustments are also needed to other maps prior to opening of school.

Student Goals/Expectations

- Completion targets clear for both high school and community college indicators.

Parent/Family Involvement

- Meaningful partnerships with parents/families are planned, including monthly contacts to support student success.
- Variety of opportunities to partner and involve families.

School Effectiveness Measures

- High school and college partnership clear.
- Multiple avenues to determine effectiveness are indicated.

Budget

- Budget is complete and comprehensive.

Personnel Qualifications

- Principal, college liaison and other teachers included.
- Support staff allocated to serve students, including curriculum coordinator and counselor.
- Roles and responsibilities are clear.

CIHS Location

- On-site at high school due to limited availability at the college campus due to existing CIHS on the campus. Some courses will be on-site at college.
- Location waiver requested from State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Note: Other operating procedures are not included. Continue to develop these further in preparation of school opening.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
NORTHAMPTON COUNTY EARLY COLLEGE

Local Education Agency (LEA)
NORTHAMPTON COUNTY SCHOOLS

Institute of Higher Education Partner
HALIFAX COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding request

Overall Comments

- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- Program design principles are clear. This CIHS is part of an overall district vision to focus on career and college pathways.
- Student support structures are evident.
- Note: Project student enrollment does not takes full advantage of program availability but does reflect local needs and possible impact on other traditional high school.

Student Enrollment/Selection

- Target student populations aligned with legislation.
- Comprehensive recruitment process, beginning in middle school.
- Application process reflects local processes to encourage students back to Northampton County Schools.
- Note: Future development of rubric suggests alignment with school's vision.

Response to Region's Economic Vision

- Connected to various local data and regional plans, including the Vision Plan and Strategies for Workforce, Education, and Training for Northeastern NC.
- Comprehensive analysis to determine curriculum pathways and that are specifically integrated to regional needs and economy.

Curriculum and Pathways

- Instructional focus on STEM, problem-based learning, and word-based experiences.
- Transfer and CTE opportunities offered.
- Focus on high school diploma and Associate degree pathways.
- Includes articulation opportunities with other higher education partners.
- Dual enrollment opportunities evident.
- Curriculum maps are mostly compliant.

- Concern: Remove AA: Teacher Preparation pathway. This program does not exist at the community college. Some minor adjustments are also needed to other maps prior to opening of school.

Student Goals/Expectations

- Goals and targets are clear for both high school and community college indicators.

Parent/Family Involvement

- Meaningful partnerships with parents/families are planned, including programs to build capacity of families such as "Dine and Discuss" events focused on career and college readiness topics.
- Parent participation requirement of a minimum of 5 hours annually, beyond PTA meetings.

School Effectiveness Measures

- High school and college partnership clear.
- Establishes a CIHS Project Advisory Team to ensure success of program.

Budget

- Budget is complete and comprehensive.
- Establishes a budget committee.
- Effective use of various funding sources.

Personnel Qualifications

- Principal, college liaison, counselor, and other teachers included.
- Hiring process will include teaching of an integrated lesson incorporating technology and PBL.

CIHS Location

- On-site at high school due to limited availability at the college campus because of existing CIHS already on campus. Some courses will be on-site at college.
- Location waiver requested from State Board of Community Colleges.
- College is working towards a bond referendum to potentially increase space on-campus.

Student Transportation

- Provided for students.

Operating Procedures

- Concern: Calendar and other operating procedures are still under development. Encourage partners to work collaboratively to determine most effective procedures to support Grades 9-13 high school and college completion.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
PERSON EARLY COLLEGE FOR INNOVATION AND LEADERSHIP

Local Education Agency (LEA)
PERSON COUNTY SCHOOLS

Institute of Higher Education Partner
PIEDMONT COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding request

Overall Comments

- New CIHS application to establish an additional high school in school district.
- Intent aligned with legislative requirements.
- Vision: To graduate with the knowledge, skills, and dispositions necessary to be successful, globally competitive members of a workforce that invigorates the local and regional economies.
- Commend overall application. Intentional and meaningful planning.
- Collaboration is clear among partners.
- Note: Application was re-created; but all components are present.

Student Enrollment/Selection

- Comprehensive recruitment process, beginning in middle school.
- Intentional and comprehensive recruitment efforts in middle grades and based on a pool of students with select criteria, “the forgotten middle”.
- Appropriate basic rubric for admittance.
- Projected enrollment: 250. Once established, consider expanding enrollment to fully maximize program.
- Note: Ensure that application criteria do not limit access for student target populations.

Response to Region’s Economic Vision

- States alignment with both Regional Economic Vision Plan and NC STEM Education Strategic Plan.
- Many community and industry partners.
- Concern: Direct connections to employment opportunities are not clear with plan.

Curriculum and Pathways

- Clear focus and vision of instructional practices. STEM-focused with leadership, service learning, creativity, inquiry-guided l, and linked learning approaches.
- Transfer and CTE opportunities offered. Focus on Associate degree pathways.
- Multiple maps are provided for review. Curriculum Maps are compliant but indicate more hours than needed. Note: Revise program offerings to maximum hours permitted in the AAS degree.
- Dual enrollment opportunities are clear.

Student Goals/Expectations

- Targets for various pathways are comprehensive and commendable.
- Commend the integration of PCC General Education Competencies. Shows thoughtful planning.
- Note: In comparison to current state rates for degree completion, 70% target for degree completion is reasonable; however, strive further.

Parent/Family Involvement

- Requirement of parental involvement of 10-hours.
- A variety of family events are planned that are intentional and meaningful involving students, family cultures, and guest speakers.
- Process of badging will be used to promote and measure parent/family involvement. Innovative and intentional program aspect.
- Family involvement in decision-making of the school is planned.

School Effectiveness Measures

- Includes both accountability results as well as projected rates for retention and completion.
- Targets have been developed based on local and state averages.
- Comprehensive response for both LEA and CC perspective.

Budget

- Budget is complete and reasonably balanced.
- ADM and FTE are clearly indicated.
- Note: Textbook costs for later years seem high.

Personnel Qualifications

- Related experience required of candidates, such as student-centered instructional experience.
- Staff includes Principal, College Liaison, Counselor, Teachers, and Clerical Staff.
- Roles and responsibilities are clear.

CIHS Location

- On-site with Piedmont Community College.

Student Transportation

- Provided for students.
- Details are evident.

Operating Procedures

- Calendar matched with community college and meets state legislation.
- 8:15-4:00 with Flex Fridays to support student development.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)
STANLY SCHOOL OF ENGINEERING AND DESIGN

Local Education Agency (LEA)
STANLY COUNTY SCHOOLS

Institute of Higher Education Partner
STANLY COMMMUNITY COLLEGE

JAC Consensus for Recommendation
Approve to open with funding request

Overall Comments
- New CIHS application to establish an additional high school in school district. Current Stanly Early College cannot expand due to space limitations.
- Intent aligned with legislative requirements.
- Note: Application did not follow JAC Guidelines; but legislative requirements are met. A 150-word description is still needed.

Student Enrollment/Selection
- Target populations are in alignment with legislation
- Projected student enrollment maximizes program.
- Intentional student recruitment in middle school. Application is in-depth with comprehensive rubric.
- Note: Ensure that application criteria do not limit student target populations.

Response to Region's Economic Vision
- General connections to regional data and industry demands.
- Concern: No detailed connections of curriculum pathways and economic needs.

Curriculum and Pathways
- Promotes inquiry-based, STEAM model.
- Design principles are clear and exemplify vision.
- Clear descriptions of instructional focus in classrooms.
- Partnership Pyramid shows student supports are planned.
- Curriculum maps are mostly compliant. Minor revisions are needed prior to opening.
- Note: Continue to expand pathways past those offered in CCP already.

Student Goals/Expectations
- Basic goals and expectations.

Parent/Family Involvement
- Typical involvement ranging from parent participation in academic reviews to orientations.
- Regular communications planned with parents.

School Effectiveness Measures

- Typical measures are provided for students.
- Action Plan for student success is unique and thoughtful with clarity of personnel.
- Note: College measures are not clearly evident.

Budget

- Budget is balanced.
- Partnering with IHE for reduced textbook costs.
- Note: Estimated college courses may need revision based on student enrollment.

Personnel Qualifications

- Staff includes Principal, Lead Teacher, Data Manager/Finance Secretary.
- Student support staff includes Instructional Assistance and College Liaison.

CIHS Location

- On high school campus.
- Requesting location waiver from State Board of Community Colleges.

Student Transportation

- Provided for all students.

Operating Procedures

- Basic in place.
- Note: Determine how IHE and LEA calendars will integrate and be implemented.

Note: CIHS application is on file at NCDPI.

JOINT ADVISORY COMMITTEE APPLICATION REVIEW
COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION 2015-16

Proposed Cooperative Innovative High School (CIHS)

WAYNE SCHOOL OF ENGINEERING at GOLDSBORO HIGH SCHOOL

(already in existence as CIHS; requesting funding)

Local Education Agency (LEA)

WAYNE COUNTY PUBLIC SCHOOLS

Institute of Higher Education Partner

WAYNE COMMMUNITY COLLEGE

JAC Consensus for Recommendation

Approve to request funding

Overall Comments

- Already in existence since 2007 but now is requesting funding to strengthen program.
- Intent aligned with legislative requirements.
- Accelerated program open to all students.
- Note: Not at full capacity of program availability.

Student Enrollment/Selection

- Basic recruitment process beginning in middle school.
- Lottery process with district oversight for admittance.

Response to Region's Economic Vision

- Clear vision for STEM model to improve career and college readiness.
- Supported by Wayne County Development Alliance for STEM model.
- Connections made to priorities set by the region's STEM East network.
- Note: Curriculum pathways are not clearly matched with needs established by economic regional plan.

Curriculum and Pathways

- Inquiry and project-based learning focused.
- Transfer and CTE opportunities offered.
- Focus on high school and Associate degree pathways.
- Note: Curriculum maps are mostly compliant. Some minor adjustments needed prior to opening of school.
- Concern: Continue to look at scheduling of courses to build success for students. Further develop dual enrollment credits to maximize student time.

Student Goals/Expectations

- Goals and targets are basic.

Parent/Family Involvement

- Basic partnerships are evident.

School Effectiveness Measures

- Note: Targets are not developed but areas of focus are clear.

Budget

- Funding request is for additional transportation, work-based learning coordinator, and college textbooks.
- Note: Budget is not yet fully balanced; however, this school has been in existence for many years and plans on strengthening its current model.

Personnel Qualifications

- Principal, college liaison and over 30 other teachers included.
- Support staff allocated to serve students, including counselor.

CIHS Location

- On-site at high school. Some courses are taken on college campus.
- Location waiver already granted with initial application from State Board of Community Colleges.

Student Transportation

- Provided for students.

Operating Procedures

- Calendar matched with community college.
- Note: Other operating procedures not included, though already in place since existing school.

NOTE: Partnership submitted amendments to the original submitted application based on initial JAC feedback. Original application and amendments have been combined into one submission and is filed at NCDPI.

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION

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

Gaston College
Dietetic Technician (A45310)

Contact Person:
Ms. Jennifer Frazelle
Director

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION
Gaston College

Dietetic Technician (A45310)

Request:
The State Board of Community Colleges is asked to approve Gaston College's request to revise the Dietetic Technician (A45310) curriculum standard with an effective term of Fall 2016.

Proposed Revision

- Remove the following courses from the required Core:

  DET 223 Community Nutrition
  PSY 241 Developmental Psychology.

Note: The deletion of courses to the core will result in a change of core hours from 52 SHC to 46 SHC for the associate degree program.

Rationale:
Dietetic Technician students will receive the essential concepts/content of community nutrition in other dietetic courses: (DET 114 Supervised Practice I, DET 118 Supervised Practice II, DET 221 Nutrition Assessment and Skill Development, DET 222 Nutrition Counseling and Education, and DET 224 Supervised Practice III) to meet credentialing and workforce needs.

PSY 241 is not required for students to be successful in their role. A college may choose to offer this course as a general education option or as part of "other major" courses.

Vote Results:
Colleges approved to offer the program: 2
Colleges in favor of recommendations: 2
Colleges opposed to recommendations: 0

Contact:
Ms. Renee Batts
Associate Director

PROPOSED CURRICULUM STANDARD

Effective Term
~~*Fall 2014*~~
Fall 2016
~~*2014*03*~~
*2016*03*

Curriculum Program Title	**Dietetic Technician**	Program Code	**A45310**
Concentration	**(not applicable)**	CIP Code	***51.3104***

Curriculum Description

The Dietetic Technician program prepares individuals to promote optimal health through proper nutrition by providing personalized services to meet client's needs, and ensure balanced diets. Dietetic Technicians work under the supervision of a registered, licensed dietician.

Course work includes content related to food, nutrition, communication, and management. The physical, biological, behavioral, and social sciences support these areas.

Employment opportunities include childcare centers, hospitals, correctional centers, public health agencies, retirement centers, rehabilitation centers, hospices, clinics, nursing homes, home care programs, or medical offices.

*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.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	**64-76**	**36-48**	**12-18**

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

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.

Dietetic Technician A45310

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	~~52~~ **46 SHC**	**NR**	

Required Courses:

BIO 275	Microbiology	4 SHC
CHM 130	Gen, Org, & Biochemistry	3 SHC
CHM 130A	Gen, Org, & Biochemistry Lab	1 SHC
CUL 110	Sanitation & Safety	2 SHC
DET 112	Introduction to Nutrition	3 SHC
DET 113	Basic Food Science	3 SHC
DET 114	Supervised Practice I	2 SHC
DET 116	Food Mgt Sys & Nutr Concepts	3 SHC
DET 117	Foodservice Management Systems	5 SHC
DET 118	Supervised Practice II	4 SHC
DET 221	Nutr Asses & Skill Develop	3 SHC
DET 222	Nutr Counseling & Education	3 SHC
~~DET 223~~	~~Community Nutrition~~	~~3 SHC~~
DET 224	Supervised Practice III	2 SHC
DET 225	Profession of Dietetics	2 SHC
DET 226	Medical Nutrition Therapy	3 SHC
DET 227	Dietetics Overview	1 SHC
DET 228	Supervised Practice IV	2 SHC
~~PSY 241~~	~~Developmental Psychology~~	~~3 SHC~~

Required Subject Areas:

None

B. CONCENTRATION *(Not applicable)*

C. OTHER MAJOR HOURS

BIO, CHM, CIS, CUL, DET, ENG, HEA, MAT, MED, NUT, PED, PSF, PSY, SOC, 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.

Approved by the State Board of Community Colleges on February 19, 1999; Revised 04/21/99; Corrected 01/13/00; SBCC Revised 09/15/00, 11/17/00; SBCC Revised 05/17/02; SBCC Revised 09/21/07; SBCC Template Revised 10/17/08; CRC Revised-Electronic Only 09/22/09; CRC Revised - Electronic Only 02/29/12; SBCC Revised 11/15/13; Prefix Addition 08/01/15.

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM PROGRAM APPLICATIONS
Fast Track for Action [FTFA*]

Request:
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.

College of The Albemarle
Health and Fitness Science (A45630)

Johnston Community College
Phlebotomy (Certificate) (C45600)

Montgomery Community College
Phlebotomy (Certificate) (C45600)

Vance-Granville Community College
Histotechnology (A45370)

Background:
Program applications must meet the following criteria in order to be placed on the Fast Track For Action (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.

Contact:
Ms. Jennifer Frazelle
Director

STATE BOARD OF COMMUNITY COLLEGES
PROGRAM APPLICATION – SUMMARY EVALUATION REPORT
College of The Albemarle
Health and Fitness Science (A45630)

I. Program Planning

College of the Albemarle is seeking approval for the Health and Fitness Science (A45630) program to begin Fall 2016. The planning area is defined as the college's service area of Pasquotank, Perquimans, Gates, Camden, Currituck, Dare, and Chowan counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at College of The Albemarle on December 15, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of College of The Albemarle 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

College of The Albemarle (COA) indicates the following:

- According to the Center for Disease Control & Prevention, *two-thirds of Americans are overweight, one-third of Americans are obese, half of Americans are at risk of heart disease, one-quarter of deaths in the U.S. are attributed to heart disease, and over 9% of Americans have diabetes.*

- According to the 2013 Pasquotank County Community Assessment, obesity, heart disease, and diabetes are significant health problems in the region. In addition, over 15% of the citizens in the Albemarle region are over 65 years of age, and they anticipate a significant increase in this age group over the next 15 years.

- Locally, since obesity, heart disease, and diabetes are significant health problems and the population is aging the Health and Fitness Science program would meet a community need.

- The U.S. Bureau of Labor Statistics estimates that employment for fitness professionals is expected to increase by 13% between 2012 and 2022.

- North Carolina employment data indicated that 100% of Health and Fitness Science graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (NCtower.com)

- COA completed a program planning survey that identified 238 potential Health and Fitness Science applicants.

- Dedicated classroom and lab space has been identified for the Health and Fitness Science program.

- The program would only require one additional adjunct part-time faculty with specialization in the field.

- Because of the broad nature of this entry-level degree, a number of potential employment sites have been identified across the seven county region including: Parks and Recreation Departments, Boys and Girls Clubs, hospitals, rehabilitation centers, senior centers, nursing homes, local schools, special education classrooms and after-school programs.

- The district vice president of the YMCA stated the following: *We need equipped coaches and leaders to help our community make a lifestyle change. One of the essential elements for a lifestyle coach is a basic understanding of the health and fitness sciences. A Health and Fitness Science program would help equip these future leaders to inspire and change others. A graduate could become employed as a personal trainer, wellness coach, YMCA Change coach, department leader or even as a division director.*

III. Impact of the Proposed Program on Other Programs

Ten colleges are approved to offer the Health and Fitness Science program. The colleges are not located in a contiguous county to College of the Albemarle, therefore, an **impact assessment was not required.**

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 Health and Fitness Science program is designed to provide students with the knowledge and skills necessary for employment in the fitness and exercise industry.

Students will be trained in exercise science and be able to administer basic fitness tests and health risk appraisals, teach specific exercise and fitness classes and provide instruction in the proper use of exercise equipment and facilities.

Graduates should qualify for employment opportunities in commercial fitness clubs, YMCA's/YWCA's, wellness programs in business and industry, Parks & Recreation Departments and other organizations implementing exercise & fitness programs.

Contact:

Ms. Renee Batts
Associate Director

STATE BOARD OF COMMUNITY COLLEGES
PROGRAM APPLICATION – SUMMARY EVALUATION REPORT
Johnston Community College
Phlebotomy (Certificate) (C45600)

I. Program Planning

Johnston Community College is seeking approval for the Phlebotomy (Certificate) (C45600) program to begin Fall 2016. The planning area is defined as the college's service area of Johnston County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Johnston Community College on November 5, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Johnston 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

Johnston Community College (JCC) indicates the following:

- JCC currently offers phlebotomy training through continuing education. From 2010 through 2015, the college's enrollment within continuing education has more than doubled-from 30 unduplicated students served in the first year to 92 unduplicated students in 2014-2015.

- 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 27% from 2012-2022 (the equivalent change of 27,100 jobs).

- The Bureau of Labor Statistics forecasts employment of phlebotomists within North Carolina to grow 31% from 2012 to 2022, faster than the average for all occupations both nationally and statewide.
- Johnston County has a continuing need for qualified phlebotomists within the college's service area. According to the most recent occupational projections published by the North Carolina Department of Commerce, the North Central prosperity region of the state (which includes Johnston County) is expected to experience the largest occupational growth, at 33.5%, for phlebotomists than any other region across the state from 2012-2022.

- Once JCC 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 JCC to develop a Career and College Promise (CCP) pathway for high school students.

- Letters of support for the program were submitted to JCC by Johnston Health, a partner of UNC Health Care, Johnston County Public Health Department, Horizon Family Medicine, PA., FastMed Urgent Care, and the Johnston County Public School System.

- JCC surveyed over one hundred students in current CCP classes as well as pre-health science college students, and over 90% expressed an interest in the Phlebotomy program.

III. Impact of the Proposed Program on Other Programs

Twenty community colleges are approved to offer the Phlebotomy program This program contains a clinical component, therefore each college was provided with a program impact from JCC. **All colleges approved to offer the program are in agreement with the impact assessment.**

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 Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physicians' offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

Contact:
Ms. Renee Batts
Associate Director

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Montgomery Community College
Phlebotomy (Certificate) (C45600)

I. Program Planning

Montgomery Community College is seeking approval for the Phlebotomy (Certificate) (C45600) program to begin Fall 2016. The planning area is defined as the college's service area of Montgomery County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Montgomery Community College on August 12, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Montgomery 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

Montgomery Community College (MCC) indicates the following:

- MCC currently offers phlebotomy training through continuing education. If Phlebotomy was approved through curriculum the college would create a stackable credential pathway from phlebotomy to their associate degree in Medical Assisting.
- 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 27% from 2012-2022 (the equivalent change of 27,100 jobs).
- The Bureau of Labor Statistics forecasts employment of phlebotomists within North Carolina to grow 31% from 2012 to 2022, faster than the average for all occupations both nationally and statewide.
- The NC Commerce Star Jobs data projects a growth of 2.73% (176 annual openings) in the Sandhills region.

- Once MCC 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.

- Letters of support for the program were submitted to MCC by White Oak Urgent Care and Premier Internal Medicine & Urgent Care.

III. Impact of the Proposed Program on Other Programs

Twenty community colleges are approved to offer the Phlebotomy program This program contains a clinical component, therefore each college was provided with a program impact from MCC. **All colleges approved to offer the program are in agreement with the impact assessment.**

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 Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physicians' offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

Contact:

Ms. Renee Batts
Associate Director

STATE BOARD OF COMMUNITY COLLEGES
PROGRAM APPLICATION - SUMMARY EVALUATION REPORT
Vance-Granville Community College
Histotechnology (A45370)

I. Program Planning

Vance-Granville Community College is seeking approval for the Histotechnology (A45370) program to begin Fall 2016. The planning area is defined as the college's service area of Franklin, Granville, Vance and Warren counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Vance-Granville Community College on September 21, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Vance-Granville 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

Vance-Granville Community College (VGCC) indicates the following:

- According to the U.S. Bureau of Labor and Statistics data, the job outlook for the employment of medical laboratory technologists and technicians is projected to grow 22% from 2012-2022.
- An increase in the aging population will lead to a greater need to diagnose medical conditions, such as cancer or type 2 diabetes, through laboratory procedures. Federal health legislation will increase the number of patients who have access to health insurance, increasing patient access to medical care. As a result, the demand for the services of laboratory personnel is expected to grow.
- The median annual wage for medical laboratory technologists in May 2012 was $57,580.

- The overall job outlook for Histotechnologists or Histologic Technician careers have been positive since 2004. Demand for Histotechnologists and Histologic Technicians is expected to go up, with an expected 28,570 new jobs filled by 2018. This represents an annual increase of 2.17% over the next few years.

- Area hospitals and laboratories have expressed an urgent need for education in conjunction with laboratory exposure in order to hire qualified Histotechnologists.

- Letters of support for the program were submitted to VGCC by the Granville County Chamber of Commerce, Granville County Board of Commissioners, Granville Health System, Provia Diagnostics, Pathology Associates (PAI), Experimental Pathology Laboratories RTP, NCSU CVM Histopathology Lab, Rollins Animal Disease and Diagnostic Laboratory and the president of the North Carolina State Histology Society.

III. Impact of the Proposed Program on Other Programs

One community college is approved to offer the Histotechnology program This program contains a clinical component, therefore Davidson County Community College was provided with a program impact from VGCC. **Davidson County Community College is in agreement with the impact assessment.**

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 individuals with the knowledge and skills necessary to prepare tissue specimens for microscopic examination using various stains and dyes to identify tissue and cell structures.

Course work emphasizes scientific concepts related to laboratory testing, quality assurance, histology, microscopy, and other related topics.

Graduates may be eligible to apply to take the national examination given by the Board of Registry of the American Society for Clinical Pathology. Employment opportunities include pathology laboratories in hospitals and clinics and medical or research laboratories.

Contact:

Ms. Renee Batts
Associate Director

STATE BOARD OF COMMUNITY COLLEGES
Conversion of the Associate in Fine Arts (A10200) and Associate in Fine Arts Premajor (A1020A, A1020C and A1020D) Programs into Discipline Specific Associate in Fine Art Degree Programs

Request:
The State Board is asked to:

Archive the following Associate in Fine Arts (AFA) curriculum standards:

- Associate in Fine Arts (A10200)
- Associate in Fine Arts:Art (A1020A) Premajor
- Associate in Fine Arts:Drama (A1020C) Premajor
- Associate in Fine Arts:Music and Music Education (A1020D) Premajor

Approve the following discipline specific AFA degree curriculum standards:

- Associate in Fine Arts in Visual Arts (A10600)
- Associate in Fine Arts in Music (A10700)
- Associate in Fine Arts in Theatre (A10800)

Allow colleges currently approved for the the Associate in Fine Arts (A10200) program to receive approval to offer selected AFA curriculum degree program(s) (A10600, A10700 and/or A10800) through letter of request to the North Carolina Community College System Office.

Please note that colleges must currently have approval to offer the Associate in Fine Arts (A10200) program in order to begin offering the current AFA Premajor programs.

Rationale for Conversions:

- The discipline specific AFA degree programs better align with senior institution transfer pathways.
- The revised curriculum standards assist in bringing the AFA programs into alignment with the other college transfer programs *(The Associate in Arts and Associate in Science curriculum standards which were revised in 2014 and the Associate in Engineering degree which was approved in 2015).*
- The increased utilization of the Universal General Education Transfer Component (UGETC) courses in the Visual Arts and Theatre AFA degrees better serve students by making the transfer process easier.
- The program title revisions will further assist in clarifying the content of the program and provide more consistentency with transfer pathways.

Please note: The proposed AFA in Music does not list specific Universal General Education Transfer courses (UGETC). Faculty teams will be providing further refinement of this curriculum standard during the upcoming year.

Vote Results:

Colleges approved to offer the program:	35
Colleges in favor of the revision:	33
Colleges not in favor of the revision:	2

One college was opposed due to the lack of change from the current AFA Music pre-major, (specifically the music theory and applied music courses) to the proposed AFA in Music degree.

The other college was opposed to the change because they currently offer the AFA with combined Visual Arts, Music and Theatre components versus a specific focus.

Contact Person:
Wesley Beddard, Associate Vice President
Programs

Associate in Fine Arts Degree (A10200)
Curriculum Standard

The Associate in Fine Arts degree shall be granted for planned programs of study consisting of a minimum of 64 and a maximum of 65 semester hours of approved college transfer courses. (Ref. SBCC 2E.0204) Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 64 semester hours of academic credit in approved transfer courses with a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university.

Courses may also transfer through bilateral agreements between institutions. Courses offered through bilateral agreements may not transfer to all receiving institutions.

GENERAL EDUCATION CORE (28 SHC)* The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC)

Humanities/Fine Arts (6 SHC**)
Select **two** courses from **two** of the following discipline areas: art, drama, dance, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. One course must be a literature course.

Social/Behavioral Sciences (9 SHC)
Select three courses from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology**.** One course must be a history course.

Natural Sciences/Mathematics (7 SHC)
Natural Sciences (4 SHC):
Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.

Mathematics (3 SHC):
Select one course in introductory mathematics (college algebra, trigonometry, calculus, etc).

OTHER REQUIRED HOURS (36-37 SHC)* One semester hour of credit may be included in a sixty-five semester hour credit associate in fine arts program. The transfer of the 65th hour is not guaranteed.

Major Core: Major course requirements will be determined on a program-by-program basis by articulation agreements developed under the Comprehensive Articulation Agreement, whenever possible and appropriate for transfer to the University of North Carolina constituent institutions.

Total Semester Hours Credit (SHC) in Program: 64-65

Art (A1020A)
Associate in Fine Arts Pre-Major

The Associate in Fine Arts degree shall be granted for planned programs of study consisting of a minimum of 64 and a maximum of 65 semester hours of approved college transfer courses. (1D SBCCC 400.97(3)(d)). Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

GENERAL EDUCATION CORE (28 SHC)*
The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC)

Humanities/Fine Arts (6 SHC**)
Select **two** courses from two of the following discipline areas: art, drama, dance, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. One course must be a literature course.

Social/Behavioral Sciences (9 SHC)
Select **three** courses from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. One course must be a history course.

Natural Sciences/Mathematics (7 SHC)
Natural Sciences (4 SHC): Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.

Mathematics (3 SHC): Select one course in introductory mathematics (college algebra, trigonometry, calculus).

OTHER REQUIRED HOURS (36-37 SHC)*
One semester hour of credit may be included in a sixty-five semester hour credit associate in fine arts program. The transfer of the 65th hour is not guaranteed.

If a two- or three- dimensional studio course is to transfer as a pre-major course, it must have ART 121 or ART 122 as a prerequisite.

Major Core: 15 SHC from the following:
ART 114 Art History Survey I (3 SHC) ART 115 Art History Survey II (3 SHC)
ART 121 Two-Dimensional Design (3 SHC) ART 122 Three-Dimensional Design (3 SHC)
ART 131 Drawing I (3 SHC)

Electives: 21 SHC from the following:

ART 116 Survey of American Art (3 SHC)	ART 117 Non-Western Art History (3 SHC)
ART 132 Drawing II (3 SHC)	ART 135 Figure Drawing I (3 SHC)
ART 171 Computer Art I (3 SHC)	ART 222 Wood Design I (3 SHC)
ART 223 Wood Design II (3 SHC)	ART 231 Printmaking I (3 SHC)
ART 232 Printmaking II (3 SHC)	ART 235 Figure Drawing II (3 SHC)
ART 240 Painting I (3 SHC)	ART 241 Painting II (3 SHC)
ART 244 Watercolor (3 SHC)	ART 245 Metals I (3 SHC)
ART 246 Metals II (3 SHC)	ART 247 Jewelry I (3 SHC)
ART 248 Jewelry II (3 SHC)	ART 250 Surface Design: Textiles (3 SHC)
ART 251 Weaving I (3 SHC)	ART 252 Weaving II (3 SHC)
ART 261 Photography I (3 SHC)	ART 262 Photography II (3 SHC)
ART 263 Color Photography (3 SHC)	ART 264 Digital Photography I (3 SHC)
ART 265 Digital Photography II (3 SHC)	ART 266 Videography I (3 SHC)
ART 267 Videography II (3 SHC)	ART 271 Computer Art II (3 SHC)
ART 275 Intro to Commercial Art (3 SHC)	ART 281 Sculpture I (3 SHC)
ART 282 Sculpture II (3 SHC)	ART 283 Ceramics I (3 SHC)
ART 284 Ceramics II (3 SHC)	ART 289 Museum Study (3 SHC)

Studio art courses must meet the following criteria:

- 6 contact hours for each 3 credit studio class
- All two-dimensional studio art classes, except ART 131 Drawing I, must require a prerequisite of ART 121 Design I.

All three-dimensional studio art classes must require a prerequisite of ART 122 Design II.

CURRENT (Request to Archive)

Drama (A1020C)
Associate in Fine Arts Pre-Major

The Associate in Fine Arts degree shall be granted for planned programs of study consisting of a minimum of 64 and a maximum of 65 semester hours of approved college transfer courses. (1D SBCCC 400.97(3)(d)) Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

GENERAL EDUCATION CORE (28 SHC)*
The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC)

Humanities/Fine Arts (6 SHC**) Select **two** courses from two of the following discipline areas: art, drama, dance, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. **One course must be a literature course.**

Social/Behavioral Sciences (9 SHC) Select **three** courses from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **One course must be a history course.** The following course is recommended:
PSY 150 General Psychology (3 SHC)

Natural Sciences/Mathematics (7 SHC)
Natural Sciences (4 SHC): Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.

Mathematics (3 SHC): Select one course in introductory mathematics (college algebra, trigonometry, calculus).

OTHER REQUIRED HOURS (36-37 SHC)*One semester hour of credit may be included in a sixty-five semester hour credit associate in fine arts program. The transfer of the 65th hour is not guaranteed.

Major Core:

Drama The following courses are required (14 SHC):

DRA 120 Voice for Performance (3 SHC)
DRA 130 Acting I (3 SHC)
DRA 131 Acting II (3 SHC)
DRA 140 Stagecraft I (3 SHC)
DRA 145 Stage Make-up (2 SHC)

Play Production Select 3 SHC from the following:

DRA 170 Play Production I (3 SHC)
DRA 171 Play Production II (3 SHC)
DRA 270 Play Production III (3 SHC)
DRA 271 Play Production IV (3 SHC)

Electives: 6 SHC from the following:

DRA 112 Literature of the Theatre (3 SHC)
DRA 122 Oral Interpretation (3 SHC)
DRA 128 Children's Theatre (3 SHC)
DRA 141 Stagecraft II (3 SHC)
DRA 142 Costuming (3 SHC)
DRA 150 Stage Management (3 SHC)
DRA 211 Theatre History (3 SHC)
DRA 212 Theatre History II (3 SHC)
DRA 240 Lighting for the Theatre (3 SHC)
DRA 250 Theatre Management (2 SHC)
DRA 260 Directing (3 SHC)

Other electives may be selected from courses approved for transfer to the University of North Carolina constituent institutions.

Total Semester Hours Credit (SHC) in Program: 64-65

Music and Music Education (A1020D)
Associate in Fine Arts Pre-Major

The Associate in Fine Arts degree shall be granted for planned programs of study consisting of a minimum of 64 and a maximum of 65 semester hours of approved college transfer courses. (1D SBCCC 400.97(3)(d)) Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

GENERAL EDUCATION CORE (28 SHC)*
The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC)

Humanities/Fine Arts (6 SHC**)
Select **two** courses from two of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion.
One course must be a literature course.

Social/Behavioral Sciences (9 SHC)
Select **three** courses from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.
One course must be a history course.

Natural Sciences/Mathematics (7 SHC)
Natural Sciences (4 SHC): Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.
Mathematics (3 SHC): Select one course in intro. mathematics (college algebra, trigonometry, calculus).

OTHER REQUIRED HOURS (36-37 SHC)*
One semester hour of credit may be included in a sixty-five semester hour credit associate in arts program. The transfer of the 65th hour is not guaranteed.

Major Core:
Music Theory The following courses are required (16 SHC):

MUS 121 Music Theory I (4 SHC)	MUS 122 Music Theory II (4 SHC)
MUS 221 Music Theory III (4 SHC)	MUS 222 Music Theory IV (4 SHC)

Applied Music The following courses are required (8 SHC):

MUS 161 Applied Music I (2 SHC)	MUS 162 Applied Music II (2 SHC)
MUS 261 Applied Music III (2 SHC)	MUS 262 Applied Music IV (2 SHC)

Ensemble 4 SHC from the following:

MUS 131Chorus I (1 SHC)
MUS 132 Chorus II (1 SHC)
MUS 133 Band I (1 SHC)
MUS 134 Band II (1 SHC)
MUS 135 Jazz Ensemble I (1 SHC)
MUS 136 Jazz Ensemble II (1 SHC)
MUS 137 Orchestra I (1 SHC)
MUS 138 Orchestra II (1 SHC)
MUS 141 Ensemble I (1 SHC)
MUS 142 Ensemble II (1 SHC)
MUS 231 Chorus III (1 SHC)
MUS 232 Chorus IV (1 SHC)
MUS 233 Band III (1 SHC)
MUS 234 Band IV (1 SHC)
MUS 235 Jazz Ensemble III (1 SHC)
MUS 236 Jazz Ensemble IV (1 SHC)
MUS 237 Orchestra III (1 SHC)
MUS 238 Orchestra IV (1 SHC)
MUS 241 Ensemble III (1 SHC)
MUS 242 Ensemble IV (1 SHC)
MUS 253 Big Band (1 SHC)

Class Music The following courses are required (2 SHC):

MUS 151 Class Music I (1 SHC)
MUS 152 Class Music II (1 SHC)

Electives: 6 SHC from other MUS courses

Total Semester Hours Credit (SHC) in Program: 64-65

PROPOSED

Effective Term: Fall 2016

Associate in Fine Arts in Visual Arts (A10600)
Curriculum Standard

The Associate in Fine Arts in Visual Arts degree shall be granted for a planned program of study consisting of a minimum of **60 semester hours** of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER (UGETC) COMPONENT
All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

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

Communications and Humanities/Fine Arts (6 SHC)
Select two courses from two different disciplines.

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

Social/Behavioral Sciences (6 SHC)
Select two courses from two different disciplines.

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

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following:

AST 111 Descriptive Astronomy (3 SHC) *and* AST 111A Descriptive Astronomy Lab (1 SHC)

AST 151 General Astronomy I (3 SHC) *and* AST 151A General Astronomy I Lab (1 SHC)

BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Geology	(4 SHC)

PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)

ART (15 SHC)

Additional Universal General Education Transfer Courses: ART

ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)

Other Required: ART

ART 121	Two-Dimensional Design	(3 SHC)
ART 122	Three-Dimensional Design	(3 SHC)
ART 131	Drawing I	(3 SHC)

An additional 18-20 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Academic Transition (1 SHC)

ACA 122	College Transfer Success	(1 SHC)

Total Semester Hours Credit (SHC) in Program: 60-61*

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Visual Arts program of study. The transfer of this hour is not guaranteed.*

PROPOSED

Effective Term: Fall 2016

Associate in Fine Arts in Music (A10700)
Curriculum Standard

The Associate in Fine Arts in Music degree shall be granted for a planned program of study consisting of a minimum of **64-65 semester hours** of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

GENERAL EDUCATION

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. *Courses classified as Universal General Education Transfer Component (UGETC) courses are recommended.*

English Composition (6 SHC)

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

Communications and Humanities/Fine Arts (6 SHC)

Select two courses from two of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, communications (COM 231), and religion.

Social/Behavioral Sciences (9 SHC)

Select three courses from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

Natural Sciences/Mathematics (7 SHC)

Natural Sciences (4 SHC): Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.
Mathematics (3 SHC): Select one course.

Other Required: Music (36 SHC)

Music Theory: The following courses are required (16 SHC):

MUS 121 Music Theory I (4 SHC)	MUS 122 Music Theory II (4 SHC)
MUS 221 Music Theory III (4 SHC)	MUS 222 Music Theory IV (4 SHC)

Applied Music: The following courses are required (8 SHC)

MUS 161 Applied Music I (2 SHC)	MUS 162 Applied Music II (2 SHC)
MUS 261 Applied Music III (2 SHC)	MUS 262Applied Music IV (2 SHC)

Ensemble: 4 SHC from the following:

MUS 131 Chorus (1 SHC)	MUS 132 Chorus II (1 SHC)
MUS 133 Band I (1 SHC)	MUS 134 Band I (1 SHC)
MUS 135 Jazz Ensemble I (1 SHC)	MUS 136 Jazz Ensemble II (1 SHC)
MUS 137 Orchestra I (1 SHC)	MUS 138 Orchestra II (1SHC)
MUS 141 Ensemble I (1 SHC)	MUS 142 Ensemble II (1SHC)
MUS 231 Chorus III (1 SHC)	MUS 232 Chorus IV (1 SHC)
MUS 233 Band III (1 SHC)	MUS 234 Band IV (1 SHC)
MUS 235 Jazz Ensemble III (1SHC)	MUS 236 Jazz Ensemble IV (1 SHC)
MUS 237 Orchestra III (1 SHC)	MUS 238 Orchestra IV (1 SHC)
MUS 241 Ensemble III (1 SHC)	MUS 242 Ensemble IV (1 SHC)
MUS 253 Big Band (1 SHC)	

Class Music: The following courses are required (2 SHC):

MUS 151 Class Music I (1SHC)	MUS 152 Class Music II (1SHC)

Music Electives: 6 SHC from other MUS prefix courses classified as pre-major/elective, general education or UGETC.

Total Semester Hours Credit (SHC) in Program: 64-65

One semester hour of credit may be included in a 65 SHC Associate in Fine Arts in Music program of study. The transfer of this hour is not guaranteed.

PROPOSED

Effective Term: Fall 2016

Associate in Fine Arts in Theatre (A10800)
Curriculum Standard

The Associate in Fine Arts in Theatre degree shall be granted for a planned program of study consisting of a minimum of **60 semester hours** of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

All Universal General Education Transfer Component courses will transfer for equivalency credit.

English Composition (6 SHC)

The following two English composition courses are required.

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

Communications and Humanities/Fine Arts (9 SHC)

Select three courses from at least two different disciplines.

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

Social/Behavioral Sciences (9 SHC)

Select three courses from at least two different disciplines.

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

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following:

AST 111 Descriptive Astronomy (3 SHC) *and* AST 111A Descriptive Astronomy Lab (1 SHC)

AST 151 General Astronomy (3 SHC) *and* AST 151A General Astronomy Lab (1 SHC)

BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Geology	(4 SHC)

PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)

OTHER REQUIRED HOURS (16 SHC)

THEATRE (15 SHC)

DRA 211	Theatre History I	(3 SHC)
DRA 212	Theatre History II	(3 SHC)

Choose one track.

Acting Track

DRA 130	Acting I	(3 SHC)
DRA 135	Acting for the Camera I	(3 SHC)
DRA 170	Play Production I	(3 SHC)

Technical Track

DRA 140	Stagecraft I	(3 SHC)
DRA 141	Stagecraft II	(3 SHC)
DRA 170	Play Production I	(3 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

An additional 12-14 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total Semester Hours Credit (SHC) in Program: 60-61*

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Theatre program of study. The transfer of this hour is not guaranteed.*

STATE BOARD OF COMMUNITY COLLEGES
Combined Course Library - Continuing Education

New Course Approvals, Modifications, and Tier Designations

The State Board is asked to approve the following courses for placement in the Combined Course Library (CCL).

Request #1 of 6 (New)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HRD-4000	Intro to Human Services: DSS Income Maintenance Caseworker	42	B20 – Human Resources Development	3

Rationale:

- This course is driven by a request from the NC Department of Social Services (DSS) in collaboration with the NC Department of Health and Human Services – NCFAST State Office. The goal of the course offering is to develop a better pool of applicants for DSS local offices.
- This course will focus on entry-level positions as Income Maintenance Caseworkers. Core topics include: career exploration, entry-level skill competencies, communication, computer literacy, and job retention.

Request #2 of 6 (New)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
COS-3104	Natural Hair Care Specialist	300	T75 – Service Occupations	2

Rationale:

- Effective July 1, 2015, to practice as a Natural Hair Care Specialist individuals must graduate from a licensed Cosmetic Arts natural hair care school, pass an examination and pay for licensure. This course is designed to meet the educational requirements set forth by the North Carolina Board of Cosmetic Art Examiners.
- Credentialing Agency: NC Board of Cosmetic Arts Examiners - http://www.nccosmeticarts.com/

Request #3 of 6 (New)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
EME-3500	Emergency Dispatch	120	R40 – Government Regulations	3

Rationale:

- This course is designed to prepare individuals for employment within an Emergency 911 Telecommunications Center.
- Course work will include instructor led lectures, hands on experience with console and card sets, and opportunities to participate in real time scenarios while learning essential multi-tasking techniques. Upon completion of this course, students will be prepared to effectively operate the functional aspects within an Emergency 911 Center.
- Certification Opportunities: International Academy of Emergency Dispatch: http://www.emergencydispatch.org/Certification

Request #4 of 6 (New)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
ENT-3000	Audio and Visual & Sound Engineering Technician	320	T75 – Service Occupations	3

Rationale:

- This course provides an understanding of sound recording and engineering. This includes, but is not limited to: the physics of sound, an understanding of the electronics that transmit audio, study of sound recording and engineering tools, and experience using these tools to record sound. Upon completion, students will have a strong foundation of audio engineering to apply to more in depth learning or a career in the audio engineering field.
- Certification Opportunities: Society of Broadcast Engineers (www.sbe.org/sections/cert_index.php)
  InfoComm International (www.infocomm.org/cps/rde/xchg/infocomm/hs.xsl/certification.htm)

Request #5 of 6 (Modification)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HSE-3264	Activity Director – Basic	Increase from 50 to 75	L30 - Health	3

Rationale:

- This course is designed to provide basic training to individuals desiring to become an Activity Director in a healthcare related setting. Currently the minimum required training is 50 hours.
- The Department of Health and Human Services (DHHS), Division of Health Service Regulation, Nursing Home Licensure and Certification and the Adult Care Licensure Section requested that the recommended hours be increased by 25 hours to provide students with more hands-on experience in either a nursing facility or adult care home.
- Certification Opportunities: National Certification Council for Activity Professionals (http://nccap.org/certification) or National Association of Activity Professionals Credentialing Center (http://naapcc.net/certification-standards/)

Request #6 of 6 (Modification)

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
HEO-3200	Roadway Construction	Increase from 36 to 50	H30 – Construction Occupations	3

Rationale:

- This course provides training for NC Department of Transportation (NCDOT) asphalt roadway technicians. Instructional areas will focus on inspection techniques related to hauling, laydown, and compaction of asphalt pavements. Upon completion, students may qualify for certifications within the Hot Mix Asphalt/Quality Management System (HMA/QMS) Program.
- This is a request to increase the recommended hours by 14 hours to incorporate zone flagger training necessary for roadway construction safety.
- Certification Opportunity: Safety and Health Council - http://www.safetync.org/flaggercourses.htm

Contact:

Barbara Boyce, Associate Vice-President
Workforce Continuing Education

Margaret Roberton, Director
Continuing Education-Training and Standards

AGENDA

State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building
Gregory Poole Conference Room and AW Conference Room
February 18, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 14, 2016

For Information

- NC Guaranteed Admission Program (NC GAP) Update – Combined discussion with the Programs Committee from 1:30-2:00 in the Gregory Poole Conference Room - resume Strategic Planning meeting in the AW Conference Room from 2:00-3:00 (*Attachment PLAN 1*)
- State Data Tools: Star Jobs and Reality Check (*for discussion only – with guest Speaker Jeff DeBellis*)
- Align4NCWorks Update (*for discussion only)*
- NCWorks/WIOA Update (*for discussion only)*

For Future Action

- NCCCS Data Governance Committee Scope and Procedures (*Attachment PLAN 2*)

For Action

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.

State Board of Community Colleges
Strategic Planning Committee
NC Community College System
Raleigh, NC
January 14, 2016

Call to Order

Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:30 pm in the AW Conference Room of the System Office and welcomed everyone.

Board Members Participating:	***Also Attending:***
Dr. Darrell Saunders	Linda Weiner
Mr. Bobby Irwin	Dr. Matt Meyer
Mr. Clark Twiddy	Anne Bacon
Mr. Jerry Vaughn	Chreatha Alston
Mr. Ernest Pearson	Bill Schneider
Representative Jimmie Ford *(via conference phone)*	Chris Cline

Ethics Awareness and Conflicts of Interest

Dr. Saunders asked that Mr. Clark Twiddy read the Ethics Awareness and Conflict of Interest Reminder. He asked the Committee if there were any conflicts or potential conflicts of interest that needed to be identified. Having so requested and hearing none, Mr. Twiddy 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 Mr. Jerry Vaughn and seconded by Representative Jimmie Ford. The motion was adopted.

Approval of Minutes

Dr. Saunders asked for a motion to approve the minutes of the December 3rd meeting and a motion was made by Mr. Vaughn and seconded by Mr. Twiddy to approve the minutes. The motion was adopted.

For Information

Align4NCWorks Information Update

Ms. Linda Weiner stated that an update on recent activity for the four Collective Impact teams and the two Boots on the Ground teams would be elaborated on by Ms. Anne Bacon and Dr. Matt Meyer. They highlighted a few things from each of the teams. The Eastern Boots on the Ground team will be starting a pre-hire welding class soon, and Ms. Bacon provided a flyer for this. She noted that two of our colleges are working with multiple companies on this effort. In this

recruitment, one company has guaranteed interviews with everyone who completes the class. Dr. Meyer stated that this endeavor is supporting our goal of employer engagement. A suggestion was made by Mr. Ernest Pearson to include salary ranges on the recruitment flyer to better secure interest with perspective students. Dr. Meyer spoke about the Collective Impact team that he and Dr. Maria Pharr are facilitating, Work-Based Learning, Competencies and Credentials. He stated that there was confusion about the definition of work-based learning. He noted that his team worked to come up with a common definition that the majority were in favor of. They will also be working on credit for non-credit training to secure a standard template for awarding credit for specific continuing education or non-degree training.

Ms. Bacon stated that, on the Data, People, Protocols and Policy (DP3) Collective Impact Team, we have workforce partners and economic development partner to help us delve into different data sources to determine how to use data more systematically. She noted that they are also looking into program planning for when new programs are being established in colleges. Ms. Weiner stated that she had a conversation with Catherine Truitt, the Governor's Senior Policy Advisor on Education, about needing consistent data. Ms. Truitt will bring this information to the Education Cabinet meeting that will be held the week of January 18th so that this can be elevated to the right level.

Ms. Weiner provided an update for her Collective Impact team, Career Awareness and College Access. She said that through team conversations several big themes bubbled up. She noted that the internal Align4NCWorks team will be having a retreat at the beginning of February to discuss these issues. Some of the key topics they will focus on are data and the need to have people career or college ready. She stated that employers need to inform us what they believe career ready is. She added that we may need to make career coaching a consistent foundation for community colleges.

Ms. Bacon provided an update for Ms. Maureen Little's team, Employer Engagement and Talent Connections. Ms. Little recently had a meeting with her group and discussed a number of issues, including the CRM (Customer Relations Management) System. They will be receiving information soon from the HRD (Human Resources Development) Advisory Board in response to a request from our staff. We asked them to identify collaboration with NCWorks (workforce) Career Centers. She noted that there will be a Project Management team meeting the week of January 18th so that we can be certain we are speaking the same language.

Mr. Pearson stated that there was a robotics machinery company with facilities in Statesville and Greenville. He spoke to them in early December and they indicated that they were unable to find workers for the Statesville site. Mr. Pearson requested that someone talk to this company to see what assistance we can offer. Staff has since followed up.

For Future Action

Resolution to Support North Carolina's Call to Action

Ms. Weiner provided a draft resolution listed for future action. She noted that at our October PLAN meeting in Greensboro, the Governor announced his goal to have 67% of working age adults in North Carolina equipped with some form of secondary education. He asked each of the Boards to prepare a resolution in support of that. She stated that it was discussed at our December PLAN meeting, drafted and then presented to the PLAN Committee. She said that Chairman Shook will present where we currently are with this at the Education Cabinet meeting that will be held the week of January 18th. Some of the work was taken from a template that was provided to us by the Division of Workforce Solutions. We tweaked it and added some more specific points to us. It is centered around Align4NCWorks and data.

Mr. Pearson voted to move the Resolution to "For action" and approve as presented. Mr. Bobby Irwin seconded the motion and it was unanimously approved to present to the full Board on January 15th.

Ms. Weiner provided a handout on NC Guaranteed Admissions Program (NC GAP). This was included in the budget packet and passed in August, 2015. A report on how this will be implemented is due back to the legislature by March 1, 2016 and our System is working with UNC General Administration on that report. The SBCC Program Committee will be hearing more details about NC GAP in February, and the PLAN Committee would like to have a joint meeting with that group. Ms. Weiner will work with Dr. Lisa Chapman to set up the joint meeting.

Ms. Weiner asked if the Board would like to hear Jeff DeBellis from the Labor, Economic Analysis Division (LEAD) in the NC Department of Commerce talk about "Reality Check" and "Star Jobs". The Board unanimously agreed that they would like to invite him.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 2:20 pm.

Respectfully submitted,
Ms. Jerrie Farmer
Recording Secretary

NC GUARANTEED ADMISSION PROGRAM (NCGAP)

SECTION 11.7.(a) The General Assembly finds that the six-year graduation rate for students pursuing a baccalaureate degree from any constituent institution of The University of North Carolina is too low. The General Assembly further finds that it is important to design and implement a program for the purpose of achieving the following goals: to assist more students to obtain a baccalaureate degree within a shorter time period; to provide students with a college education at significantly lower costs for both the student and the State; to help decrease the amount of debt resulting from loans that a student may owe upon graduation; to provide a student with an interim degree that may increase a student's job opportunities if the student chooses not to continue postsecondary education; and to provide easier access to academic counseling that will assist a student in selecting coursework that reflects the student's educational and career goals and helps the student succeed academically.

SECTION 11.7.(b) The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall jointly study and evaluate how a deferred admission program, to be known as the North Carolina Guaranteed Admission Program (NCGAP), for students identified as academically at risk and designed pursuant to subsection (c) of this section, would address the issues and help achieve the goals set out in subsection (a) of this section. In its study the Board of Governors and State Board of Community Colleges shall also consider the best procedure for implementing NCGAP and the fiscal impact it may have with respect to enrollment.

SECTION 11.7.(c) NCGAP shall be a deferred admission program that requires a student who satisfies the admission criteria of a constituent institution, but whose academic credentials are not as competitive as other students admitted to the institution, to enroll in a community college in this State and earn an associate degree prior to enrolling as a student at the constituent institution. A student who earns an associate degree from a community college in this State within three years from the date of the deferred acceptance is guaranteed admission at that constituent institution to complete the requirements for a baccalaureate degree. A constituent institution shall hold in reserve an enrollment slot in the appropriate future academic year for any student who accepts a deferred admission. A constituent institution shall also reduce its enrollment for each academic year by the number of deferred admissions granted for that academic year.

SECTION 11.7.(d) The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall report their finding and recommendations to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office of State Budget and Management by March 1, 2016. The report shall include an analysis of the fiscal impact NCGAP may have with regard to enrollment at constituent institutions of The University of North Carolina and at community colleges, the number of students who may participate in NCGAP, and its effect on FTEs.

SECTION 11.7.(e) Based on the analysis conducted by the Board of Governors and the State Board of Community Colleges pursuant to subsection (b) of this section and the recommendations made pursuant to subsection (d) of this section, each constituent institution shall design a deferred admission program as part of NCGAP for implementation at the institution. The institution shall design the program so that it may be implemented at the institution beginning with the 2016-2017 fiscal year and applied to the institution's admission process for the 2017-2018 academic year and each subsequent academic year.

SECTION 11.7.(f) The State Board of Community Colleges, in consultation with the Board of Governors of The University of North Carolina, shall adopt rules to ensure that a student participating in NCGAP is provided counseling and assistance in selecting coursework that reflects the student's educational and career goals and that provides a smooth transition from the community college to the constituent institution.

SECTION 11.7.(g) NCGAP shall be implemented at all constituent institutions and all community colleges beginning with the 2016-2017 fiscal year and shall apply to admissions policies at each constituent institution and community college beginning with the 2017-2018 academic year and each subsequent academic year.

SECTION 11.7.(h) This section does not apply to the North Carolina School of Science and Mathematics.

NCCCS Data Governance Committee Scope and Procedures

SBCC
02/19/2016

Data Governance Committee Scope and Procedures

Purpose

The Data Governance Committee (DGC) is established to maintain and sustain effective data systems to ensure data quality, efficient processes, and effective reporting capabilities within the North Carolina Community College System (NCCCS). The DGC will help set the strategic direction to ensure systems are effective and maximize economies of scale. The DGC has the responsibility for ensuring that colleges have access to resources and tools that facilitate data integrity and accuracy of reports throughout the System. The DGC has the authority to approve changes, additions, and deletions that impact System reporting requirements.

Objectives

This DGC is an advisory and decision-making body designed to ensure data systems effectively address the business needs of colleges, while also serving reporting requirements and evaluation demands.

The associated objectives include:

- Oversee the NCCCS data dictionary, which includes and defines data elements used throughout NCCCS.
- Authorize changes to documented data entry processes associated with the data dictionary.
- Approve system changes impacting elements contained in the data dictionary.
- Coordinate a voluntary peer review process which evaluates individual college data entry and quality.
- Evaluate data review processes and validations to ensure local accountability through the validation of submitted data.
- Promote advanced analytical capabilities that facilitate informed decision making to drive NCCCS forward.
- Advocate for the implementation of technologies that impact data quality and data transmissions to ensure NCCCS needs are met.
- Ensure best practices relating to the use of standard reporting technologies are communicated and shared throughout NCCCS.
- Encourage the expanded availability of predefined reports, web-based dashboards, and other means of accessing information.
- Assist in identifying training needs and associated modes of delivery.

Composition

The committee will normally be composed of fifteen members, with ten from the colleges and five from the System Office. One of the ten coming from the colleges will be a college president, who will serve as the DGC Chair.

The following professional associations and positions will appoint representatives to NCCCS's Associate VP for Research and Performance Management (or designee).

Professional Association / Position	Appointment Responsibility
NC Association of Community College Presidents (NCACCP)	One college president to serve as the chair of the committee
NCCCS President	One System Office representative to serve as a member
NCCCS VP of Finance and Operations	One System Office representative to serve as a member
NCCCS VP of Information Technology	One System Office representative to serve as a member
NCCCS VP of Programs and Student Services	Two System Office representatives to serve as members
Association of Community College Business Officers (ACCBO)	One member
Community College Planning and Research Organization (CCPRO)	Three members
Chief Information Officers Association (CIOA)	One member
Institutional Information Processing System Users Group (IIPS)	One member
NC Adult Education Association (NCAEA)	One member
NC Association of Community College Instructional Administrators (NCACCIA)	One member
NC Student Development Administrators Association (NCSDAA)	One member

Committee members will serve a three-year term, effective July 1, 2016. However, to ensure effective turnover and transitions, most of the first appointees will be required to serve shorter terms. See Appendix 1 for Appointment Schedule. Committee members unable to fulfil their role as a member of the DGC shall inform NCCCS's Associate VP for Research and Performance Management (or designee).

When vacancies occur, NCCCS's Associate VP for Research and Performance Management (or designee) will contact the associated appointing professional association or position for an interim appointment to complete the original committee member's term. The interim appointment is eligible to continue as a permanent appointment when the term expires.

NCCCS's Associate VP for Research and Performance Management (or designee) will also serve on the DGC committee, as a non-voting member. They will assist the Chair and facilitate meetings and associated correspondences.

Committee Authority

The DGC is authorized by the State Board to monitor, modify and enforce procedures and policies that directly impact centralized data quality, collection and reporting. The DGC shall provide the State Board a report of its activities no less than twice annually.

Committee Advisory Role

In addition, the DGC is responsible for providing input on issues relating to long term system solutions, including but not limited to Enterprise Resource Planning (ERP).

Committee Review

Individuals from a college or the System Office may submit items for presentation, review, and/or approval as long as they are associated with the DGC's objectives. The chair will prioritize the items reviewed by the committee. NCCCS's Associate VP for Research and Performance Management (or appointee) will coordinate with those submitting items. The DGC may also redirect items that are better aligned with others (individuals or committees).

Meetings and Approvals

The committee will normally meet in person four times a year; however, it may be necessary to meet or make approvals electronically when required. Seven voting members must be in attendance for a quorum. All approvals and recommendations require support from a majority of those in attendance.

Peer Reviews

The DGC shall establish and coordinate voluntary peer review processes which share best practices and assess data entry processes, data quality assurances, the utilization of research and reporting tools, and knowledge of available resources at host colleges. It does so to serve the following purposes:

- Ensure data accuracy and consistency through appropriate and uniform entering and collecting of information across NCCCS so data extracted are valid and reliable
- Ensure colleges are maximizing utilization of statistical software and reporting tools
- Expand awareness of the availability of predefined reports, web-based dashboards, and training
- Provide an in-depth, substantive professional development experience for those hosting a peer review and those serving on review teams
- Further cultivate working relationships among professionals

By July 1, 2017, the DGC will outline and define all of the components associated with the peer review process. The peer review process should be initiated by January 1, 2018.

After the initial peer reviews, the DGC will assess their impact of the peer review process to determine if the process should remain in place or be terminated.

Appendix 1
Appointment Schedule

Professional Association / Position	Appointment Responsibility	Upcoming Appointments
NC Association of Community College Presidents (NCACCP)	Chair	**07/16-06/19** 07/19-06/22
NCCCS President	Member	**07/16-06/17** 07/17-06/20
NCCCS VP of Finance and Operations	Member	**07/16-12/17** 01/18-12/20
NCCCS VP of Information Technology	Member	**07/16-06/19** 07/19-06/22
NCCCS VP of Programs and Student Services	Member 1	**07/16-12/16*** 01/17-12/19
	Member 2	**07/16-06/18** 07/18-06/21
Association of Community College Business Office Professionals (ACCBO)	Member	**07/16-12/18** 01/19-12/21
Community College Planning and Research Organization (CCPRO)	Member 1	**07/16-12/16*** 01/17-12/19
	Member 2	**07/16-12/17** 01/18-12/20
	Member 3	**07/16-12/18** 01/19-12/21
Chief Information Officers Association (CIOA)	Member	**07/16-06/17** 07/17-06/20
Institutional Information Processing System Users Group (IIPS)	Member	**07/16-06/18** 07/18-06/21
NC Adult Education Association (NCAEA)	Member	**07/16-12/17** 01/18-12/20
NC Association of Community College Instructional Administrators (NCACCIA)	Member	**07/16-06/19** 07/19-06/22
NC Student Development Administrators Association (NCSDAA)	Member	**07/16-12/18** 01/19-12/21

* Denotes eligible for reappointment.

REVISED 02/16/2016

AGENDA

State Board of Community Colleges
POLICY COMMITTEE
Caswell Building, Conference Room 201A
February 18, 2016 - 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 14, 2016

For Information

- SBCC Code Report – February 2016 (Attachment POL 1)

For Action

- Amend "1D SBCCC 400.2 – Admission to Colleges" (Attachment POL 2)
- Review for Approval of Initial Proprietary Licensing (Attachment POL 3)
- Service Area Review Report (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
January 14, 2016

Policy Committee Members in Attendance:

Mr. Lynn Raye	Ms. Janet Lowder*	Mr. Jim Rose
Mr. Bobby Irwin	Mr. Bill McBrayer	Mr. Clark Twiddy
Mr. Todd Johnson	Mr. Ernie Pearson	

*Attended via phone

Others in Attendance:

Ms. Jennifer Haygood	Mr. George Fouts
Ms. Shanté Martin	President Steve Thornburg
Ms. Sondra Jarvis	Mr. Scott Corl

Welcome and Ethics Statement: Mr. Pearson called the meeting to order at 3:00 pm in Conference Room 201A of the Caswell Building. 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. Pearson requested a motion to approve the January 14, 2016 agenda. Mr. Raye made a motion to approve the agenda as presented and Mr. Twiddy seconded the motion. It was unanimously approved by the committee.

Approval of Minutes: Mr. Johnson requested a motion to approve the December 3, 2015 minutes. Mr. Johnson made a motion to approve the agenda as presented and Mr. Twiddy seconded the motion. The minutes were unanimously approved by the committee.

For Information

College Survey Results (Attachment POL 1)

Ms. Haygood said this report comes from Mr. Vaughan's question in December whether the State Board requires colleges to have Active Shooter Policies. We do not have one, but we did a survey to determine what is in place. Currently security is handled locally, so there is no one at the System Office who serves as liaison with the colleges on this topic.

Fifty-three of the fifty-eight colleges responded to the security survey. Twenty have their own college police force. Twenty-five employ security officers. Several use a third party vendor such as the sheriff's office for security on campus. Many of the security officers are armed.

There are funding issues when it comes to security. All but one college would like to have more flexibility with those funds. Greatest unfunded need is equipment with the second need being funds to improve communication methods.

The greatest threat depends on where the college is located. One of the biggest risks is domestic violence coming onto campus.

The committee discussed if they should take any action on this issues. They agreed that there doesn't need to be a motion. The staff should encourage campuses to continue to be diligent.

Policy Committee Minutes
State Board of Community Colleges
January 14, 2016

SBCC Code Report – January 2015 (Attachment POL 2)
Ms. Martin reviewed the SBCC Code report updates for this month.

For Action

Review Public Comments for "1D SBCCC 400.2 – Admission to Colleges" (Attachment POL 3)
Ms. Martin reviewed the comments and recommendations from the staff. The committee adopted staff recommendations for all of the public comments. Because the changes to the rule constitute a "substantial change: under the SBCC Code, the document will go out again for public comment. The proposed amendments will create an exception for Basic Law Enforcement and Training courses since there is already a process in place to prevent felons from enrolling in Basic Law Enforcement and Training courses. The language will be updated to read "determined" rather than "authorized" to give the colleges authority to decide how and when to do background checks.

Mr. Johnson made a motion and Mr. Irwin seconded the motion. The motion was unanimously approved.

Review Public Comments for and Amend "2A SBCCC 400.2 – Admission Requirements" (Attachment POL 4)
Ms. Martin said there was one comment which was not substantial. Mr. Raye made a motion and Mr. McBrayer seconded the motion. The motion was unanimously approved.

Recommendations for Initial Proprietary School Licensing (Attachment POL 5)
Mr. Corl reviewed the proposed recommendation from the Proprietary School Board. The address of the proprietary school was changed to 213 Fayetteville Street, Raleigh, NC 27601. A site visit has been made to the new location.

Mr. Raye motioned to approve the amended item and Mr. Johnson seconded the motion. The motion was unanimously approved.

New Business

Adjournment
Mr. Irwin motioned and Mr. Raye seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:15 pm.

Respectfully submitted,
Sondra C. Jarvis
Recording Secretary

Attachment POL 1

STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
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	**COMPLETED**
	Review Comments with SBCC Committee	January 14, 2016	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	January 15, 2016	**COMPLETED**
	Prospective Effective Date of Rule	February 1, 2016	**COMPLETED**

AMEND "1D SBCCC 400.2 – Admission to Colleges"	Initiation of Rulemaking Process	December 4, 2015	**COMPLETED**
	Publication on NCCCS Website	December 7, 2015	**COMPLETED**
	Written Comment Period Ends	January 6, 2016	**COMPLETED**
	Review Comments with SBCC Committee	January 14, 2016	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	January 27, 2016	**COMPLETED**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	February 19, 2016	**PENDING**
	Prospective Effective Date of Rule	March 1, 2016	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND "1D Subchapter 300 – Continuing Education"	Initiation of Rulemaking Process	March 18, 2016	**PENDING**
	Publication on NCCCS Website	March 22, 2016	
	Written Comment Period Ends	April 21, 2016	
	Review Comments with SBCC Committee	May 19, 2016	
	2nd Written Comment Period Ends (if substantive changes)	May 31, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	June 17, 2016	
	Prospective Effective Date of Rule	July 1, 2016	

State Board of Community Colleges Code
TITLE 1 – COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

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

(1) Any current, valid State-issued permit to purchase a firearm;

(2) A current, valid State-issued concealed carry permit from North Carolina;

(3) A current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;

(4) Proof of an exemption from permit requirements pursuant to G.S. 14-415.25; or

(5) A background check that is determined by the college. The sole purpose of the background check shall be to determine whether an applicant can lawfully possess a firearm in North Carolina pursuant to G.S. 14-269.8, G.S. 14-404(c), G.S. 14-415.1, G.S. 14-415.3, and G.S. 14-415.25.

History Note: *Authority G.S. 115D-1; 115D-5; 115D-20;*
Eff. February 1, 1976;
Amended Eff. March 1, 2016; November 1, 2014; July 10, 2010; January 1, 2006; January 1, 1996; September 1, 1993; January 1, 1987; May 1, 1982.

STATE BOARD OF COMMUNITY COLLEGES
Review for Approval of Initial Proprietary School Licensure

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.

Not Available at Time of Printing

STATE BOARD OF COMMUNITY COLLEGES
Service Area Review Report

The 2015 General Assembly amended G.S. 115D-5 by adding a new subsection which reads:

"(w) The State Board of Community Colleges shall review, at least every five years, service areas that include counties assigned to more than one community college to determine the feasibility of continuing to assign those counties to more than one community college. The State Board shall revise service areas as needed to ensure that counties are served effectively. The first review and any revisions shall be completed no later than March 1, 2016, and the State Board shall report its findings and any revisions to the Joint Legislative Education Oversight Committee no later than March 1, 2016. All subsequent reviews and revisions shall also be submitted to the Committee."

This report represents the first review as required by this statute. Currently, there are only two examples of two community colleges jointly serving a county:

- Northampton County is served by Halifax Community College and by Roanoke-Chowan Community College.
- Bertie County is served by Roanoke-Chowan Community College and Martin Community College.

Service Area Assignments

- **Bertie County -** Martin Community College serves the townships of Indian Woods and Merry Hill and has exclusive authority for offering curriculum and adult basic education courses in the Windsor Township, which includes the county seat and only public high school. Both Roanoke-Chowan Community College and Martin Community College are authorized to offer continuing education courses in the Windsor Township. Roanoke-Chowan Community College serves the townships of Colerain, Mitchells, Roxobol, Snakebite, Whites, and Woodville.
- **Northampton County -** Halifax Community College serves the townships of Gaston, Occoneechee, Pleasant Hill and Seaboard. Roanoke-Chowan Community College serves the townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee.

Review Process.

This review of the Service Area assignments for Bertie and Northampton counties included the following:

- Notification to the presidents of the three community colleges involved of the review process;

- Campus visits to the three community colleges involved to meet with the Presidents and their selected staff to determine if any issues exist regarding the delivery of educational programs within the shared counties; and,
- A review of the course offerings in each county to evaluate the number and types of course offerings being delivered by each college. This information was compared with counties of similar demographics to determine if the shared counties are being adequately served.

Summary of Interviews.

The conversations with the presidents revealed no major issues. While there are no major issues, the three instructional areas that could potentially lead to concern include Career and College Promise offerings, emergency services training and education, and instructional delivery at correctional institutions.

These three areas need consistent attention based on the following:

- Career and College Promise
  - Development of Early College High Schools that attract students from more than one service area
  - Merging or redistricting high schools with resulting move of students to attend high schools in a different service area from the service area in which they reside
- Emergency Services Training and Education
  - Requests from agencies that cross service area due to size and location of townships
  - Low enrollment requests resulting in need of collaboration that supports combined classes spanning more than one service area
- Instructional Delivery at Correctional Institutions
  - Facility located in a service area of a college which is not currently prepared or possibly approved to offer requested programming

Review of Delivery of Educational Programs.

Enrollment data was reviewed for both Credit (Credit) and Non-Credit offerings for Bertie and Northampton counties for the 2013-2014 and 2014-2015 enrollment periods. Based on the population and demographics for Bertie and Northampton counties, it appears that the offerings and enrollments are consistent with comparable counties.

The following data is from the fall 2014 term. Enrollment and participation rates for Bertie and Northampton counties were compared with data from Martin County, Hertford County (home of Roanoke Chowan Community College) and Warren County, a county in the region with similar population and demographics.

Fall 2014	Curriculum		Non-Credit		Unduplicated Total	
	15-24	25-59	15-24	25-59	15-24	25-59
Bertie	346	194	176	627	502	802
Hertford	434	225	127	389	536	589
Martin	388	264	122	463	503	719
Northampton	220	151	70	399	285	541
Warren	293	167	107	431	393	592

	Population		Participation rate					
			Curriculum		Non-Credit		Unduplicated Total	
	15-24	25-59	15-24	25-59	15-24	25-59	15-24	25-59
Bertie	2798	9646	12%	2%	6%	7%	18%	8%
Hertford	3481	11523	12%	2%	4%	3%	15%	5%
Martin	2834	9066	14%	3%	4%	5%	18%	8%
Northampton	2641	9502	8%	2%	3%	4%	11%	6%
Warren	2537	9273	12%	2%	4%	5%	15%	6%
STATE			**9%**	**2%**	**3%**	**4%**	**11%**	**6%**

Note – The participation rate and enrollment numbers in the 15-24 age group for Northampton County are lower than the surrounding counties. This is probably the result of the presence of Cooperative Innovative High Schools (CIHS) in the other four counties. The Northampton County Early College High School has been approved by the State Board of Education and is scheduled for consideration by the State Board of Community Colleges at its February 2016 meeting.

Findings. Based on the review of the service area participation and enrollment data and interviews with the Presidents of the community colleges serving Bertie and Northampton counties, it appears that the current shared service areas for these counties is working and serving the citizens of these counties. While there are potential areas of concern, the colleges have been able to work through the challenges to satisfactory resolution and it is anticipated that that will continue. Following are the findings:

1. The assigned shared service areas for Bertie and Northampton counties remain as currently assigned;
2. The community colleges serving these counties continue to communicate and collaborate as appropriate to provide access to adequate educational program offerings for the citizens of these counties; and,
3. The North Carolina Community College System Office and the State Board of Community Colleges continue to review the educational offering provided in Bertie and Northampton counties, and provide assistance as needed to help the colleges work through any challenges to serving these counties.

AGENDA

State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, AW Conference Room
February 18, 2015 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes

- January 14, 2016

For Action

- 2016-17 Special Provision Requests (Attachment LEG 1)

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**

MINUTES

LEGISLATIVE AFFAIRS COMMITTEE

January 14, 2016 – 3:30 p.m.

Members Present:

Wesley Fricks, Chair	Todd Johnson	Darrell Saunders
Jim Rose, Vice Chair	Bill McBrayer	Scott Shook
Breeden Blackwell	Sam Powell	Jerry Vaughan
Lisa Estep	Lynn Raye	

System Office Staff and Others:

George Fouts	Chreatha Alston	Mary Shuping
Lisa Chapman	Patrick Fleming	Steve Thornburg (Cleveland CC)
Jennifer Haygood	Bryan W. Jenkins	Linda Suggs (Gates Foundation)

CALL TO ORDER

Mr. Fricks called the meeting to order at 3:31 p.m. in the AW Conference Room in the Caswell Building. The chair read the required ethics statement. There were no conflicts.

ROLL CALL

Mr. Jenkins took the roll of the Legislative Affairs Committee members.

APPROVAL OF THE AGENDA

Mr. Fricks asked for a motion to approve the agenda for the meeting as presented. Dr. Saunders made the motion, it was seconded by Ms. Estep, and approved via voice vote.

APPROVAL OF THE MINUTES

Mr. Fricks asked for a motion to approve the minutes for the meeting on October 30, 2015 as presented. Dr. Blackwell made the motion, it was seconded by Dr. Saunders, and approved via voice vote.

FOR INFORMATION

Process for Proposed Legislation/Update on Non-Budget Draft Proposals

Ms. Shuping gave an update on legislative matters.

- Budget Items
- Non-Budget items
    - The committee discussed Performance Measures

Update on Legislatively Mandated Reports

Possible Presentations to the Joint Legislative Education Oversight Committee ("Ed. Oversight")

Education Oversight presentations

NEW BUSINESS

DRAFT

ADJOURN

There being no other business, the Committee adjourned at 3:56 p.m. following a voice vote.

Respectfully submitted,
Bryan Jenkins
Recording Secretary

DRAFT

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
2016-17 Special Provision Requests

CARRYFORWARD OF COLLEGE INFORMATION SYSTEM FUNDS

Each session, the System Office requests the authority to carry-forward college information system (CIS) funds. This provision would request the authority to carry forward $1,250,000 which may only be used to purchase periodic system upgrades.

CODIFY MANUFACTURING SOLUTIONS CENTER AUTHORIZATION

In 2010, the Appropriations Act included language that authorized all fees collected by the Manufacturing Solutions Center of Catawba Valley Community College for the testing of products to be retained by the Center and used for the operations of the Center. Further, the provision exempted Center purchases from the provisions of Article 3 of Chapter 143 of the General Statutes. Currently, a similar center, the Center for Applied Textile Technology at Gaston College, is codified in the General Statutes. This provision would simply codify the authorization for the Manufacturing Solutions Center.

INCENTIVIZE INSTITUTIONAL PERFORMANCE ACCOUNTABILITY

Colleges are currently allowed to carryforward performance-based funding to the next fiscal year. However, colleges are not authorized to use these funds for employee bonuses. Therefore, colleges have requested the option to provide one-time bonuses to faculty and staff as a means of reinforcing the need to focus on student success.

MITIGATE UNBUDGETED BONUS LEAVE LIABILITY

The General Assembly has provided non-expiring special bonus leave through Section 28.3A of S.L. 2002-126 (10 days), Section 30.12B(a) of S.L. 2003-284 (10 days), Section 29.14A of S.L. 2005-276 (5 days), and Section 35.10A of S.L. 2014-100 (5 days). An employee meeting the eligibility criteria for all bonus leave awards since 2002 may have an unexpended balance of up to 30 days of bonus leave. Since this leave remains available until used, notwithstanding any other limitation on the total number of days of annual leave that may be carried forward, these days are typically used by employees only as a last resort or not at all. Unused bonus leave is paid out upon separation from the college, resulting in a significant cumulative unfunded liability. To the extent that an individual employee does not use the bonus leave and his/her salary increases over time, the unfunded liability grows.

This provision would authorize colleges to offer employees the option of liquidating all or a portion of their unused bonus leave prior to separation. If this option was offered by the college, liquidation would be a voluntary choice of the employee and would be subject to fund availability within the college's existing budget. This authorization would allow a college a

mechanism by which to mitigate the potential growth in the unfunded liability if their budget allows.

MAKE VOLUNTARY SHARED LEAVE FOR COMMUNITY COLLEGE EMPLOYEES THE SAME AS FOR STATE EMPLOYEES.

Voluntary Shared Leave is a program which allows State employees, community college employees, and public school employees to donate leave to immediate family members in any State agency, community college, or public school who have been approved to receive voluntary shared leave because of a medical condition that will require the employee's absence for an extended period of time. Community college employees may also donate leave to a co-worker's immediate family provided that both the donating employee and the co-worker are employed at the same community college.

In addition, State agency employees may also donate leave to a non-family member in any State agency. However, this option is not available to community college employees. This provision would allow community college employees to donate leave to non-family members who are employees at a community college.