STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
July 15, 2016

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

Thursday, July 14, 2016

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

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

A Taste of Industry
Presenters: Representatives from Durham Technical Community College and Pitt Community College with Dr. Matt Meyer and Ms. Anne Bacon

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.  Dr. W. Dallas Herring State Board Room
Chair’s Agenda Review  4:00 p.m.  Dr. W. Dallas Herring State Board Room

Friday, July 15, 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
❖ Administration of the Oath of Office
❖ Approval of Minutes from June 16, 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. Kirsten Stovall, President
COMMITTEE REPORTS
PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
For Information
Estimated Receipts – June 2016 (Attachment FC 1)
Budget and Legislative Update – July 2016 (Attachment FC 2)
System Office Contracts Report as of June 30, 2016 (Attachment FC 3)
System Office Grants Awarded Report as of June 30, 2016 (Attachment FC 4)
2000 State Bond Utilization Report as of July 1, 2015 to June 30, 2016 (Attachment FC 5)
2006 Facilities and Equipment Grant as of July 1, 2015 to June 30, 2016 (Attachment FC 6)
2007 Facilities and Equipment Grant as of July 1, 2015 to June 30, 2016 (Attachment FC 7)
System-Wide Term Contracts (Attachment FC 8)

For Action
Allocation for North Carolina Competency Based Education Incubator (Attachment FC 9) [CA]
Allocation for Accounting and Finance Alignment Project (Attachment FC 10)
Allocation for Basic Skills Funds to Community Based Organizations (Attachment FC 11) [CA]
Allocation for Integrated English Literacy and Civics Education Programs (Attachment FC 12) [CA]
Service Agreement for Community College Grant Program (Attachment FC 13) [CA]
Allocation for Virtual Learning Community Course Development and Training (Attachment FC 14) [CA]
Proposed Basic Skills Formula Change (Attachment FC 15)
Construction and Property (Attachment FC 16) [CA]

For Ratification
Allocation for Career and Technical Education Reserve Funds (Attachment FC 17) [CA]
Construction and Property (Attachment FC 18) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
For Information
Curriculum Program Applications as Approved by the System President (Attachment PROG 1)
Captive/Co-Opted Curriculum Program Termination as Approved by the System President
(Attachment PROG 2)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 3)
SBCC Code Report – July 2016 (Attachment PROG 4)

For Future Action
Curriculum Program Applications (New to System) (Attachment PROG 5)
Curriculum Standard Revision(s) (Attachment PROG 6)

For Action
Curriculum Standard Archive (Attachment PROG 7)
Curriculum Program Application for Captive/Co-Opted Groups (Attachment PROG 8)
Associate in Engineering (A10500) Program Applications (Attachment PROG 9) [CA]
Curriculum Program Application (New to System) (Attachment PROG 10) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 11) [CA]
Curriculum Standard Revisions (Attachment PROG 12) [CA]
PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
For Action (continued)
Revised and Archived Curriculum Standards - Office Administration Alignment Project (OAAP)
   (Attachment PROG 13) [CA]
Combined Course Library – Continuing Education (Attachment PROG 14) [CA]
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 15) [CA]

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
For Information
Workforce System Transitions (Attachment PLAN 1)
Partners’ Directions and Strategic Planning Efforts (Discussion Only)
National Governor’s Association Talent Pipeline Policy Academy (Discussion Only)
Proposed Agenda for Strategic Planning Meeting (Attachment PLAN 2)
Career Development Facilitator (CDF) Training Project (Attachment PLAN 3)
Other Updates (Discussion Only)

POLICY COMMITTEE, Mr. Ernie Pearson, Chair
For Information
SBCC Code Report – July 2016 (Attachment POL 1)

For Future Action
Recommendations for Initial Proprietary School Licensure (Attachment POL 2)

For Action
Amend Title 1, Chapter A – “State Board Governance” (Attachment POL 3)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair
For Information
Budget Update – July 2016 (Discussion Only)

NEW BUSINESS

PRESIDENT’S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS
DATE OF FUTURE MEETINGS
The next State Board meeting is scheduled on Thursday, August 18, 2016 through Friday, August 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 no vacancies 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
Allocation for North Carolina Competency Based Education Incubator (Attachment FC 9)
Allocation for Basic Skills Funds to Community Based Organizations (Attachment FC 11)
Allocation for Integrated English Literacy and Civics Education Programs (Attachment FC 12)
Service Agreement for Community College Grant Program (Attachment FC 13)
Allocation for Virtual Learning Community Course Development and Training (Attachment FC 14)
Construction and Property (Attachment FC 16)
Allocation for Career and Technical Education Reserve Funds (Attachment FC 17)
Construction and Property (Attachment FC 18)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Associate in Engineering (A10500) Program Applications (Attachment PROG 9)
Curriculum Program Application (New to System) (Attachment PROG 10)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 11)
Curriculum Standard Revisions (Attachment PROG 12)
Revised and Archived Curriculum Standards - Office Administration Alignment Project (OAAP) (Attachment PROG 13)
Combined Course Library – Continuing Education (Attachment PROG 14)
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 15)
CALL TO ORDER
Following proper public notification, Chairman Scott Shook called the telephonic 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:

Dr. Breeden Blackwell* 
Treasurer Janet Cowell* 
Representative Jimmie Ford* 
Mr. Bobby Irwin* 
Ms. Janet Lowder* 
Mr. Bill McBrayer* 
Dr. Samuel Powell* 
Mr. Lynn Raye*

Mr. Lee Roberts* 
Dr. Darrell Saunders* 
Mr. Scott Shook* 
Ms. Yolanda Stith* 
Mr. Clark Twiddy* 
Mr. Jerry Vaughan* 
Mr. Hal Weatherman (Rep. for Lt. Governor Dan Forest)*

*Attended by telephone
Absent: Ms. Priya Balakrishnan, Ms. Lisa Estep, Mr. Todd Johnson, Mr. Ernie Pearson, Mr. James Rose, Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST
The Chair 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 May 20, 2016 meeting of the State Board of Community Colleges. Representative Ford seconded the motion and the minutes were unanimously approved.

APPROVAL OF THE AGENDA
Representative Ford made a motion to approve the agenda, Ms. Stith seconded the motion, and the motion was unanimously approved by voice vote.
COMMITTEE REPORTS

PERSONNEL COMMITTEE, Ms. Janet Lowder, 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 Ms. Lowder, seconded by Representative Ford, and approved via voice vote.

Ms. Lowder moved to go back into open session with a second from Representative Ford, approved via voice vote.

On behalf of the Personnel Committee, Ms. Lowder recommended and moved the following item be approved by the board:

    Approval of Dr. Eric Thomas as Interim President of Roanoke-Chowan Community College

The motion was unanimously approved by voice vote.

On behalf of the Personnel Committee, Ms. Lowder recommended and moved the following item be approved by the board:

    Approval of Dr. William Aiken as Interim President of Robeson Community College

The motion was unanimously approved by voice vote.

On behalf of the Personnel Committee, Ms. Lowder recommended and moved the following item be approved by the board:

    Approval of Dr. James Ross as President of Pamlico Community College

The motion was unanimously approved by voice vote.

POLICY COMMITTEE, Mr. Scott Shook, Board Chair
On behalf of the Policy Committee, Mr. Shook recommended and moved that the following item be approved by the board:

    Review Public Comments for Title 1, Chapter A – State Board Governance (Attachment POL 1)

The above item was unanimously approved by voice vote.

Ms. Martin provided a reviewed the comment and recommendation to include the Township of Windsor in the Martin Community College service area.

NEW BUSINESS
Mr. Raye reminded the Board that the Finance Committee is meeting telephonically on June 23, 2016.
Interim President Fouts thanked the State Board members for making individual contacts with their General Assembly members leading up to and during the budget negotiations.

Representative Ford shared that he had the pleasure of participating in the N4CSGA Student Leadership Institute.

PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES
Interim President Fouts did not present a report.

BOARD MEMBERS QUESTIONS/COMMENTS
There were no questions or comments.

DATE OF NEXT MEETING
The next State Board Meeting will be held on Thursday, July 14, 2016 through Friday, July 15, 2016 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

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

ADJOURNMENT
There being no further business to come before the Board, Representative Ford made the motion to adjourn, seconded by Mr. Raye at 9:16 a.m., unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:  APPROVED BY:
Secretary

Mr. George Fouts, Interim System President  Mr. Scott Shook, Chair
Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
• June 23, 2016

For Information
• Estimated Receipts – June 2016 (Attachment FC 1)
• Budget and Legislative Update – July 2016 (Attachment FC 2)
• System Office Contracts Report as of June 30, 2016 (Attachment FC 3)
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For Future Action

For Action
• Allocation for North Carolina Competency-Based Education Incubator (Attachment FC 9) [CA]
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• Proposed Basic Skills Formula Change (Attachment FC 15)
• Construction and Property (Attachment FC 16) [CA]

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

FINANCE COMMITTEE
Telephonic
June 23, 2016 – 9:00 a.m.

Members Present Via Telephone
Lynn Raye
Todd Johnson
Bill McBrayer

Lee Roberts
Scott Shook

System Office Staff and Others:
Jennifer Haygood, NCCCS
Brandy Andrews, NCCCS
Chreatha Alston, NCCCS
Julie Batchelor, NCCCS
Debbie Batten, NCCCS
Brian Bridgers, NCCCS
Dorrine Fokes, NCCCS

Jason Forlines, NCCCS
George Fouts, NCCCS
Bryan Jenkins, NCCCS
Cheryl Kaminski, NCCCS
Joy Martin, NCCCS
Sharon Rosado, NCCCS
Bob Witchger, NCCCS

CALL TO ORDER
Mr. Lynn Raye called the meeting to order at 9:00 a.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. Shook moved and Mr. Roberts seconded.

MINUTES
Mr. Raye requested a motion to approve the minutes of the May 19, 2016, meeting. Mr. Todd Johnson moved, seconded by Mr. Lee Roberts, and the minutes were approved as presented.

FOR INFORMATION
Estimated Receipts – May 2016 (Attachment FC 1)
Ms. Haygood gave a brief statement on the status of the May 2016 Estimated Receipts, stating that receipts through the end of May were slightly better than anticipated at $27.3 million. Ms. Haygood stated that this is the first year we see the full benefit of Summer budget FTE.
Budget Update – June 2016 (Attachment FC 2)
Ms. Haygood called attention to agenda item FC 2, which was a placeholder in anticipation of there being a conference budget to discuss. However, no public revelations on the conference budget have been received, and expectations are tempered. President Fouts added that there has been no opportunity to present to the Legislature on behalf of the NC Community College System.

For Action
Allocation for Career and Technical Education Reserve Funds (Attachment FC 3)
Ms. Haygood presented the request to approve $69,713 in Perkins Reserve Fund allocations to 3 community colleges to enhance their Career and Technical Education (CTE) Associates of Applied Science (AAS) Programs. Ms. Haygood introduced Dr. Bob Witchger who provided additional details. Dr. Witchger explained that these reserve funds were identified by the Department of Public Instruction and must be expended by September 30, 2016. Due to the limited time frame remaining, this request is presented to the Board for approval to allow the colleges as much time as possible to use the funds.

Mr. Roberts motioned, seconded by Mr. Shook. The Committee approved the allocation of a total of $69,713 to the following three colleges: Pamlico, Martin and Montgomery Community Colleges.

Construction and Property (Attachment FC 4)
Ms. Haygood introduced Ms. Sharon Rosado who reviewed the Construction and Property agenda items. Ms. Rosado stated there were 22 new projects being presented today for approval. Of those 22 projects, 20 relate to Connect NC Bond Funds. Ms. Rosado called attention to Attachment 4A which provides additional details on each new Connect NC Bond project presented for approval.

Mr. Johnson moved, seconded by Mr. Roberts and the Committee approved the following new projects.

1. Project Approval – New
   A. Guilford Technical Community College – Project No. 2187 – Underpass and Connector Roads – Life Safety – Main Campus – Estimated cost is $5,450,000 composed of all local funds.
   
   B. Tri-County Community College – Project No. 2167 – Allied Health Wing – Main Campus – Estimated cost is $1,488,000 composed of $1,200,000 Golden Leaf funds, and $288,000 state equipment funds.
Project Approval – New – Connect NC Bonds

C. Asheville-Buncombe Technical Community College – Project No. 2175 – Ramsey Building HVAC Replacement – Madison County – Estimated cost is $200,000 composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).


E. Cleveland Community College – Project No. 2153 – Hunt Campus Center, Student Activities Center, and Paksoy Technology Center Roof Replacements – Main Campus – Estimated cost is $705,000 composed of all state funds, $5,000 (41120) state funds, $90,224, (41220) state funds, and $609,775, (Connect NC Bonds – 46620/Repairs and Renovations).

F. Coastal Carolina Community College – Project No. 2164 – Classroom Building – Main Campus – Estimated cost is $6,973,103, composed of all state funds, (Connect NC Bonds – 46620/New Construction).

G. Forsyth Technical Community College – Project No. 2127 – Ardmore Hall, Forsyth Building and Main Campus Renovations – Estimated cost is $5,000,000 composed of all state funds, $250,000 (Connect NC Bonds – 46620/New Construction) and $4,750,000 (Connect NC Bonds – 46620/Repairs and Renovations).


I. Lenoir Community College – Project No. 2139 – Administration, Business Technologies and Learning Resource Center Building Elevator Replacements, Health Sciences, Waller and Science/LAP Buildings – Elevator Upgrades – Main Campus – Estimated cost is $450,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

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

J. Nash Community College – Project No. 2180 – Buildings A and B Renovations – Main Campus – Estimated cost is $342,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).
K. Nash Community College – Project No. 2181 – Building D1 HVAC Replacement – Main Campus – Estimated cost is $200,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

L. Surry Community College – Project No. 2129 – Yadkin Industrial Training Center and Truck Driving Track – Yadkin County – Estimated cost is $2,100,000 composed of $200,000 Golden Leaf funds, and $1,900,000 state funds (Connect NC Bonds – 46620/New Construction).

M. Wake Technical Community College – Project No. 2178 – Ready Hall Renovation – Main Campus – Estimated cost is $9,123,927, composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

N. Wake Technical Community College – Project No. 2179 – Health Sciences Building Renovations – Estimated cost is $3,471,200 composed of all state funds, (Connect NC Bonds - 46620/Repairs and Renovations).

O. Wayne Community College – Project No. 2169 – Wayne Learning Center and Testing Center Renovations – Main Campus – Estimated cost is $250,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

P. Wayne Community College – Project No. 2170 – Magnolia Building Roof Replacement – Main Campus – Estimated cost is $363,825 composed of all state funds, (Connect NC Bonds - 46620/Repairs and Renovations).

Q. Wayne Community College – Project No. 2171 – Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Pine, Spruce, Walnut, and Wayne Learning Center Door Renovations – Main Campus – Estimated cost is $60,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

R. Wayne Community College – Project No. 2172 – Greenhouse Additions and Renovations – Main Campus – Estimated cost is $141,326 composed of all state funds, $100,000 (Connect NC Bonds – 46620/New) and $41,326 (Connect NC Bonds – 46620/Repairs and Renovations).

S. Wayne Community College – Project No. 2173 – Hocutt Building and HVAC Renovations – Main Campus – Estimated cost is $450,000, composed of all state funds, (Connect NC Bonds - 46620/Repairs and Renovations)
Mr. Johnson moved, seconded by Mr. Roberts. The Committee approved the following new projects.

T. Wayne Community College – Project No. 2185 – Holly, Azalea, and Aviation Buildings Renovations – Main Campus – Estimated cost is $164,500 composed of $64,500 local funds and $100,000 state funds (Connect NC Bonds – 46620/Repairs and Renovations).

U. Wayne Community College – Project No. 2186 – Pine Building Renovations – Main Campus – Estimated cost is $250,000 composed of $75,000 local funds and $175,000 state funds (Connect NC Bonds – 46620/Repairs and Renovations).

V. Western Piedmont Community College – Project No. 2165 – Building H Renovations – Main Campus – Estimated cost is $530,399 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

Mr. Roberts moved, Mr. Johnson seconded, and the Committee approved the following amended projects.

2. Project Approval – Amended

A. Cleveland Community College – Project No. 1860 – Building A and B Roof Replacements – Estimated cost is $230,700 composed of all state funds $230,700 (41120). Project is being amended to transfer $5,000 to Project No. 2153.

B. Cleveland Community College – Project No. 1959 – Auto Body Shop, Field House, and Vocational Building B Roof Replacements – Estimated cost is $134,685 composed of all state funds (41220). Project is being amended to transfer $45,393 to Project No. 2153.

C. Cleveland Community College – Project No. 1960 – Replacement and Upgrading of HVAC Units – Estimated cost is $203,688 composed of all state funds (41220). Project is being amended to transfer $44,831 to Project No. 2153.

Mr. Shook moved, seconded by Mr. Roberts, and the Committee approved the following acquisition and disposal of real property.

3. Acquisition and Disposal of Real Property

A. The Board of Trustees of Carteret Community College requests permission as per G.S. 115D-20 to acquire by donation, approximately 1.67 acres of property with a building approximately 5,636 square feet, located at 3911 Arendell Street, Morehead City, North Carolina from the Carteret Community College Foundation. This property will be used to support the hospitality and culinary program.
MINUTES

B. The Board of Trustees of Carteret Community College requests permission as per G.S. 115D-20 to acquire by purchase, with local funds, approximately 1.75 acres of property adjoining the main campus (Parcel I.D. #637617223029000) in Carteret County.

C. The Board of Trustees of the College of Albemarle requests permission as per G.S. 115D-15 to dispose of, by demolition, two buildings located on North Road Street, Elizabeth City, North Carolina (Parcel I.D. #891402896464). Each building is approximately 1,100 square feet.

D. The Board of Trustees of the Surry Community College requests permission as per G.S. 115D-20 to acquire by donation, approximately 10 acres of property located at 4701 US 601 Highway, Yadkinville, North Carolina from the Yadkin County School Board. The property will be used to construct the Yadkin Industrial Training Center and Truck Driving Track.

E. The Board of Trustees of the Surry Community College requests permission as per G.S. 115D-15 to transfer approximately 4.77 acres of property located at 4701 US 601 Highway, Yadkinville, North Carolina to Yadkin County. The property will be used to construct the Yadkin Agriculture and Education Building of which one floor will be dedicated programming space for Surry Community College.

NEW BUSINESS
Mr. Raye inquired if there was any new business to bring before the Committee. Ms. Haygood stated that she wanted to recognize the hard work of the Facilities team. She expressed her gratitude for the great job the team has done thus far in keeping track of the large amount of new requests being presented.

Mr. Raye expressed his appreciation to President Geoge Fouts and commented on the wonderful job he has done as Interim President.

Hearing no further request, Mr. Raye requested a motion to adjourn.

ADJOURN
Mr. Shook moved, seconded by Mr. Roberts. The meeting adjourned at 9:24 a.m.
## STATE BOARD OF COMMUNITY COLLEGES
### FINAL TUITION AND FEES COLLECTED THROUGH
#### June 30, 2016

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<tr>
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<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>INCR/DECR OVER PRIOR YEAR</th>
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**PERCENT OF BUDGET COLLECTED**

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<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
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<td>95.9%</td>
<td>94.7%</td>
<td>96.4%</td>
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**PERCENT OF BUDGET BENCHMARK (3 year average)**

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<tbody>
<tr>
<td>COLLECTION BENCHMARK</td>
<td>$350,495,365</td>
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**DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)**

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<tr>
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<th>$ (12,768,597)</th>
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<tbody>
<tr>
<td>PERCENT OVER-REALIZED / (SHORTFALL)</td>
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**PERCENT OF BUDGET BENCHMARK (last year)**

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<tr>
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<th>100.0%</th>
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<tbody>
<tr>
<td>COLLECTION BENCHMARK</td>
<td>$350,495,365</td>
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**DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)**

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<tbody>
<tr>
<td>PERCENT OVER-REALIZED / (SHORTFALL)</td>
<td>-3.6%</td>
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**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
## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
### BUDGET TRACKING SHEET: FY 2016-17

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<th>House 2016-17</th>
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<th>Conference 2016-17</th>
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<td><strong>Enrollment Adjustment</strong></td>
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<td>(26,208,276)</td>
<td>(26,208,276)</td>
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<td><strong>Expansion</strong></td>
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<tr>
<td>Restore Management Flexibility Reduction</td>
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<td>6,051,722</td>
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<td>Competency-Based Education (CBE)</td>
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</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>15,000,000</td>
<td>NR</td>
</tr>
<tr>
<td>New Multi-Campus Locations (MCC, DTCC, AB Tech)</td>
<td>-</td>
<td>1,553,733</td>
<td>1,553,733</td>
</tr>
<tr>
<td>Local Government Finance Officer Training</td>
<td>25,000</td>
<td>NR</td>
<td>25,000</td>
</tr>
<tr>
<td>Connect NC Bond Administration</td>
<td>In statewide reserve</td>
<td>161,735</td>
<td>124,410</td>
</tr>
<tr>
<td><strong>Net Adjustments to 2016-17 Base Budget (without salary adj)</strong></td>
<td>-1.0%</td>
<td>-0.8%</td>
<td>-0.2%</td>
</tr>
<tr>
<td><strong>Recommended FY 2016-17 General Fund Appropriation (without salary adj)</strong></td>
<td>$1,055,127,679</td>
<td>$1,057,027,122</td>
<td>$1,064,137,249</td>
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</table>

### Salaries & Benefits

<table>
<thead>
<tr>
<th>Item</th>
<th>House 2016-17</th>
<th>Senate 2016-17</th>
<th>Conference 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation Increase Reserve Reallocation</td>
<td>-</td>
<td>-</td>
<td>(10,000,000)</td>
</tr>
<tr>
<td>Faculty &amp; Staff Salary Increases</td>
<td>22,501,870</td>
<td>21,000,000</td>
<td>17,034,551</td>
</tr>
<tr>
<td>System Office Salary Increases</td>
<td>237,787</td>
<td>in statewide reserve</td>
<td>223,637</td>
</tr>
<tr>
<td>Bonus - Colleges</td>
<td>9,564,157</td>
<td>NR</td>
<td>11,000,000</td>
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<tr>
<td>Bonus - System Office</td>
<td>82,750</td>
<td>NR</td>
<td>74,546</td>
</tr>
<tr>
<td>Increase in TSERS rate - Colleges</td>
<td>11,426,507</td>
<td>2,955,674</td>
<td>4,433,511</td>
</tr>
<tr>
<td>Increase in TSERS rate - System Office</td>
<td>146,239</td>
<td>38,797</td>
<td>38,797</td>
</tr>
<tr>
<td>Increase SHP Employer Contribution - Colleges</td>
<td>3,340,572</td>
<td>contingent on SHP action</td>
<td>contingent on SHP action</td>
</tr>
<tr>
<td>Increase SHP Employer Contribution - System Office</td>
<td>31,114</td>
<td>contingent on SHP action</td>
<td>contingent on SHP action</td>
</tr>
</tbody>
</table>

**Recommended FY 2016-17 General Fund Appropriation** $1,102,458,675 3.4% $1,082,021,593 1.5% $1,095,990,712 2.8%
### NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

#### SUMMARY OF BUDGET PROPOSAL: FY 2015-16

<table>
<thead>
<tr>
<th></th>
<th>HOUSE FY 2016-17</th>
<th>% Change vs. 15-16</th>
<th>SENATE FY 2016-17</th>
<th>% Change vs. 15-16</th>
<th>CONGRESS FY 2016-17</th>
<th>% Change vs. 15-16</th>
<th>% Change vs. 16-17 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCCCS State Funding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Requirements*</td>
<td>1,500,427,277</td>
<td>1.7%</td>
<td>1,479,990,195</td>
<td>0.3%</td>
<td>$13,618,455</td>
<td>1.3%</td>
<td>0.9%</td>
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<tr>
<td>Receipts</td>
<td>397,968,602</td>
<td>-2.1%</td>
<td>397,968,602</td>
<td>-2.1%</td>
<td>(16,476,737)</td>
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<td>-4.0%</td>
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<tr>
<td>GF Appropriation</td>
<td>1,102,458,675</td>
<td>3.1%</td>
<td>1,082,021,593</td>
<td>1.2%</td>
<td>30,095,192</td>
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<tr>
<td><strong>NCCCS State Funding per FTE</strong></td>
<td></td>
<td></td>
<td></td>
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<td>BFTE</td>
<td>224,494</td>
<td></td>
<td>224,494</td>
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<tr>
<td>Requirements*</td>
<td>$6,683.60</td>
<td>4.0%</td>
<td>$6,592.56</td>
<td>2.6%</td>
<td>$303.35</td>
<td>3.6%</td>
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<tr>
<td>Receipts</td>
<td>$1,772.74</td>
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<td>$1,772.74</td>
<td>0.2%</td>
<td>($5.45)</td>
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<td>GF Appropriation</td>
<td>$4,910.86</td>
<td>5.5%</td>
<td>$4,820</td>
<td>3.5%</td>
<td>309</td>
<td>4.9%</td>
<td>6.8%</td>
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</tbody>
</table>

*Requirements = Spending Authority

#### Other Key Items in Conference Committee Report:

12. No tuition increase proposed.

13. The Public Schools section of the budget did NOT include any additional funding to LEAs for new Cooperative and Innovative High Schools.

14. OSBM - Special Section includes $1 million NR for New Hanover County Board of Education for the purpose of planning a new CTE high school in partnership with CFCC.
Community College Section

Section 10.1: Update Performance Measures
Makes the requested statutory changes to G.S. 115D-31.1 to delete the “Attainment of adult high school equivalency diplomas” measure and to incorporate the measures related to the success rate of students in credit-bearing English and math courses.

Section 10.2: Clarify Use of Career Coach Funds (As Amended by Section 4.4 of H805)
Clarifies that Career Coach funds shall only be used for salaries and benefits for career coaches and up to 2% of funds appropriated for the program may be used for direct operating costs (i.e. travel, etc.) related to supporting NC Works Career Coaches.

Section 10.3 Youth Apprenticeship Tuition Waiver
Amends G.S. 115D-5(b) to establish a new tuition waiver for courses provided to students participating in youth apprenticeship programs.

Section 10.4 Tuition Waiver/Firefighters and EMS Personnel on Military Installations
Amends G.S. 115D-5(b) to establish a new tuition waiver for firefighters, EMS personnel, and rescue and lifesaving personnel whose duty station is on a military installation within North Carolina for courses that support their organizations’ training needs.

Section 10.5 Clarify Career- and College-Ready Graduate Program
Amends Section 10.13 of S.L. 2015-241 to clarify that model CCRG programs shall be implemented in 2016-17 and that the CRCG program shall be fully implemented in all high schools statewide beginning with the 2018-19 school year. Requires the State Boards of Community Colleges and Education to jointly report by March 15, 2017; March 15, 2018; and October 15, 2019, on various implementation steps.

Section 10.6 Connect NC Bond Administration
Establishes Connect NC Bond administration positions at the System Office for the purpose of supporting the review of Connect NC bond project requests and ensuring compliance. It also requires that these positions be eliminated as soon as the administration of the Connect NC Bond is complete.

Section 10.7 Delay Property Transfer to Cleveland CC
Amends Section 1 of S.L. 2012-177 to delay the transfer of the former Cleveland County Correctional Facility to Cleveland Community College until on or after July 1, 2021. Also, the net
proceeds of any subsequent disposition of the property shall be remitted to the CCC Board of Trustees and may be used for any lawful purpose.

Section 10.8 Certain Community College Project Funds (As Amended by Section 4.1 of H805)
Provides that the funds appropriated for the Center for Advanced Manufacturing at Gaston College and for Mitchell Community College site development shall not revert at the end of the fiscal year, but shall remain available until expended.

Salaries and Benefits Section
Section 36.1A State-Funded Personnel/ Merit-Based Bonuses Authorized
- Authorizes the use of non-recurring compensation reserve funds to provide merit-based bonuses in accordance with eligibility policies adopted by each employing agency. The eligibility policy shall not provide an across-the-board bonus. The bonuses are not considered compensation for retirement purposes.
- Defines the State Board of Community Colleges as the “employing agency” for the NC Community College System.
- Requires each employing agency to report to the General Assembly by February 1, 2017.

Section 36.10: Community College Personnel
- Increases the minimum salaries for nine-month, full-time curriculum faculty by 1.5%.
- Authorizes community colleges Board of Trustees to provide personnel a salary increase according to policies adopted by the State Board of Community Colleges.
- Provides that compensation increases, including bonuses, may be used for one or more of the following purposes: 1) merit pay, 2) across-the-board increases, 3) recruitment bonuses, 4) retention increases, and 5) any other compensation increase authorized by the State Board.
- Requires the State Board to report to the General Assembly on the use of compensation increase funds by March 1, 2017.

Section 36.18: Mitigate Bonus Leave
During FY 2016-17, State agencies, departments, institutions, the NC Community College System, and UNC may offer employees the opportunity to use or to cash in special bonus leave benefits that have accrued if all of the following requirements are met:
- Employee participation is voluntary.
- Special leave that is liquidated for cash payment must be valued at the amount based on the employee’s current annual salary rate.
- Agencies shall collect and report demographic information on the employees who opt to use or cash in special leave. An interim report is due by March 1, 2017, and a final report by September 1, 2017.
Section 36.19: Extend Voluntary Shared Leave to Community College Employees
Allows community college employees to voluntarily share leave with a nonfamily member who is an employee of a community college. The combined total of sick leave donated to a community college employee from a nonfamily community college donor shall not exceed 20 days per year.

Section 36.20: Salary-Related Contributions
The TSERS employer contribution rate would increase to 16.12% (currently 15.32%). The maximum annual employer contribution rate for State Health Plan coverage would not increase, unless the Director of the Budget determines that the State Health Plan has adopted adequate measures to reduce the projected employer premium increases in both 2018 and 2019 to 4% or less. If adequate measures are adopted, the maximum annual employer contribution rate would increase to $5,659 for non-Medicare-eligible employees (currently $4,251) and $4,397 for Medicare-eligible employees (currently $4,251) and additional funds would be allocated from a statewide reserve to cover these increases.

Section 36.21 Provide One-Time Cost-of-Living Supplement for Retirees
Provides a one-time, 1.6% cost-of-living supplement payment to or on account of beneficiaries who are living as of September 1, 2016, and whose retirement commenced on or before September 1, 2016. The payment shall be made on or before October 31, 2016.

Section 36.23 Qualified Excess Benefit Arrangement
The last employer of a payee who retires on or after August 1, 2016, and who receives any supplemental benefit payment under QEBA will be required to reimburse the QEBA in the amount of any supplemental benefit payment made to that payee.

H805, Section 9.1 (Budget Amendments)
Amends the budget bill to clearly communicate that colleges have the option of using the recurring Management Flex Restoration funds for salary increases and that it is the intent of the General Assembly to provide colleges additional recurring funds during the 2017-18 fiscal year for compensation increases.

Other Sections

Section 6.3 Budget Stability and Continuity
- Amends State Budget Act statutes to authorize various actions if a budget is not enacted by June 30th, including:
  - The Director of the Budget may continue to allocate funds at a level not to exceed the level of recurring expenditures from the prior fiscal year.
  - Salaries and employer contribution rates in effect on June 30 shall remain the same until the budget is passed.
• These statutory changes would eliminate the need to pass a continuing resolution to continue State government operations if a budget is not enacted by June 30.

Section 7.10A Enterprise Resource Planning Design and Implementation
• Directs the System Office to begin planning and design of a modernized ERP for the State’s 58 community colleges, addressing student information, core financial management, grants, HR, and payroll.
• The planning and design of the ERP system may include either a modernization of the current system or a replacement system.
• A RFP for a system implementation shall be prepared for release no later than October 1, 2017.
• Requires a report to the Joint Legislative Oversight Committee on IT by January 15, 2017.

Section 8.11 Certain CIHS Operating Without Additional Funds
Authorizes colleges to earn BFTE for instruction provided at the following CIHSs, but no additional funding (055 funds) will be provided to the LEAs:
• Alamance-Burlington Early College
• Alexander Early College
• Cabarrus Early College of Technology
• Camden Early College
• Chatham County School of Science and Engineering
• City of Medicine Cooperative Innovative High School
• Gaston Early College High School
• Hillside New Tech Cooperative Innovative High School
• Johnston County Career and Technical Academy
• Northampton County New Tech Early College
• Person Early College for Innovation and Leadership
• Stanly County School of Engineering and Design
• Wayne School of Engineering at Goldsboro High School

Section 8.21 Pilot Program to Raise HS Dropout Age
• Establishes pilot program in Hickory Public Schools, Newton-Conover City Schools, and Rutherford County Schools to increase the HS dropout age from 16 to 18.
• Directs these LEAs to partner with CVCC and Isothermal CC in administering the pilot program.
Section 11.2 Modify NC Guaranteed Admission Program (NCGAP)

- Directs the President of the UNC System to adopt a plan to improve student completion of baccalaureate degrees at each constituent institution and report on the plan by January 1, 2017.
- Requires NCGAP implementation in FY 2017-18 for the 2018-19 academic year if the required plan is not implemented.

Section 11.4 Access to Affordable College Education

- Requires UNC to guarantee no in-state tuition increase for students during the standard college term (i.e. typically four years), effective 2016 fall academic semester for freshmen and transfer students.
- Prohibits UNC from increasing student fees by more than 3% per academic year, beginning with the 2017-18 academic year.
- Establishes “NC Promise Tuition Plan”. Beginning with the 2018 fall academic semester, resident tuition shall be $500 and non-resident tuition shall be $2,500 per semester for ECSU, UNCP, and WCU. For FY 2018-19, the Director of the Budget may authorize an increase in the base budget for UNC of up to $40 million to cover the cost of lost tuition revenue.
- Directs UNC to evaluate the current cap of 18% on the admission of non-resident students entering the freshman class of ECSU, UNCP, and WCU. Authorizes the BOG to eliminate or increase the cap at those institutions.
- Establishes merit scholarships at NC A&T and NCCU.

House/Senate Provisions NOT included in Conference Budget

- Section 8.20 Joint Legislative Study on CIHS
STATE BOARD OF COMMUNITY COLLEGES  

**State Board Requirement:** On November 15, 2012, the State Board approved an increase to the authority of the System President to sign and execute contracts without prior State Board approval, from a $50,000 to a $100,000 delegation. Continuing on an action by the State Board on August 19, 2005, these contracts are presented “For Information” to the Finance Committee on a semi-annual basis.

**Summary of Report:** During the period of January 1, 2016, through June 30, 2016, nine (9) contracts were approved below the $100,000 delegation and are listed in this report. The total of these contracts is $51,600 of which $24,300 (47%) are funded by federal or private grants.

Under the previous delegation of $50,000 and above, zero contracts would have required State Board approval.

Of the 9 contracts, 1 contract was issued to a community college.

Programs & Student Services issued 6 contracts.

Executive Division issued 3 contracts.

Technology Solutions & Distance Learning issued 0 contracts.

Finance & Operations issued 0 contracts.
<table>
<thead>
<tr>
<th>NCCCS Division</th>
<th>Source of Funds</th>
<th>Vendor/Contractor Name</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Contract Amount</th>
<th>Division Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Division</td>
<td>Registration Fees</td>
<td>Tammy Deloatch</td>
<td>Provide a ninety (90) minute motivational presentation to the Small Business Center Network (SBCN) entitled: “Organic Leadership: Rekindling the Fire.” The presentation will be delivered on Thursday, March 10, 2016, during the SBCN Spring Professional Development Conference in Asheboro, NC, at Randolph Community College. The participants will learn the 10 keys to success for refueling as a leader, thereby strengthening your own personal leadership skills and developing others around you into strong leaders.</td>
<td>3/10/2016</td>
<td>3/10/2016</td>
<td>$200.00</td>
<td>Chreatha Alston</td>
</tr>
<tr>
<td>Executive Division</td>
<td>Registration Fees</td>
<td>Martin Brossman</td>
<td>Provide two ninety (90) minute presentations to the Small Business Center Network (SBCN) on Friday, March 11, 2016 during the SBCN Spring Professional Development Conference in Asheboro, NC, at Randolph Community College. The first presentation is entitled “Marketing Your SBC and Programs Using Social Media” to be delivered on Friday, March 11, 2016. The second presentation, delivered on Friday, March 11, 2016, is entitled: “Using LinkedIn for the SBC Director”. The presentations will focus on how promoting Small Business Center (SBC) programs and services is essential to the Center’s success. The participants will learn how to unlock the power of social media to attract clients and attendees to your programs as well as to promote the image and the performance of your SBC to key stakeholders.</td>
<td>3/11/2016</td>
<td>3/11/2016</td>
<td>$200.00</td>
<td>Chreatha Alston</td>
</tr>
<tr>
<td>NCCCS Division</td>
<td>Source of Funds</td>
<td>Vendor/Contractor Name</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Contract Amount</td>
<td>Division Contact</td>
</tr>
<tr>
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</tr>
<tr>
<td>Executive Division</td>
<td>State</td>
<td>Greg W. Isley</td>
<td>Develop procedures to identify a statistically-valid, risk-based sample of curriculum, continuing education, and basic skills course section records submitted by colleges to the System Office to document student enrollment. High risk course sections include: 1) those course sections that are delivered off campus, 2) fully online course sections, and 3) course sections in which the majority of students are tuition/fee-waived. Review existing “Audit Builder” software program used to identify compliance review samples. If other software is needed to identify a statistically-valid, risk-based sample, identify potential software options.</td>
<td>5/23/2016</td>
<td>8/31/2016</td>
<td>$24,900.00</td>
<td>Bryan Jenkins</td>
</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>Completion By Design</td>
<td>Isaac Rowlett</td>
<td>Present Building Stakeholder Engagement &amp; Facilitator / Moderator Training. This training will provide an introduction to the principles and practices of facilitation and stakeholder engagement for the SSLI-3 college participants.</td>
<td>1/10/2016</td>
<td>1/21/2016</td>
<td>$5,000.00</td>
<td>Kim Sepich</td>
</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>Completion By Design</td>
<td>Guilford Technical Community College</td>
<td>In collaboration, NCCCS and GTCC offered a two-day meeting from February 29, 2016, through March 1, 2016, at Davidson County Community College that affords each participating college the opportunity to receive additional technical assistance from a national partner to a 1.0 cadre member and/or SSLI-1 member. This technical assistance plays a significant role in the successful completion and execution of each colleges' action plans. NCCCS agrees to pay GTCC for hotel expenses, up to $8,000, for the SSLI participants from the first cohort. State Agency shall not reimburse Contractor for incidentals charged to hotel rooms by guests or for the taxes from which State Agency is exempt.</td>
<td>2/28/2016</td>
<td>2/29/2016</td>
<td>$8,000.00</td>
<td>Kim Sepich</td>
</tr>
<tr>
<td>NCCS Division</td>
<td>Source of Funds</td>
<td>Vendor/Contractor Name</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
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</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>State</td>
<td>James M. White</td>
<td>Keynote Speaker and concurrent session presenter for the North Carolina Community College System Student Conduct Symposium on March 10, 2016 at Forsyth Technical Community College. The keynote address title is “Understanding the Role of Student Code of Conduct.” The session will provide information to colleges that will help them understand the role of their student Code of Conduct policy on their campus. The concurrent session is entitled “Updating your Student Code of Conduct Policy.” Participants will gain an understanding of what their institution needs to do to align its policy with institutional, state and federal policies.</td>
<td>3/10/2016</td>
<td>3/10/2016</td>
<td>$2,000.00</td>
<td>Wanda White</td>
</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>Completion by Design</td>
<td>Robert Johnstone</td>
<td>Prepare for and provide workshops on “Guided Pathways” and “Beyond Financial Aid (BFA)” at the NC Student Success Learning Institute on May 24, 2016 through May 25, 2016 at Davidson County Community College. Build on the guided pathways exploration colleges have initiated, colleges will use a provided template to begin to map pathways. Additionally, contractor will be available to answer questions, monitor progress and give advice on Guided Pathways.</td>
<td>5/24/2016</td>
<td>5/25/2016</td>
<td>$5,000.00</td>
<td>Kim Sepich</td>
</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>Completion By Design</td>
<td>Paul Davis Jenkins</td>
<td>Make a presentation on May 24, 2016 at the NC Student Success Learning Institute at Davidson County Community College with recommendations for building on the guided pathways exploration the SSLI-3 colleges have initiated. Colleges will use a provided template to begin to map pathways. Contractor will be available to answer questions, monitor progress and give advice on Guided Pathways.</td>
<td>5/24/2016</td>
<td>5/24/2016</td>
<td>$3,300.00</td>
<td>Kim Sepich</td>
</tr>
<tr>
<td>NCCCS Division</td>
<td>Source of Funds</td>
<td>Vendor/Contractor Name</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
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<td>Division Contact</td>
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</tr>
<tr>
<td>Programs &amp; Student Services</td>
<td>Completion By Design</td>
<td>National Academic Advising Association (NACADA)</td>
<td>Present “How To Choose An Advising Model” at the NC Student Success Learning Institute (SSLI) on May 25, 2016 at Davidson County Community College. The goal of the presentation is to equip Community College Administrators with the appropriate information to move forward within the NACADA’s advising model.</td>
<td>5/25/2016</td>
<td>5/25/2016</td>
<td>$3,000.00</td>
<td>Kim Sepich</td>
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### GRANT AWARDS

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<thead>
<tr>
<th>GRANT NAME</th>
<th>GRANTOR</th>
<th>AMOUNT</th>
<th>TIME PERIOD</th>
<th>DESCRIPTION</th>
<th>INDIRECT COST</th>
<th>CONTACT PERSON</th>
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</thead>
<tbody>
<tr>
<td>Student Success Center</td>
<td>Jobs for the Future</td>
<td>$ 500,000</td>
<td>4/01/2016 - 6/30/2018</td>
<td>Work in collaboration with Jobs for the Future to build statewide capacity to better support student success efforts and sustain student success as a priority.</td>
<td>15.8%</td>
<td>Academic &amp; Student Services/Dr. Lisa Chapman</td>
</tr>
</tbody>
</table>

Total of Grants Received: $ 500,000

This is a compilation of grants received since January 1, 2016.
<table>
<thead>
<tr>
<th>College</th>
<th>Total HUB Expended</th>
<th>2000 Bond Funds Expended</th>
<th>Other Funds Expended</th>
<th>Total Funds Expended</th>
<th>HUB % of Total Funds Expended</th>
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<tr>
<td>Alamance Total</td>
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<td>1,229,888</td>
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<tr>
<td>Asheville Total</td>
<td>775,697</td>
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<td>Beaufort Total</td>
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<td>Bladen Total</td>
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<td>Blue Ridge Total</td>
<td>1,774,799</td>
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<td>1,774,799</td>
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<tr>
<td>Brunswick Total</td>
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# HISTORICALLY UNDERUTILIZED BUSINESSES

## 2000 STATE BOND UTILIZATION REPORT

### THROUGH JUNE 30, 2016

**Attachment FC 5**

<table>
<thead>
<tr>
<th>College</th>
<th>HUB Expenditures by Minority Category*</th>
<th>Total HUB Expended</th>
<th>2000 Bond Funds Expended**</th>
<th>Other Funds Expended</th>
<th>Total Funds Expended</th>
<th>HUB % of Total Funds Expended</th>
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<tr>
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<td>H</td>
<td>A</td>
<td>I</td>
<td>F</td>
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<td>58,766,931</td>
<td>2,830,571</td>
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*Black, African American (B), Hispanic (H), Asian-American (A), American Indian (I), Female (F), Socially and Economically Disadvantaged (D) Does not include expenditures to date of B68,225,937.48 for property acquisitions and $2,552,135 (Project #1247) for a joint venture project at College of the Albemarle that is exempt from reporting requirements by HB 196 of the 2001 Session.*

15 =Total Community Colleges Less than 5%
31 =Total Community Colleges Less than 10%
28 =Total Community Colleges Greater than/Equal to 10%
11 =Total Community Colleges Greater than 15%
**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
**HISTORICALLY UNDERUTILIZED BUSINESSES**  
**2006 FACILITIES AND EQUIPMENT GRANT FUNDS UTILIZATION REPORT**  
**THROUGH JUNE 30, 2016**  

<table>
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<tr>
<th>College</th>
<th>HUB Expenditures by Minority Category*</th>
<th>Total HUB Expended</th>
<th>2006 Grant Funds Expended</th>
<th>HUB % of 2006 Grant Funds Expended</th>
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<td>Wayne Total</td>
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<td>Western Piedmont Total**</td>
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*Black, African American (B), Hispanic (H), Asian-American (A), American Indian (I), Female (F), Socially and Economically Disadvantaged (D)*  
**Does not include expenditures to date of $367,306 for a joint venture project at Western Piedmont CC that is exempt from reporting requirements by HB 506 of the 2007 Session.**  
***Allocation of the reverted equipment funds of $101,092 (40620), Finance Committee, August 2013.*

6 = Total Community Colleges Less than 5%  
7 = Total Community Colleges Less than 10%  
11 = Total Community Colleges Greater than/Equal to 10%  
8 = Total Community Colleges Greater than 15%  

SBCC  
07/15/2016
<table>
<thead>
<tr>
<th>College</th>
<th>HUB Expenditures by Minority Category*</th>
<th>Total HUB Expended</th>
<th>2007 Grant Funds Expended</th>
<th>HUB % of 2007 Grant Funds Expended</th>
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<td>Mayland</td>
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</tr>
<tr>
<td>McDowell</td>
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<td>Rowan-Cabarrus</td>
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<td>Sampson</td>
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</tbody>
</table>

*Black, African American (B), Hispanic (H), Asian-American (A), American Indian (I), Female (F), Socially and Economically Disadvantaged (D)

8 = Total Community Colleges Less than 5%
11 = Total Community Colleges Less than 10%
8 = Total Community Colleges Greater than/Equal to 10%
5 = Total Community Colleges Greater than 15%
STATE BOARD OF COMMUNITY COLLEGES  
System-Wide Term Contracts

**Background:** The North Carolina Government Efficiency and Reform (NC GEAR) program was proposed by Governor McCrory in 2013 to develop a strategic transformation plan for state government. The General Assembly formalized the program in legislation that same year, and NC GEAR began the most comprehensive effort to analyze and reform operations of state government in over two decades.

As a result of the NC GEAR study, the Office of State Budget and Management was directed by the General Assembly to work with the Community College System Office as part of this strategic transformation plan to develop system-wide commodity contracts that will generate savings, cost avoidance, enhance customer service and better meet the specific procurement needs of our colleges.

**Proposal:** The System Office, working in collaboration with the Division of Purchase & Contract, recently awarded a new system-side term contract for welding equipment and accessories.

**Method of Procurement:** An Invitation for Bids was used to solicit competition for this procurement.

**Current Status:** On April 21, 2016, the Division of Purchase & Contract awarded a system-wide term contract to Arc3 Gases in the amount of $6,000,000 for all Miller welding equipment & accessories with 31%-33% discount based on volume. This contract, which expires April 20, 2019, should generate savings of $1.86M to $1.98M over the three year term.

**Contact:**
Clarence Rogers  
Associate Director of Procurement Services
STATE BOARD OF COMMUNITY COLLEGES
North Carolina Competency-Based Education Incubator (NC-CBE Incubator)

Request: The State Board is asked to approve $125,000 in Perkins Career and Technical Education Leadership Funds, and $500,000 in non-recurring General Fund appropriations included in the 2016 Appropriations Act (H1030) for phase two of the 2016-17 North Carolina Competency-Based Education Project (NC-CBE Project).

Background: The institutional partners of the NC-CBE Project are Central Piedmont Community College, Forsyth Technical Community College, Stanly Community College, Wake Technical Community College, and North Carolina Community College System. The goal of the NC-CBE Project is to build a sustainable and scalable AAS model for the NC Community College system that will provide students across the state with an affordable way to:

- get credit for what they already know,
- build on their knowledge and skills at their own pace,
- earn high-quality, industry-validated degrees and credentials,
- get a new job or advance along a career pathway, and
- earn a fair wage to support themselves and their family.

Rationale: Institutions of higher education in North Carolina, and across the nation, are under pressure to reduce costs, increase completion rates, maintain open access, and ensure all graduates have the skills our industry partners’ demand. These pressures have created a considerable and growing interest in new and creative approaches that can reduce costs, increase accessibility, and improve student success while ensuring quality of instruction. Competency-Based Education (CBE) is an innovative educational delivery model in higher education that has shown great promise to meet these demands; however, CBE programming on NCCCS campuses is limited and inconsistent across degree programs. There is currently no standardized process for colleges to implement CBE programming to fill students’ knowledge and training gaps toward certification/licensure, or continued education and advanced degrees.

Accomplishments – Phase One (2015-2016): Over the last 12 months, a multidisciplinary team from the partner colleges, supported by National CBE experts, engaged in strategic planning and consensus building activities. The 65 members of the NC-CBE Project team include: faculty, academic administrators, and leaders from business and finance, information technology, and student support services. Primary deliverables of the collective team over the last year included:

- Professional development activities were developed and implemented to establish a common understanding of CBE (webinars (6), planning workshops (6), web portals (3) and national conferences);
• The NC-CBE Project Design Elements Guide was researched and developed detailing 26 key program design elements to be considered in establishing a CBE learning model for NC;
• Strategic planning activities were implemented to address the 26 key program design elements resulting in consensus on a comprehensive project design;
• A shared digital learning environment and interoperability plan for CBE was researched and developed;
• The NC-CBE Project Learning & Business Plan was developed with a management plan and budget to guide our work through 2018.


Allocation Amount and Time Period: The allocation period for both components of the allocation is July 1, 2016, through June 30, 2017.

Contact:
Lisa M. Chapman, Ed.D. - Senior Vice President/Chief Academic Officer
Robert J. Witchger, Ed.D. - Director Career and Technical Education
STATE BOARD OF COMMUNITY COLLEGES
Allocation for Accounting and Finance Alignment Project

**Request:** The State Board is asked to approve an allocation of $125,000 to Isothermal Community College to support the eleven-month funding for the Accounting and Finance Alignment Project (AFAP). Isothermal Community College will provide fiduciary management, statewide coordination, and project oversight to ensure that curriculum and professional development outcomes are met.

**Background:** Fifty-eight North Carolina community colleges are currently approved to offer accounting and finance related courses and 51 North Carolina community colleges are currently approved to offer one or both of the Accounting or Financial Services programs.

**Rationale:** The last comprehensive review of the Accounting program was in 2000-2002 as part of the Accounting Curriculum Improvement Project (CIP). Since Accounting and Finance programs are critical components of North Carolina’s economic growth, an alignment project is necessary to ensure program quality and eliminate duplicative courses and programs.

According to careeronestop.org, there will be 1,160 projected annual job openings for accounting and 440 projected annual openings for finance in North Carolina between 2012 and 2022. In addition, a career in accounting or finance is especially suitable for self-employment.

The AFAP will engage faculty from each of North Carolina’s 58 community colleges to research, develop, and implement appropriate career pathways to support and improve the Accounting and Finance programs in the North Carolina Community College System. In addition to faculty, the project will also engage stakeholders including North Carolina Department of Public Instruction, Career and Technical Education (CTE) business consultants, employers, and higher education institutions in North Carolina.

**Method of Allocation:** A request for proposals (RFP) was sent to all community college presidents and chief academic officers. One community college submitted a proposal. The proposal was read and evaluated by a selection committee which included one Community College Chief Academic Officer, a business dean, the coordinator of the 2014-2015 Information Technology Alignment Project (ITAP), Career and Technical Education System Office staff, and the System Office Business Technology Program Coordinator.

The submitted proposal was evaluated based on the following criteria: identification of needs/emerging issues; project design and implementation plan; outcomes/project evaluation; leadership, capacity, and commitment; and budget. Isothermal Community College’s proposal met the criteria and is recommended for funding.
### Allocation Amount and Time Period:
The allocation of $125,000 is for the period August 1, 2016, through June 30, 2017.

### Fund Source and Availability:
Funding is contingent upon award from the Carl D. Perkins Career and Technical Education Act of 2006.

### Contact
Dr. Lisa Chapman, Senior Vice President/Chief Academic Officer  
Dr. Hilmi Lahoud, Program Coordinator Business Technologies

<table>
<thead>
<tr>
<th>Colleges Submitting Proposals for AFAP</th>
<th>Requested Amount</th>
<th>Amount of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isothermal Community College</td>
<td>$125,000</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

| Total                                 |                  | $125,000        |
STATE BOARD OF COMMUNITY COLLEGES
Allocation of Basic Skills Funds to Community-Based Organizations

**Request:** The State Board is requested to approve $1,196,394 in funding for eighteen Community-Based Organizations (CBOs) to provide adult education and literacy activities in accordance with the federal Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act (AEFLA).

**Method of Allocation:**
For the 2016-2017 program year, the System Office held an application process for funding adult education literacy programs. As part of the 2016 application process, eighteen (18) eligible providers completed and submitted a WIOA-AEFLA Grant Plan application.

Funding for eligible programs was calculated according to a formula approved by the State Board in May 2013. The formula is based on three components:
- A base amount of $6.00 per contact hour for each student in the program with both a valid placement score and at least 12 contact hours during the program year.
- Incentive funding equal to 10% of the base funding amount if the program achieves an average of 40 contact hours per student within the program.
- Incentive funding equal to $100 per student for each student who achieves at least 1 educational functioning level gain over the course of the program year. This bonus is capped at 25% of the base funding for the program year.

**Allocation Amount and Time Period:** The total allocation is $1,196,394 for the period of July 1, 2016, through June 30, 2017.

**Fund Source and Availability:** Funding is contingent upon the award from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act.

**Contact**
Gilda Rubio-Festa, Associate Vice President
College and Career Readiness
### Basic Skills Funds for Community-Based Organizations

**Grant Award Period: July 1, 2016 - June 30, 2017**

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<tr>
<th>Community-Based Organizations</th>
<th>2016-2017 Recommended Allotment</th>
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<td>Literacy Council of Union County</td>
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<td>Motheread, Inc.</td>
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<td>Reading Connections, Inc.</td>
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<td>Triangle Literacy Council</td>
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<td>Triangle South Literacy Works, Inc.</td>
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<td>YMCA Literacy Initiative</td>
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<td><strong>Total:</strong></td>
<td><strong>$1,196,394</strong></td>
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STATE BOARD OF COMMUNITY COLLEGES
Allocations for Integrated English Literacy and Civics Education Programs

**Request:** The State Board is requested to approve allocations for seventeen Integrated English Literacy and Civics Education (IELCE) Programs in the amount of $712,250.

These programs are funded under section 243 for Integrated English Literacy and Civics Education (IELCE): IELCE Program must be provided in combination with integrated education and training activities and designed to: (1) prepare adult English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

**Method of Allocation:** For the 2016-2017 program year, the System Office created and announced a competitive Request for Proposals for Integrated English Literacy and Civics Education Programs. The application process was announced to basic skills programs and community-based organizations (CBOs) currently funded. Forty-six (46) applications were received, reviewed, and scored by a team of English language acquisition program experts. Funding is based on the following criteria: a score of eighty or more points on the scoring rubric, the description of the required integrated education and training activities, and the program budget. The review committee recommends seventeen (17) colleges/CBOs be funded.

**Allocation Amount and Time Period:** The total allocation is $712,250 for the period of July 1, 2016, through June 30, 2017.

**Fund Source and Availability:** Funding is contingent upon award from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act, Section 243.

**Contact**
Karen Brown, Director
English Language Acquisition / Integrated English Literacy and Civics Education
# Integrated English Literacy and Civics Education Programs

**Grant Award Period:** July 1, 2016 - June 30, 2017

<table>
<thead>
<tr>
<th>Community Colleges and Community-Based Organizations</th>
<th>2016-2017 Recommended Allotment</th>
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</thead>
<tbody>
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<td>Wilson Community College</td>
<td>$21,140</td>
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**Total:** $712,250
STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Community College Grant Program

Request: The State Board is asked to approve a FY 2016-17 contract with the North Carolina State Education Assistance Authority (NCSEAA) for an amount not to exceed $175,000 for the purpose of administering the North Carolina Community Colleges Grant Program.

Rationale for Contract: G.S. 115D-40.1(c) states “The State Board of Community Colleges shall adopt rules and policies for disbursement of the financial assistance provided in subsections (a) and (b) of this section. ... The State Board may contract with the State Education Assistance Authority for administration of these financial assistance funds.”

On July 16, 1999, the State Board approved policies for the North Carolina Community Colleges Grant Program which stated that “The State Board of Community Colleges will contract with the North Carolina State Education Assistance Authority (NCSEAA) to administer the financial aid program. Procedures for administering the program will be developed by the NCSEAA and the North Carolina Community College System (NCCCS) Office.” As such, since 1999 the State Board of Community Colleges has approved an annual contract with the NCSEAA.

Method of Procurement: In accordance with the practice of the State of North Carolina, there is no requirement for competition or approval by outside purchasing authorities for contracts between state agencies.

Contract Amount and Time Period: The total contract shall not exceed one percent of the funds made available for the North Carolina Community Colleges Grant Program. The amount available for 2016-2017 is $17,500,000. Therefore, the total contract shall not exceed $175,000 for the period July 1, 2016 through June 30, 2017.

Fund Availability: Funding is contingent upon availability of funds from the FY 2016-2017 State General Fund appropriations. The contract will be partially supported by the interest earned on the Community College Grant Program with the balance of the contract supported by State General Fund appropriations.

Contact Person:
Kim Sepich
Associate Vice President, Student Services
STATE BOARD OF COMMUNITY COLLEGES
Allocation for Virtual Learning Community Course Development and Training

Request: The State Board is asked to approve the development of 11 online curriculum courses and faculty training by the Virtual Learning Community Quality and Assessment Center (VLC) at Surry Community College for an allocation up to $265,000.

Background: The Virtual Learning Community is a collaborative effort of the North Carolina Community College System to increase the quality and availability of online learning and support services for the benefit and success of distance learning students. When the VLC began in 1999, its sole purpose was to develop quality online courses that could be shared by colleges throughout the System. In 2006, the role of the VLC was expanded when VLC strategic objectives moved beyond course development to support all functions of distance learning across the state. Centers were created to support professional development, technology enhancement, and quality and assessment. The VLC Professional Development Center at Wake Technical Community College coordinates efforts to deliver the training opportunities necessary to deliver online courses and programs based on sound pedagogy and the latest technology tools. The VLC Technology Center at Fayetteville Technical Community College coordinates a vetting process for learning technologies to address the rapid changes in online course delivery. Course redesign, editing or content development, research, best practices or standards development, and needs assessment are coordinated by the Quality and Assessment Center, as are any projects that may be funded through various grant resources or state appropriations. This center is tasked with the coordination of efforts by all three centers. For FY 2016-17, the State Board on April 15, 2016 (FC 4) approved an allocation to the Quality and Assessment Center in the amount of $415,000 consisting of $125,000 in operational costs and $290,000 for collaborative projects.

Rationale: The Virtual Learning Community made a strategic decision in 2013 to compare different processes and practices of online course and content development and to benchmark the VLC against other systems. The VLC Executive Board met with other agency representatives, such as Distance Education & Learning Technology Applications (DELTA) of NC State University and the NC Virtual Public School, as well as non-state providers of eLearning content, in an effort to gain insight as to how others develop content and what tools are used for interactivity. It was determined that the cost for development by external agencies or companies is far more than the VLC normally pays per course. The VLC will develop the following courses to be shared by all 58 colleges in the NCCCS. These funds will provide development costs for the following courses: DMA 010, DMA 020, DMA 040, OST 148, OST 164, OST 137, CIS 110, CIS 111, ACC 120, ACC 121, and HMT 110.

Contract Amount and Time Period: Surry Community College, VLC Quality and Assessment Center, will coordinate the course development and faculty training projects allocation of $265,000, for the period of July 15, 2016, through June 30, 2017.
**Fund Source and Availability:** Funding is contingent upon FY 2016-2017 State General Fund appropriations for the 2 + 2 E-Learning Initiative.

**Contact:**
Julie Batchelor  
Senior Vice President and Chief Technology Officer  
Technology Solutions and Distance Learning

Katherine Davis  
eLearning Specialist  
Learning Technology Systems
STATE BOARD OF COMMUNITY COLLEGES
Proposed Basic Skills Formula Modification

**Request:** The State Board is asked to approve a change to the Basic Skills Block Grant allocation methodology that would allocate $3 million in State funds based on a college’s pro-rata share of high school equivalency and adult high school diplomas awarded system-wide.

**Rationale:** Our Performance-Based Funding (PBF) model has two components:

1. The “Quality” component, through which funds are allocated based on a college’s rate of student success on each performance measure as compared to a system-wide performance baseline level and excellence level; and
2. The “Impact” component, through which funds are allocated based on the number of students succeeding on each measure.

For the past two fiscal years, $3 million has been allocated through our Performance-Based Funding model for the “Attainment of adult high school equivalency diplomas” performance measure.

Section 10.1 of HB 1030 amends G.S. 115D-31.3 to delete this measure. The State Board recommended the deletion of this measure for a period of time because significant changes with high school equivalency assessments prevent the establishment of reliable baseline and excellence levels. As noted above, these levels are necessary to allocate funds through the “Quality” component of our performance-based funding model.

At its May 18, 2016, meeting, the NC Association of Community College Presidents (NCACCP) voted to recommend that this $3 million associated with this measure be allocated based on a college’s pro-rata share of high school equivalency and adult high school diplomas awarded system-wide. This recommendation ensures that the $3 million continues to be allocated based on student outcomes in this instructional area and that we use a methodology that is consistent with the “Impact” component of the PBF model.

In the future, once we are able to establish valid baseline and excellence levels, we plan to recommend the “Attainment of adult high school equivalency diplomas” performance measure be added back to G.S. 115D-31.3. At that time the $3 million would be allocated through both components of the PBF model.

G.S. 115D-5 directs the State Board of Community Colleges “to provide for the equitable distribution of State and federal funds to the several institutions.” Therefore, this proposed change to the Basic Skills allocation formula is under the State Board’s purview. If the State Board takes affirmative action on this proposal, the FY 2016-17 Basic Skills Block Grant allocations will be calculated consistent with the revised formula presented here.
**Proposed Basic Skills Formula Methodology**

The proposed revision to the Basic Skills Block Grant formula would be determined by three components:

- **FTE allocation (State/Federal):** Colleges will continue to receive the Tier 2 funding amount for each Basic Skills FTE.

- **Federal HSE/AHS Diploma Awarded allocation:** After allocating FTE funds, the remaining federal funds would be allocated to colleges based on their pro-rata share of HSE/AHS Diplomas awarded.

- **State Performance-Based Funding allocation:**
  - **Progress of Basic Skills Students as Defined by Educational Functioning Level (Columns 4 & 9)** - $3 million dollars would be allocated for this measure through the “Quality” and “Impact” components of the PBF model.
  - **HSE/AHS Diplomas Attainment (Columns 5 & 10)** – $3 million dollars would be allocated for this measure through the “Impact” component only of the PBF model.

The NCACCP recommends phasing in the proposed change over two years by mitigating any difference from the current formula by 50% in the first year of implementation. Attachment A shows this **mitigation amount in column 13. Column 14 reflects what the revised allocation would be under the proposed model after accounting for the first-year mitigation.**

**Contact:**
Jennifer Haygood  
Executive Vice President, CFO
<table>
<thead>
<tr>
<th>COMMUNITY COLLEGES</th>
<th>FY 2015-16 Basic Skills State PBF</th>
<th>Est. FY 2016-17 Basic Skills State PBF</th>
<th>Phase-In Adjustment</th>
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<td>Total Basic Skills</td>
<td>Student Progress</td>
<td>HSE/AHS Attainment</td>
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<td>Proposed Total</td>
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**Attachment 15A**

**SBCC**

07/15/2016
## Proposed Basic Skills Formula Change

### Est. FY 2016-17 Basic Skills State PBF

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<thead>
<tr>
<th>COMMUNITY COLLEGES</th>
<th>HSE/AHS Diplomas Awarded *</th>
<th>Basic Skills Student Progress</th>
<th>HSE/AHS Attainment</th>
<th>Total Basic Skills State PBF Allocation</th>
<th>Difference</th>
<th>Adjustment</th>
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<td>$66,865</td>
</tr>
<tr>
<td>Stanley CC</td>
<td>46</td>
<td>$28,761</td>
<td>$20,943</td>
<td>$49,704</td>
<td>$28,761</td>
<td>$23,818</td>
<td>$52,579</td>
</tr>
<tr>
<td>Surry CC</td>
<td>71</td>
<td>$31,502</td>
<td>$69,157</td>
<td>$100,659</td>
<td>$31,502</td>
<td>$36,762</td>
<td>$68,264</td>
</tr>
<tr>
<td>Tri-County CC</td>
<td>26</td>
<td>$4,017</td>
<td>$21,850</td>
<td>$25,867</td>
<td>$4,017</td>
<td>$13,462</td>
<td>$17,479</td>
</tr>
<tr>
<td>Vance-Granville CC</td>
<td>268</td>
<td>$34,010</td>
<td>$93,669</td>
<td>$127,679</td>
<td>$34,010</td>
<td>$138,764</td>
<td>$172,774</td>
</tr>
<tr>
<td>Wake TCC</td>
<td>403</td>
<td>$329,919</td>
<td>$239,238</td>
<td>$569,157</td>
<td>$329,919</td>
<td>$208,664</td>
<td>$538,583</td>
</tr>
<tr>
<td>Wayne CC</td>
<td>222</td>
<td>$120,504</td>
<td>$86,226</td>
<td>$206,730</td>
<td>$120,504</td>
<td>$114,946</td>
<td>$235,450</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>151</td>
<td>$3,687</td>
<td>$43,975</td>
<td>$47,662</td>
<td>$3,687</td>
<td>$78,184</td>
<td>$81,871</td>
</tr>
<tr>
<td>Wilkes CC</td>
<td>69</td>
<td>$43,903</td>
<td>$44,503</td>
<td>$88,406</td>
<td>$43,903</td>
<td>$35,727</td>
<td>$79,630</td>
</tr>
<tr>
<td>Wilson CC</td>
<td>22</td>
<td>$37,049</td>
<td>$35,000</td>
<td>$72,049</td>
<td>$37,049</td>
<td>$11,391</td>
<td>$48,441</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5,794</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
<td>$6,000,000</td>
<td>$3,000,000</td>
<td>$3,000,000</td>
<td>$6,000,000</td>
</tr>
</tbody>
</table>

*Reflects actual 2014-15 GEDs and AHS diplomas awarded
1. Project Approval – New – Connect NC Bonds (Additional detail found on Attachment A).

   A. Bladen Community College – Project No. 2182 – Building 9 - Auditorium Roof Replacement – Main Campus – Estimated cost is $124,000 composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).


   C. Mayland Community College – Project No. 2177 – Avery Learning Center Roof Replacement – Avery County – Estimated cost is $50,000 composed all state funds (Connect NC Bonds – 46620/Repairs and Renovations).

   D. Rockingham Community College – Project No. 2190 – James Library Renovation – Main Campus – Estimated cost is $300,000 composed all state funds (Connect NC Bonds – 46620/Repairs and Renovations). Contingent upon Board of Trustees approval which is expected on July 12, 2016.

2. Acquisition and Disposal of Real Property

   A. The Board of Trustees of Davidson Community College requests permission as per G.S. 115D-15 to dispose of by demolition, a storage building approximately 608 square feet located on the college’s main campus. The Board of Trustees determined that the storage building is unnecessary and undesirable for college use.

Contact:
Dorrine Fokes or Wilma Lee
Finance and Operations
<table>
<thead>
<tr>
<th>Community College</th>
<th>Project Number / Name</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Bladen 2182 - Auditorium Roof Replacement</td>
<td>Roof replacement - Teaching Auditorium (Building 9) main campus. Roof surface is approximately 14,200 square feet, sloped to a parameter gutter system.</td>
</tr>
<tr>
<td>B</td>
<td>Johnston 2189 - Tart and Wilson Building - Renovations</td>
<td>Tart Building - This project will re-purpose the former library space into a new Student Success Center including Admissions, Advising, Testing, Work-Based Learning, HRD, Job Placement, and Career Assessment functions. Renovation of space also includes ADA compliance and life safety repairs. Wilson Building - Covered walkway.</td>
</tr>
<tr>
<td>C</td>
<td>Mayland 2177 - Avery Learning Center Roof Replacement - Avery County</td>
<td>Replace roof to the Avery Learning Center facility. House in this building - Curriculum instruction and continuing education classes.</td>
</tr>
<tr>
<td>D</td>
<td>Rockingham 2190 - James Library Renovation</td>
<td>Repairs and renovation of the existing James Library, a 28,348 sqft, three-floor structure housing library services as well as an early college high school.</td>
</tr>
</tbody>
</table>
Request: The State Board is asked to approve a total of $69,713 in Perkins Reserve Fund allocations to 3 community colleges to enhance their Career and Technical Education (CTE) Associates of Applied Science (AAS) Programs for the period of July 1, 2016, through September 30, 2016.

Background: The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of students who elect to engage in Career and Technical Education (CTE) Programs. Perkins basic grant to colleges is to enhance postsecondary CTE programs of study, level the playing field for those who elect to enroll in CTE programs of study, and actively engage employers in the development and implementaion of CTE programming leading to employment.

The act outlines nine required uses of funds and 16 permissive uses of funds that closely align to the Southern Association of Colleges and Schools (SACS) accreditation standard. Some of the uses of funds include: strengthening CTE programs of study, linking secondary and postsecondary programs of study, teaching all aspects of business and industry, developing, improving and expanding CTE programs of study, program evaluation, and services to special populations including single parents, displaced homemakers, economically disadvantaged families, individuals with disabilities, as well as students preparing for non-traditional careers. In addition, the Carl D. Perkins Act of 2006 has six postsecondary accountability measures including items such as technical attainment, retention, completion and credentials, and job placement.

Method of Allocation: Reserve funds are dollars set aside to address CTE programs in rural areas as well as programs with a high concentration of CTE students. In this case we have elected to allocate funds to three rural colleges: Pamilco, Martin, and Montgomery Community Colleges. Allocations were based on a percent of the total funds in relationship to total number of students enrolled in CTE programs of study and receiving pell grant funds. These colleges do not traditionally receive their allocation, rather must enter into a consortia to receive benefits from the basic grant. Allocating funds to these colleges will go toward leveling the playing field and allowing these rural colleges their own grant funds.

<table>
<thead>
<tr>
<th>Rural Colleges Recommended for Funding</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamilco Community College</td>
<td>$15,792</td>
</tr>
<tr>
<td>Martin Community College</td>
<td>$23,744</td>
</tr>
<tr>
<td>Montgomery Community College</td>
<td>$30,177</td>
</tr>
<tr>
<td><strong>Total Allocations</strong></td>
<td><strong>$69,713</strong></td>
</tr>
</tbody>
</table>

Allocation Amount and Time Period: The reserve allocation to 3 colleges is for a total of $69,713 for the period of July 1, 2016, to September 30, 2016. This allocation will continue to be based on availability of federal funding and satisfactory progress by each college.

Funding Source and Availability: Funding is available through the Carl D. Perkins Act of 2006.

Contact:
Robert J. Witchger, Director
Career and Technical Education

SBCC
07/15/2016
1. **Project Approval – New**

A. Guilford Technical Community College – Project No. 2187 – Underpass and Connector Roads – Life Safety – Main Campus – Estimated cost is $5,450,000 composed of all local funds.

B. Tri-County Community College – Project No. 2167 – Allied Health Wing – Main Campus – Estimated cost is $1,488,000 composed of $1,200,000 Golden Leaf funds, and $288,000 state equipment funds.

**Project Approval – New – Connect NC Bonds (Additional detail found on Attachment 4A).**

C. Asheville-Buncombe Technical Community College – Project No. 2175 – Ramsey Building HVAC Replacement – Madison County – Estimated cost is $200,000 composed of all state funds ([Connect NC Bonds – 46620/Repairs and Renovations](#)).

D. Asheville-Buncombe Technical Community College – Project No. 2176 – Ramsey Building Welding Shop Upgrades – Madison County – Estimated cost is $50,000 composed of all state funds ([Connect NC Bonds – 46620/Repairs and Renovations](#)).

E. Cleveland Community College – Project No. 2153 – Hunt Campus Center, Student Activities Center, and Paksoy Technology Center Roof Replacements – Main Campus – Estimated cost is $705,000 composed of all state funds, $5,000 (41120) state funds, $90,224, (41220) state funds, and $609,775, ([Connect NC Bonds – 46620/Repairs and Renovations](#)).

F. Coastal Carolina Community College – Project No. 2164 – Classroom Building – Main Campus – Estimated cost is $6,973,103, composed of all state funds, ([Connect NC Bonds – 46620/New Construction](#)). Contingent upon receiving completed documents.

G. Forsyth Technical Community College – Project No. 2127 – Ardmore Hall, Forsyth Building and Main Campus Renovations – Estimated cost is $5,000,000 composed of all state funds, $250,000 ([Connect NC Bonds – 46620/New Construction](#)) and $4,750,000 ([Connect NC Bonds – 46620/Repairs and Renovations](#)).

H. Forsyth Technical Community College – Project No. 2128 – Trades Shop Building – Stokes County – Estimated cost is $809,410 composed of all state funds, ([Connect NC Bonds – 46620/New Construction](#)).

I. Lenoir Community College – Project No. 2139 – Administration, Business Technologies and Learning Resource Center Building Elevator Replacements, Health Sciences, Waller and Science/LAP Buildings – Elevator Upgrades – Main Campus – Estimated cost is $450,000 composed of all state funds, ([Connect NC Bonds – 46620/Repairs and Renovations](#)).
J. Nash Community College – Project No. 2180 – Buildings A and B Renovations – Main Campus – Estimated cost is $342,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

K. Nash Community College – Project No. 2181 – Building D1 HVAC Replacement – Main Campus – Estimated cost is $200,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

L. Surry Community College – Project No. 2129 – Yadkin Industrial Training Center and Truck Driving Track – Yadkin County – Estimated cost is $2,100,000 composed of $200,000 Golden Leaf funds, and $1,900,000 state funds (Connect NC Bonds – 46620/New Construction).

M. Wake Technical Community College – Project No. 2178 – Ready Hall Renovation – Main Campus – Estimated cost is $9,123,927, composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations). Contingent upon Board of Trustees approval which is expected on June 21, 2016.

N. Wake Technical Community College – Project No. 2179 – Health Sciences Building Renovations – Estimated cost is $3,471,200 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations). Contingent upon Board of Trustees approval which is expected on June 21, 2016.

O. Wayne Community College – Project No. 2169 – Wayne Learning Center and Testing Center Renovations – Main Campus – Estimated cost is $250,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

P. Wayne Community College – Project No. 2170 – Magnolia Building Roof Replacement – Main Campus – Estimated cost is $363,825 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

Q. Wayne Community College – Project No. 2171 – Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Pine, Spruce, Walnut, and Wayne Learning Center Door Renovations – Main Campus – Estimated cost is $60,000 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

R. Wayne Community College – Project No. 2172 – Greenhouse Additions and Renovations – Main Campus – Estimated cost is $141,326 composed of all state funds, $100,000 (Connect NC Bonds – 46620/New) and $41,326 (Connect NC Bonds – 46620/Repairs and Renovations).

S. Wayne Community College – Project No. 2173 – Hocutt Building and HVAC Renovations – Main Campus – Estimated cost is $450,000, composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).
T. Wayne Community College – Project No. 2185 – Holly, Azalea, and Aviation Buildings Renovations – Main Campus – Estimated cost is $164,500 composed of $64,500 local funds and $100,000 state funds (Connect NC Bonds – 46620/Repairs and Renovations).

U. Wayne Community College – Project No. 2186 – Pine Building Renovations – Main Campus – Estimated cost is $250,000 composed of $75,000 local funds and $175,000 state funds (Connect NC Bonds – 46620/Repairs and Renovations).

V. Western Piedmont Community College – Project No. 2165 – Building H Renovations – Main Campus – Estimated cost is $530,399 composed of all state funds, (Connect NC Bonds – 46620/Repairs and Renovations).

2. Project Approval – Amended

A. Cleveland Community College – Project No. 1860 – Building A and B Roof Replacements – Estimated cost is $230,700 composed of all state funds $230,700 (41120). Project is being amended to transfer $5,000 to Project No. 2153.

B. Cleveland Community College – Project No. 1959 – Auto Body Shop, Field House, and Vocational Building B Roof Replacements – Estimated cost is $134,685 composed of all state funds (41220). Project is being amended to transfer $45,393 to Project No. 2153.

C. Cleveland Community College – Project No. 1960 – Replacement and Upgrading of HVAC Units – Estimated cost is $203,688 composed of all state funds (41220). Project is being amended to transfer $44,831 to Project No. 2153.

3. Acquisition and Disposal of Real Property

A. The Board of Trustees of Carteret Community College requests permission as per G.S. 115D-20 to acquire by donation, approximately 1.67 acres of property with a building approximately 5,636 square feet, located at 3911 Arendell Street, Morehead City, North Carolina from the Carteret Community College Foundation. This property will be used to support the hospitality and culinary program.

B. The Board of Trustees of Carteret Community College requests permission as per G.S. 115D-20 to acquire by purchase, with local funds, approximately 1.75 acres of property adjoining the main campus (Parcel I.D. #637617223029000) in Carteret County.

C. The Board of Trustees of the College of Albemarle requests permission as per G.S. 115D-15 to dispose of, by demolition, two buildings located on North Road Street, Elizabeth City, North Carolina (Parcel I.D. #891402896464). Each building is approximately 1,100 square feet. Contingent upon Board of Trustees approval which is expected on June 21, 2016.

D. The Board of Trustees of the Surry Community College requests permission as per G.S. 115D-20 to acquire by donation, approximately 10 acres of property located at 4701 US 601
Highway, Yadkinville, North Carolina from the Yadkin County School Board. The property will be used to construct the Yadkin Industrial Training Center and Truck Driving Track.

E. The Board of Trustees of the Surry Community College requests permission as per G.S. 115D-15 to transfer approximately 4.77 acres of property located at 4701 US 601 Highway, Yadkinville, North Carolina to Yadkin County. The property will be used to construct the Yadkin Agriculture and Education Building of which one floor will be dedicated programming space for Surry Community College.

Contact:
Dorrine Fokes or Wilma Lee
Finance and Operations
<table>
<thead>
<tr>
<th>Community College</th>
<th>Project Number / Name</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe</td>
<td>2175 - Ramsey Building HVAC - Replacement - Madison Campus</td>
<td>HVAC renovation - Academic Facility houses the computer labs, welding and science facilities and certified nursing assistant training facilities, along with labs, and general classrooms.</td>
</tr>
<tr>
<td>Asheville-Buncombe</td>
<td>2176 - Ramsey Building Welding Shop Upgrades - Madison Campus</td>
<td>Electrical upgrades to the welding shop lab.</td>
</tr>
<tr>
<td>Cleveland</td>
<td>2153 - Hunt Campus Center, Student Activities Center, and Paksy Technology Center - Roof Replacements - Main Campus</td>
<td>Replace roofs on three of the College's buildings, which house instructional space. Skylights in two building will be removed.</td>
</tr>
<tr>
<td>Coastal Carolina</td>
<td>2164 - Classroom Building - Main Campus</td>
<td>Two Story classroom building, to accommodate the Social Behavioral Sciences Division, including Physical Education and Fitness classes.</td>
</tr>
<tr>
<td>Forsyth</td>
<td>2127 - Ardmore Hall, Forsyth Building, and Main Campus - Renovations</td>
<td>Ardmore Hall - Provide two new boilers for a multi-story classroom building. Forsyth Building - Renovation to accommodate security personnel. Enhance response time and provide better access of our students to the security personnel. Main Campus - All buildings- Provide new boiler house upgrading equipment.</td>
</tr>
<tr>
<td>Forsyth</td>
<td>2128 - Trades Shop Building - Stokes County</td>
<td>Construction of an approximately 3,500sf building on the meadows campus of Stokes County. This will consist of several trade shop areas, such as welding, carpentry, plumbing, HVAC, etc.</td>
</tr>
<tr>
<td>Lenoir</td>
<td>2139 - Administration, Business Technologies, and Learning Center Building - Elevator Replacements, Health Sciences, Waller and Science LAB Buildings - Elevator Upgrades - Main Campus</td>
<td>Replacement of three elevators to the Administration (Early College is located in this building), Business Technologies, and Learning Resource Center buildings (Includes fire suppression and electrical). Renovation to three other buildings include - Health Sciences, Waller (Math, English, Reading, Social Sciences, and other College transfer courses, and Culinary) and Science/Learning Assistance Programs buildings.</td>
</tr>
<tr>
<td>Nash</td>
<td>2180 - Buildings A and B - Renovations Main Campus</td>
<td>Renovate the Health Sciences and Business Technologies instructional spaces in Buildings A and B.</td>
</tr>
<tr>
<td>Nash</td>
<td>2181 - D1 Building - HVAC Replacement - Main Campus</td>
<td>Replace roof top HVAC unit on Building D1. This building houses classes for Humanities and Social Sciences, College Transfer, the LPN program, Early College, and General Education.</td>
</tr>
<tr>
<td>Surry</td>
<td>2129 - Yadkin Industrial Training Center and Truck Driving Track - Yadkin County</td>
<td>The Yadkin Industrial Training Center is proposed as an 11,200sf facility to provide industrial training.</td>
</tr>
<tr>
<td>Wake Tech</td>
<td>2178 - Ready Hall Renovations - Main Campus</td>
<td>Ready Hall - A moderate renovation to replace and upgrade the finishes and interior specialties, the mechanical/electrical/plumbing systems, the life safety systems, as well as the building envelope, infrastructure, elevator and stairwell upgrades. This building houses the Applied Technologies curriculum.</td>
</tr>
<tr>
<td>Wake Tech</td>
<td>2179 - Health Sciences Building - Renovations</td>
<td>Health Sciences Building - Full renovation to replace and upgrade the finishes and interior specialties, the mechanical/electrical/plumbing systems, the life safety systems and infrastructure upgrades. When renovation is completed, the building will provide a modern teaching environment to match the technology and instructional needs.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2169 - Wayne Learning Center and Testing Center Renovations - Main Campus</td>
<td>Renovate two primary student restrooms (ADA) in the Wayne Learning Center. Renovate space for a proctor station and a private testing room for students requiring special accommodations in the Academic Testing Center.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2170 - Magnolia Building Roof Replacement - Main Campus</td>
<td>Replace roof of the Magnolia Building. This building houses the automotive program classrooms and labs, HVAC program classroom and lab, various computer labs, AG and Natural Resources labs, and the CNA/Physics lab.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2171 - Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Pine, Spruce, Walnut, and Wayne Learning Center Door Renovations - Main Campus</td>
<td>This project will structurally renovate student access doors in the following instructional buildings: Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Pine, Spruce, Walnut, and the Wayne Learning Center. Doors will be retrofitted to provide additional corridors for students requiring special accommodations in the Academic Testing Center.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2172 - Greenhouse Additions and Renovations - Main Campus</td>
<td>Sustainable Agriculture: Renovate one of two existing greenhouses by installing polycarbonate sunlight panels with new mounting hardware and trim. NEW: Drill well to provide water to all four greenhouses. ADD: Two new greenhouses of similar construction to the existing greenhouses will be added, along with all utilities needed for proper operation.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2173 - Hocutt Building and HVAC Renovations - Main Campus</td>
<td>Hocutt Building - Renovate and repurpose all spaces for the Automotive Academic programs, Wayne Early Middle College High School programs, and additional programs yet to be determined. Currently this space is occupied by the Applied Technologies Welding program(s). In addition: HVAC updates and changes will be made in the new renovated spaces.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2185 - Holly, Azalea, Aviation Buildings - Renovations - Main Campus</td>
<td>Holly Building - Replace lighting and reconfiguration of ceiling grid. This building houses Science, Dental and other Allied Health Students. Azalea Building - Replace lighting. This building houses Early Childhood students, Social Sciences, Fitness courses, and some Early Middle College High School students.</td>
</tr>
<tr>
<td>Wayne</td>
<td>2186 - Pine Building Renovations - Main Campus</td>
<td>Pine Building - Renovate to create two new classrooms (hospital clinic type setting for the Nursing Program).</td>
</tr>
<tr>
<td>Western Piedmont</td>
<td>2165 - Building H Renovations - Main Campus</td>
<td>Renovations of the Building H in order to relocate Burke Middle College to this location which will be in close proximity to the STEAM (Science, Technology, Engineering, Agriculture, and Mathematics) academy.</td>
</tr>
</tbody>
</table>
AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building
J. Gregory Poole Conference Room
July 14, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – May 19, 2016

For Information
  • Allocation for North Carolina Competency-Based Education Incubator (Attachment FC 9) [CA]
  • Allocation for Accounting and Finance Alignment (AFAP) Project (Attachment FC 10)
  • Allocation of Basic Skills Funds to Community Based Organizations (Attachment FC 11) [CA]
  • Allocation for Integrated English Literacy and Civics Education Programs (Attachment FC 12) [CA]
  • Service Agreement for Community College Grant Program (Attachment FC 13) [CA]
  • Proposed Basic Skills Formula Change (Attachment FC 15)
  • Allocation for Career and Technical Education Reserve Funds (Attachment FC 17)

  • Curriculum Program Applications as Approved by the System President (Attachment PROG 1)
    ▪ College of The Albemarle – Supply Chain Management (A25620)
    ▪ Edgecombe Community College – Welding Technology (A50420)
  • Captive/Co-Opted Curriculum Program Termination as Approved by the System President (Attachment PROG 2)
    ▪ Durham Technical Community College (Federal Correctional Institution FED1) – Optical Laboratory Mechanics (Certificate) (C45540)
  • Curriculum Program Terminations as Approved by the System President (Attachment PROG 3)
    ▪ Alamance Community College – Cosmetology Instructor (Certificate) (C55160)
    ▪ Mitchell Community College – Lateral Entry (Certificate) (C55430)
  • SBCC Code Report – July 2016 (Attachment PROG 4)

For Future Action
  • Curriculum Program Applications (New to System) (Attachment PROG 5)
    ▪ Blue Ridge Community College
      o Early Childhood Administration (Certificate) (C55xxx)
      o Early Childhood Preschool (Certificate) (C55xxx)
      o Addition to Special Curriculum Program Application List
AGENDA

- Fayetteville Technical Community College
  - Surgical First Assistant (Certificate) (C45xxx)
  - Tiered Funding Recommendation
- Curriculum Standard Revision(s) (Attachment PROG 6)
  - Davidson County Community College
    - Therapeutic Massage (A45750)

For Action

- Curriculum Standard Archive (Attachment PROG 7)
- Curriculum Program Application for Captive/Co-Opted Groups (Attachment PROG 8)
  - Stanly Community College - Albemarle Correctional Institution (4580)
    - Air Conditioning, Heating, and Refrigeration Technology (A35100)
- Associate in Engineering (A10500) Program Applications (Attachment PROG 9) [CA]
  - Alamance Community College
  - McDowell Technical Community College
- *Curriculum Program Application (New to System) (Attachment PROG 10) [CA]
  - Fayetteville Technical Community College
    - Intelligence Studies (A25xxx)
    - Tiered Funding Recommendation
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 11) [CA]
  - Blue Ridge Community College – Emergency Management (A45460)
  - Central Carolina Community College – Occupational Education Associate (A55320)
  - Martin Community College – Criminal Justice Technology (A55180)
  - Mayland Community College – Practical Nursing (Diploma) (D45660)
  - Mitchell Community College - Emergency Medical Science (A45340)
  - Wake Technical Community College - Mission Critical Operations (A40430)
- Curriculum Standard Revisions (Attachment PROG 12) [CA]
  - Central Piedmont Community College – Cardiovascular Technology (Invasive and Non-Invasive) (A45170)
  - Mitchell Community College - Associate in Fine Arts Music (A10700)
  - Montgomery Community College – Taxidermy (D30380)
  - North Carolina Community College System Office – Associate in Engineering (A10500)
  - Stanly Community College – Biomedical Equipment Technology (A50100)
- Revised and Archived Curriculum Standards - Office Administration Alignment Project (OAAP) (Attachment 13) [CA]
- Combined Course Library – Continuing Education (Attachment PROG 14) [CA]
  - New Course Approvals, Modification, and Tier Designations
- Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 15) [CA]
  - Continuing Education
    - Asheville-Buncombe Technical Community College – Black Mountain Substance Abuse Treatment Center for Women**
      - Food Service Sanitation/Safety (ServSafe Certification)
      - HRD Employability Skills (Employability Life Skills)
**AGENDA**

- HRD Career Readiness/Pathways (Hospitality Careers and START Certification)
- HRD Technology Awareness (Computer Skills for Employment)
- HRD Financial Literacy (Money Smart)

  - Forsyth Technical Community College – Forsyth Correctional Institution
    - Maintenance Mechanic (Facility Maintenance Technician)
  - Montgomery Community College – Southern Correctional Institution
    - Hotel & Lodging Operations (Hospitality & Tourism)
    - Customer Service (Customer Service for Hospitality & Tourism)
  - South Piedmont Community College – Lanesboro Correctional Institution
    - Building Construction Trades (Building Construction Trades)
    - Construction Management (Construction Management)
  - Southeastern Community College – Tabor Correctional Institution
    - Leadership Development – (Intro to Basic Principles of Leadership)
    - NC REAL/Entrepreneurship (REAL Small Business Development)

**New Business**

**Adjourn**

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*Reviewed in previous month

**Black Mountain Substance Abuse Treatment Center is a residential substance abuse treatment center for women operated by the NC Department of Public Safety (NCDPS)*
MINUTES
PROGRAMS COMMITTEE
May 19, 2016 – 1:30 p.m.

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

System Office Staff and Others:
Dr. Lisa Chapman Ms. Margaret Roberton
Ms. Gilda Rubio-Festa Dr. Kim Sepich
Ms. Wanda White Mr. Frank Scuiletti
Ms. Amy Cooke Mr. Chris Droessler
Ms. Renee Batts Dr. Hilmi Lahoud
Dr. Lisa Eads Ms. Tracy McPherson
Ms. Leslie Leak Ms. Shante Martin
Ms. Jessica Halper, Legal Affairs intern Dr. Julie Batchelor
Dr. David Brand, Fayetteville Tech CC

CALL TO ORDER
Dr. Powell called the meeting to order at 1:35 p.m.

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

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 Dr. Willis.

MINUTES
Dr. Powell asked for a motion to approve the minutes of the April 14, 2016, meeting as presented. Dr. Blackwell moved, seconded by Dr. Willis.

For Information:
Finance Committee Agenda Items:
Dr. Chapman, Mr. Droessler, Ms. Rubio-Festa, and Dr. Sepich provided a brief overview of the following items:
• Allocation for NC Motorcycle Safety Education Program (Attachment FC 4) [CA]
• Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 5) [CA]
• Service Agreement for Adult Basic Skills Professional Development (Attachment FC 6) [CA]
• Service Agreement for Systemwide Diagnostic Assessment System (Attachment FC 7)
2015 Passing Rates for Nursing Graduates in the North Carolina Community College System (Attachment PROG 1)
Ms. Batts provided an overview of the most recent report and statistics for the nursing programs.

Curriculum Application as Approved by the System President (Attachment PROG 2)
Dr. Chapman presented the following curriculum program application approval:
  - Central Carolina Community College – Manicuring/Nail Technology (Certificate) (C55400)

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

For Future Action:
Curriculum Program Application (New to System) (Attachment PROG 4)
  - Fayetteville Technical Community College
    o Intelligence Studies (A25xxx)
    o Tiered Funding Recommendation – Intelligence Studies
Dr. Hilmi Lahoud and Dr. David Brand, VP of Academic and Student Services at Asheville-Buncombe Technical Community College, presented the request for approval of this new program. On a motion made by Mr. McBrayer, seconded by Dr. Blackwell, the item was approved for action and forwarded to the July 15, 2016 meeting.

For Action:
Curriculum Standard Revisions (Attachment PROG 5) [CA]
  - Rockingham Community College – Electrical Systems Technology (A35130)
    Presented by Mr. Scuiletti.

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 6) [CA]
  - Davidson County Community College – Dental Assisting (Diploma) (D45240)
    Presented by Dr. Chapman and Ms. Batts.

Combined Course Library – Continuing Education (Attachment PROG 7) [CA]
  - New Course Approvals, Modification, and Tier Designations
    Presented by Ms. McPherson.

Agenda items 5-7 were discussed individually and grouped together for the motion. On a motion made by Dr. Willis, seconded by Dr. Blackwell, these agenda items were approved for placement on the full board “Consent Agenda” for action at their May 20, 2016 meeting.

Review Public Comments for 1D Subchapter 300 – “Continuing Education” (Attachment PROG 8)
Shante Martin reviewed the process for approval for the three recommendations to changes in the rule. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded to the full board for approval. A motion for adoption by the full board of 1D Subchapter 300 was made by Dr. Blackwell, seconded by Dr. Willis and this agenda item was approved for placement on the full board “Consent Agenda” for action at their May 20, 2016 meeting.
New Business
Dr. Chapman provided an update on the Career and College Graduate legislation. The State Board of Community Colleges and the State Board of Education had previously approved the joint report, which was submitted to the NC Legislature. Changes have been suggested for a 3-year, regional pilot program rather than a statewide program for rising juniors who will need remediation in their senior year. The recommendations have been received favorably. Additional State Board funding will be requested to support this.

Adjournment
The meeting was adjourned at 2:55 p.m. on a motion by Mr. McBrayer, seconded by Dr. Blackwell.

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

Curriculum Program Application(s)
As Approved by the System President

The System President has approved the applications listed below.

College of the Albemarle
   Supply Chain Management (A25620)

Edgecombe Community College
   Welding Technology (A50420)

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

Captive/Co-Opted Curriculum Program Termination
As Approved by the System President

The System President has approved the termination as listed below:

Durham Technical Community College (Federal Correctional Institution FED1)
Optical Laboratory Mechanics (Certificate)
Rationale: The prison has discontinued support of this program.
Termination Semester: Spring 2016

Contact Person:
Ms. Tracy McPherson, Director
Public Safety Training Programs
STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Terminus
As Approved by the System President

Information: The System President has approved the terminations as listed below:

Background: 1D SBCCC 400.95(b) states the following: The college shall terminate a curriculum program when there has been no enrollment for two years; a college may request an one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.

Alamance Community College
Cosmetology Instructor (Certificate) (C55160)
Rationale: No enrollment: The college currently has approval for the Esthetics Instructor and the Manicuring/Nail Technology programs and plan to place their resources and focus into these programs.
Termination Semester: Fall 2016

Mitchell Community College
Lateral Entry (Certificate) (C55430)
Rationale: Low Enrollment. Students needing lateral entry courses generally need one to three courses to meet the teacher certification requirements for the state. Therefore, they do not need all the courses in the certificate and do not enroll in the program. These students take the courses they need - often as special credit students.
Termination Semester: Summer 2016

Contact:
Ms. Jennifer Frazelle
Director
## SBCC Code Report

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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 colleges and operating funds generated by the budget formula will permit the offering of the program without any special allocation of funds.

Blue Ridge Community College
   Early Childhood Administration (Certificate) (C55xxx)
   Early Childhood Preschool (Certificate) (C55xxx)
   Addition to Special Curriculum Program Application List

Fayetteville Technical Community College
   Surgical First Assistant (Certificate) (C55xxx)
   Tiered Funding Recommendation

Contact:
Jennifer Frazelle
Director
PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Blue Ridge Community College
Early Childhood Administration Certificate (C55XXX)

Program Planning: Blue Ridge Community College is seeking approval for the Early Childhood Administration Certificate (C55XXX) program to begin Spring, 2017. The planning area is defined as the college’s service area of Henderson and Transylvania Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on March 11, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge 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.

Program Rationale: Blue Ridge Community College indicates the following:

- The development of a stand-alone certificate in early childhood administration will provide students with the opportunity to earn a stackable credential with the specialization in administration which will enhance their employability opportunities as well as increase their future earning potential.

- Coursework within the early childhood administration certificate will allow students the opportunity to complete the requirements to earn the North Carolina Child Care Administrator Credentials which are recognized by the North Carolina Division of Child Development and Early Education and are required for those who are or wish to become employed as a director in a child care center.

- According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool and child care center directors is expected to increase by 7%. Additionally, preschool and child care center directors earn on average...
approximately $21.96 per hour which equates to an average annual salary of approximately $45,670. (U.S. Bureau of Labor Statistics)

- In North Carolina, the employment opportunities for early childhood administrators are increasing faster than the national average. The North Carolina Department of Commerce projects a 23.8% increase in employment openings for education administrators in preschool and child care center programs statewide between 2012-22.

- The average annual wage for education administrators in preschool and child care center programs in North Carolina is $37,820 which equates to approximately $17.09 per hour. (North Carolina Department of Commerce)

- A stand-alone early childhood administration certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.

- Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.

**Impact of the Proposed Program on Other Programs:** No colleges are approved to offer the Early Childhood Administration (C55XXX) program because this will be a new to the System certificate. An impact assessment was sent to colleges with similar programs located in contiguous counties. **No negative impact responses were received.**

**Implementation of Collaborative Plan:** Not Applicable

**Curriculum Design:** The proposed program of study is in compliance with proposed curriculum standard.

**Contact:**
Dr. Lisa Eads
Program Coordinator
**Curriculum Description**

This curriculum prepares individuals pursuing administrating roles in diverse child care settings to effectively work with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills and leadership qualities.

Course work includes foundations in early childhood education, physical/nutritional needs of young children, safety issues in the care of young children; communication and leadership skills with teachers, families and children; programming and staffing, budgeting/financial management and marketing, and rules and regulations of early childhood programs.

Employment opportunities include entrepreneurship and/or management of child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start and Head Start programs, and other programs.

**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.

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<td><strong>36-48</strong></td>
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*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.*
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.

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<td>EDU 262 Early Childhood Administration II</td>
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<td>B. <strong>CONCENTRATION</strong> (Not applicable)</td>
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<td>C. <strong>OTHER MAJOR HOURS</strong></td>
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<td>Up to two semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</td>
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PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Blue Ridge Community College
Early Childhood Preschool Certificate (C55XXX)

Program Planning: Blue Ridge Community College is seeking approval for the Early Childhood Preschool Certificate (C55XXX) program to begin Spring 2017. The planning area is defined as the college’s service area of Henderson and Transylvania Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on March 11, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge 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.

Program Rationale: Blue Ridge Community College indicates the following:

- The development of a stand-alone early childhood preschool certificate will provide students with the opportunity to earn a stackable credential with the preschool specialization which will enhance their employment opportunities.

- Coursework within the early childhood preschool certificate aligns with the Child Development Associate (CDA) training required subject areas which is part of the CDA certification recognized by Head Start. (Council for Professional Recognition; National Association of the Education of Young Children)

- According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool teachers is expected to increase by 7%. Additionally, preschool teachers earn on average approximately $13.74 per hour which equates to an average annual salary of approximately $28,570. (U.S. Bureau of Labor Statistics)
• In North Carolina, the employment opportunities for preschool teachers are increasing faster than the national average. The North Carolina Department of Commerce projects a 23% increase in employment openings for preschool teachers statewide between 2012-22.

• The average annual wage for preschool teachers in North Carolina is $22,540 which equates to approximately $11.74 per hour. (North Carolina Department of Commerce)

• A stand-alone early childhood preschool certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.

• Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.

Impact of the Proposed Program on Other Programs: No colleges are approved to offer the Early Childhood Preschool Certificate (C55XXX) program because this will be a new to the System certificate. An impact assessment was sent to colleges that offer similar programs located in contiguous counties. No negative impact responses were received.

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the proposed curriculum standard.

Contact:
Dr. Lisa Eads
Program Coordinator
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 CURRICULUM STANDARD**

**Effective Term**
Spring 2017
[2017*01]

**Curriculum Program Title**
Early Childhood Preschool Certificate

**Concentration**
(not applicable)

**Program Code**
C55XXX

**CIP Code**
13.1209

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**Curriculum Description**

This curriculum prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

Course work includes child growth and development, physical/nutritional needs of preschool children, safety issues in the care of preschool children; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate preschool programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and other preschool programs.

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**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.

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Major Hours
[ref. 1D SBCCC 400.97 (3)]

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

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

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

<table>
<thead>
<tr>
<th>Early Childhood Preschool Certificate C55XXX</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>A. CORE</td>
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<td>Required Courses:</td>
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<td>EDU  119 Introduction to Early Childhood Education</td>
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<td>EDU  131 Child, Family and Community</td>
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<td>EDU  146 Child Guidance</td>
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<td>EDU  153 Health, Safety and Nutrition</td>
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<td>EDU  145 Child Development II</td>
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<td>PSY  245 Child Development II</td>
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<td>C. OTHER MAJOR HOURS</td>
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<tr>
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<td>ACC, ART, ASL, BIO, BUS, CHM, CIS, CSC, DAN, EDU, HEA, HIS, MUS, OST, PHS, PSY, SCI, SOC and WBL</td>
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<td>Up to two semester hour credits may be selected from ACA.</td>
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<td>Up to two semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</td>
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</table>
ADDITION TO SPECIAL CURRICULUM PROGRAM APPLICATION LIST
Early Childhood Administration (Certificate)(C55xxx)
Early Childhood Preschool (Certificate)(C55xxx)
Blue Ridge Community College

Request: The State Board of Community Colleges is asked to approve Blue Ridge Community College’s request to add the following titles to the list of current programs that follow the Special Curriculum Program Application process with the condition that the college have prior approval for the Early Childhood Education (A55220) program:

   Early Childhood Administration (Certificate)(C55xxx)
   Early Childhood Preschool (Certificate)(C55xxx)

Background: *The State Board has delegated to the President of the North Carolina Community College System the authority to approve new curriculum programs utilizing the special abbreviated application process for selected curriculum program titles. Curriculum programs recommended to the State Board for placement on the Special Curriculum Application process list by a college or by System Office staff must meet the following criteria to be eligible:

   1. There is a widespread, immediate need for the job training and
   2. There will be minimal impact on college programs if multiple colleges offer the program

The Special Curriculum Program Application Process is an abbreviation application process which requires the College President and Board of Trustees to certify that they have assessed the need for the program and the resources required to maintain a viable program and certify that the college can operate the program efficiently and effectively within the resources available to the college. In addition, they must certify that the program will enhance the workforce of North Carolina and will provide educational and training opportunities consistent with the mission of the college.

A Three-Year Accountability Report is required three years after implementation of the program to report information to the State Board of Community Colleges concerning enrollment, completers and employment of graduates.

Rationale: In North Carolina, the employment opportunities for early childhood administrators and preschool teachers are increasing faster than the national average. Each college is already approved for the Early Childhood Education program so there is minimal impact on college programs if multiple colleges offer the program(s).

* The Special Curriculum Program Application process and criteria were approved by the State Board of Community Colleges on September 13, 2002.

Contact:
Dr. Lisa Eads, Program Coordinator

SBCC
07/15/2016
Program Planning
Fayetteville Technical Community College is seeking approval for the Surgical First Assistant (Certificate) (C45xxx) program to begin Summer 2017. The planning area is defined as the college’s service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on February 15, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

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

Program Rationale
Fayetteville Technical Community College (FTCC) indicates the following:

- FTCC’s advisory committee for their Surgical Technology program requested the development of this program. The Surgical First Assistant program would provide the certified surgical technologists (CST) a career pathway or sequence of credentials to increase their job qualifications and increase their marketability in the health care industry.
- Currently, FTCC offers the Surgical Technology (A45740) program. Therefore, FTCC has the resources (personnel, facilities, clinical programs, etc.) available to implement the proposed Surgical First Assistant (Certificate) program.
• It is reported in the National Board of Surgical Technology and Surgical Assisting (NBSTSA) newsletter that the surgical first assisting profession has grown into an independent entity with more and more formal training programs available. The NBSTSA Board of Directors has recognized the necessity to establish standards for training via accreditation granted by the Commission on Accreditation of Allied Health education Programs (CAAHEP).

• The National Board of Surgical Technology and Surgical Assisting (NBSTSA) recognizes both the origins of the Surgical First Assistant profession and the evolution of educational programs in surgical assisting. The Board of Directors for NBSTSA recently announced changes in eligibility to sit for the Certified Surgical First Assistant (CSFA) Examination. Effective June 3, 2017, any new applicant who wishes to sit for the CSFA must be a graduate of a Commission on Accreditation of Allied Health Education Program (CAAHEP).

• According to the U.S. Bureau of Labor Statistics the average starting salary for surgical assistants is $55,000, and the average annual salary is $75,000. (Houston Chronicle, 2016).

• The American Medical Association’s (AMA) policy H475.986 recognizes that the responsible surgeon may delegate the performance of part of a given operation to surgical assistants, provided the surgeon is an active participant throughout the essential part of the operation. Given the nature of the surgical assistant’s role and the potential of risk to the public, it is appropriate to ensure that qualified personnel accomplish this function.

• The Association of Surgical Assistants (ASA) supports legislative and regulatory efforts to ensure surgical assistants are credentialed as Certified Surgical First Assistant (CSFA), Certified Surgical Assistant (CSA) or Surgical Assistants-Certified (SA-Cs). NBSTSA offers the CSFA credential, the National Surgical Assistant Association (NSAA) offers the CSA credential, and the American Board of Surgical Assisting (ABSA) offers the SA-C credential.

• It is reported in Outpatient Surgery Magazine that surgeons who work with surgical assistants can increase their elective case volume. Surgical assistants bridge the communication gap between surgeons and surgical teams. They’re extremely familiar with what surgeons need and how they operate, and they’re in the OR before and after each case to help expedite the set up and turnover of rooms.

• OR Today reports: utilizing a skilled first assistant has decreased surgical time in the operating room, which decreases probability of surgical site infections and complications. (WWW.ORTODAY.COM, September 2015).
FTCC reports two major hospitals, within their service area, employ Surgical First Assistants. Currently, the two employers rely on the surgical assistant for the procurement of the saphenous vein, which is utilized during coronary artery bypass grafting (CABG) procedures.

Cape Fear Valley Health System, Southeastern Regional Medical Center, and several surgeons that serve on FTCC’s Surgical Technology Advisory Board expressed support for the program.

FTCC completed a student interest survey that identified 71 out of 74 respondents were interested in the program.

According to CAAHEP data, there are eight accredited Surgical Assisting programs in the United States.

FTCC plans to offer the Surgical First Assistant (Certificate) program totally online with the clinical component as Work-Based Learning (WBL). Students will be responsible for procuring a surgeon to serve as their preceptor, while completing the surgical case requirements.

Impact of the Proposed Program on Other Programs
This program would be new to the community college system. This program is not considered similar to any existing programs, therefore, an impact assessment was not required.

Implementation of Collaborative Plan
Not Applicable

Curriculum Design
The proposed program of study is in compliance with the proposed curriculum standard.

Contact:
Ms. Renee Batts
Associate Director
PROPOSED     CURRICULUM STANDARD

Curriculum Program Title: Surgical First Assistant (Certificate)
Concentration: (not applicable)

Program Code: C45XXX
CIP Code: 51.0909

Curriculum Description
The Surgical First Assistant curriculum is designed to prepare qualified Surgical Technologists and other surgical professionals with the educational preparation necessary to assume the role of the Surgical First Assistant during operative and other invasive procedures.

Students will learn to apply didactic knowledge to the care of the surgical patient and provide assistance in exposure, hemostasis, and other technical functions that will assist the surgeon in performing a safe operation with optimal results for the patient.

Graduates of an accredited Commission on Accreditation of Allied Health Education Program (CAAHEP) program may be eligible to test with one of the following organizations: National Board of Surgical Technology and Surgical Assisting (NBSTSA), National Surgical Assistant Association (NSAA) and the American Board of Surgical Assisting (ABSA). Employment opportunities include hospitals, clinics, educational institutions, and self-employment.

Individuals entering this curriculum must possess a minimum of an associate degree.

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.

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<tr>
<th>AAS</th>
<th>Diploma</th>
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</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
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<tr>
<td>Minimum Major Hours</td>
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<td>30</td>
</tr>
<tr>
<td>Other Required Hours</td>
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<tr>
<td>Total Semester Hours Credit in Program</td>
<td>64-76</td>
<td>36-48</td>
</tr>
</tbody>
</table>

*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 of credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

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

<table>
<thead>
<tr>
<th>Surgical First Assistant (Certificate) (C45XXX)</th>
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<tbody>
<tr>
<td>Minimum Major Hours Required</td>
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<tr>
<td><strong>A. CORE</strong></td>
</tr>
<tr>
<td>Required Courses:</td>
</tr>
<tr>
<td>SFA 200 SFA Anatomy &amp; Pathophysiology</td>
</tr>
<tr>
<td>SFA 201 Fundamentals of SFA</td>
</tr>
<tr>
<td>SFA 202 Surgical Patient Management</td>
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<tr>
<td>SFA 203 Advanced Surgical Pharmacology</td>
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<tr>
<td>SFA 204 SFA Techniques</td>
</tr>
<tr>
<td>WBL 111 Work-Based Learning I</td>
</tr>
<tr>
<td>WBL 121 Work-Based Learning II</td>
</tr>
<tr>
<td><strong>B. CONCENTRATION (if applicable)</strong></td>
</tr>
<tr>
<td><strong>C. OTHER MAJOR HOURS</strong></td>
</tr>
<tr>
<td>To be selected from the following prefixes:</td>
</tr>
</tbody>
</table>

Approved by the State Board of Community Colleges on ____________.
Surgical First Assistant Courses

SFA 200 SFA Anatomy & Pathophysiology

Class: 3   Lab: 2   Clinical: 0   Credit: 4
Prerequisites: None
Corequisites: None

This course is designed to promote an understanding of surgical anatomy and pathophysiology. Emphasis is placed on the structure and function of body systems, including etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain surgical anatomy, categorize diseases, define pathology, identify organ/body systems involved, and discuss surgical treatments and prognosis.

SFA 201 Fundamentals of SFA

Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: SFA 200
Corequisites: WBL 111

This course is designed for healthcare workers developing their competencies in the fundamentals of the theory and practice of a Surgical First Assistant. Emphasis is placed on the responsibilities of a Surgical First Assistant, perioperative monitoring equipment, diagnostic tests, and related surgical procedures. Upon completion, students should be able to explain the role of the Surgical First Assistant and demonstrate competence in basic techniques of surgical patient care.

SFA 202 Surgical Patient Management

Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: SFA 201
Corequisites: None

This course is designed to introduce the student on the theory and practice of caring for the surgical patient. Emphasis is placed on skills needed to manage perioperative patients. Upon completion, students should be able to manage surgical patients effectively and efficiently.
**SFA 203 Advanced Surgical Pharmacology**  
Class: 3  Lab: 0  Clinical: 0  Credit: 3  

Prerequisites: None  
Corequisites: None  

This course is designed to provide an in depth study of pharmacology as it relates to surgical intervention in the surgical environment. Emphasis is placed on the indications, administration, contraindication, and safety considerations of pharmacologic agents used in surgery. Upon completion, students should be able to demonstrate an understanding of the different pharmacologic agents, their methods of administration, and how the agents may impact the surgical procedure.

**SFA 204 SFA Techniques**  
Class: 3  Lab: 0  Clinical: 0  Credit: 3  

Prerequisites: SFA 201  
Corequisites: WBL 121  

This course is designed to familiarize the Surgical First Assistant with surgical skills and techniques utilized by the surgical assistant. Emphasis is placed on fundamental care, surgical equipment and routines which are required to ensure safe and efficient care of surgical patients. Upon completion, students should be able to demonstrate surgical techniques as they relate to the Surgical First Assistant.
STATE BOARD OF COMMUNITY COLLEGES
NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS

Request: The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

Tier 1A - SFA – Surgical First Assistant
Rationale: The SFA curriculum prefix is in the area of health care. Individuals enrolled in SFA courses must be a Surgical Technologist or other surgical professional. The SUR curriculum course prefix for Surgical Technology is a Tier 1A classification.

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

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

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

Tier 2: Includes
a) all other curriculum budget FTE,
b) all Basic Skills budget FTE, and

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

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

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

Contact:
Ms. Renee Batts, Associate Director

SBCC
07/15/2016
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM STANDARD REVISION(S)

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

Davidson County Community College
Therapeutic Massage (A45750)

Contact:
Ms. Jennifer Frazelle
Director

SBCC
07/15/2016
Request: The State Board of Community Colleges is asked to approve Davidson County Community College’s request to revise the Therapeutic Massage (A45750) curriculum standard with an effective term of Fall 2016.

Proposed Revision:

- Remove the following course from the required Core:
  
  **BIO 271 Pathophysiology**

Note: The deletion of the course from the core will result in a change of core hours from 45 SHC to 42 SHC for the associate degree program.

Rationale: Therapeutic Massage students will receive contextualized pathology within other therapeutic massage courses: **MTH 110 Fundamentals of Massage** or **MTH 120 Therapeutic Massage Applications**. The NC Board of Massage & Bodywork Therapy, Rules and Regulations Section .0620 2b states: “100 hours in anatomy and physiology related to the practice of massage and bodywork therapy that shall include the structure and function of the human body and common pathologies.” Bodywork therapy specific content is covered within the therapeutic massage courses. The basics of anatomy and physiology are covered in BIO specific anatomy and physiology courses. **BIO 271** 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: 17
Colleges in favor of recommendations: 12
Colleges opposed to recommendations: 4
Colleges Abstaining 1

*The four opposing colleges feel that **BIO 271 Pathophysiology** should remain in the required core. However, a college may offer this course as a general education option or as part of the “other major” courses.*

Contact:

Ms. Renee Batts
Associate Director
## Curriculum Description

The Therapeutic Massage curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology.

Employment opportunities include hospitals/rehabilitation centers, health departments, home health, medical offices, nursing homes, spas/health/sports clubs, and private practice. Graduates may be eligible to take the Massage and Bodywork Licensing Exam.

## 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.

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<td>Other Required Hours</td>
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<td><strong>36-48</strong></td>
<td><strong>12-18</strong></td>
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*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.

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<table>
<thead>
<tr>
<th>Therapeutic Massage (A45750)</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
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<tbody>
<tr>
<td><strong>Minimum Major Hours Required</strong></td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td><strong>A. CORE</strong>&lt;br&gt;Courses required for the diploma are designated with *</td>
<td><strong>45 42 SHC</strong></td>
<td>22 SHC</td>
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<tr>
<td><strong>Required Courses:</strong></td>
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<tr>
<td>BIO 271 Pathophysiology</td>
<td>3 SHC</td>
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<tr>
<td>* MTH 110 Fundamentals of Massage</td>
<td>10 SHC</td>
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<tr>
<td>* MTH 120 Ther Massage Applications</td>
<td>10 SHC</td>
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<tr>
<td>* MTH 125 Ethics of Massage</td>
<td>2 SHC</td>
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<tr>
<td>MTH 130 Therapeutic Massage Mgmt</td>
<td>2 SHC</td>
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<tr>
<td>MTH 210 Adv Skills of Massage</td>
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<tr>
<td>MTH 220 Outcome-Based Massage</td>
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<td><strong>Required Subject Areas:</strong>&lt;br&gt;Psychology/Human Relations. Select one.</td>
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<td>BUS 152 Human Relations</td>
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<td>PSY 118 Interpersonal Psychology</td>
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<td>PSY 150 General Psychology</td>
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<tr>
<td><strong>B. CONCENTRATION (Not applicable)</strong></td>
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<td><strong>C. OTHER MAJOR HOURS</strong></td>
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<tr>
<td>BIO, BUS, CIS, ENG, HEA, HSC, MED, MTH, NUT, PED, PSF, PSY, SOC, and WBL</td>
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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 06/06/00; Corrected 03/11/02; SBCC Revised 05/17/02; SBCC/CRC Revised 03/09/05, SBCC Revised 10/20/06; CRC Revised – Electronic Only 09/12/07; SBCC Revised 09/21/07; SBCC Template Revised 10/17/08; SBCC Revised 10/15/10; SBCC Revised 02/15/13; Editorial Revision 09/22/14; SBCC Revised 03/20/15; Prefix Addition 08/01/15; SBCC Revised__________
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM STANDARD ARCHIVE

Request: The State Board of Community Colleges is asked to archive the following curriculum standards with an end term of Summer 2016:

Alternative Energy Technology: Biofuels (A20130)
Automotive Management (A60320)
Cardiovascular/Vascular Interventional Technology (Diploma) (D45140)
Court Reporting and Captioning (A25140)
Environmental Biotechnology (A20150)
Fine and Creative Woodworking (A30160)
Furniture Production Technology (A50180)
Furniture Production Technology/Design and Product Development (A5018A)
Gaming Management (A25250)
Insurance (Certificate) (C25280)
Laboratory Technology (A20160)
Low Impact Development (A40290)
Optical Laboratory Mechanics (Certificate) (C45540)
Poultry Management Technology (A15130)
Pulp and Paper Technology (A50430)
Quality Assurance and Continuous Improvement (A50550)
Resort and Spa Management (A55410)
Travel and Tourism Technology (A25440)

Rationale: None of the programs listed above are currently offered at any of the fifty-eight community colleges. The colleges have been notified of the impending archive of the curriculum standards for these programs and are supportive. Archiving the curriculum standards will allow the System Office to delete the unoffered titles from the Educational Guide Catalog, therefore providing more accurate information to students.

Contact:
Jennifer Frazelle
Director

SBCC
07/15/2016
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM PROGRAM APPLICATION
FOR CAPTIVE/CO-OPTED GROUPS
(For Action)

The State Board will be asked to approve the curriculum program listed below on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of this program without any special allocation of funds.

Stanly Community College
Albemarle Correctional Institution (4580)
Air Conditioning, Heating, and Refrigeration Technology (A35100)

Contact Person:
Ms. Tracy McPherson
Director, Public Safety Training Programs

SBCC
07/15/2016
Program Planning: Stanly Community College (SCC) is seeking approval for the Air Conditioning, Heating, and Refrigeration Associate of Applied Science degree program (A35100) to begin Fall 2016 at Albemarle Correctional Institution, a state correctional facility in the college’s service area. The proposed program was approved by the college Board of Trustees on April 14, 2016. The President and the Board of Trustees have certified the following:

- They are supportive of providing this proposed program to inmate students at Albemarle Correctional Institution as part of the Prison Education Program (PEP) partnership with the state’s Division of Adult Correction and Juvenile Justice (DACJJ) of the NC Department of Public Safety.
- 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.
- They understand that the proposed program will require a program accountability report that will include items such as student success measures, enrollment trends, and completion rates three years after implementation of the program.
- College and prison officials have jointly planned the program to align with the NCCCS curriculum standard for the Heating, Air Conditioning, and Refrigeration program, and prison officials have committed to providing appropriate classroom space, tools, textbooks, and instructional equipment and a sufficient number of students who meet the admissions requirements.
- DACJJ has identified this as a high-priority educational offering and has committed to paying the inmates’ tuition for classes in this program.

Program Rationale: Stanly Community College indicates the following:

- The proposed program is an expansion of already successful Air Conditioning, Heating, and Refrigeration certificate and diploma programs at this prison. The college is seeking associate-degree approval to provide the next level of stackable credential for students in this program.
- According to data from Economic Modeling Specialists, Intl (EMSI), there were 13,264 jobs in North Carolina in 2015 for Heating, Air Conditioning, and Refrigeration Mechanics and Installers. Job growth from 2009-2020 is anticipated to be 10.9%, with median hourly earnings projected at $18.22. Nationally, the projected growth rate is 14.8% for the same time period.

Impact of the Proposed Program on Other Programs: The program is restricted to inmates housed in a prison facility within Stanly Community College’s service area, so it will not impact other colleges’ programs.

Implementation of Collaborative Plan: Not Applicable

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

Contact: Ms. Tracy McPherson, Director, Public Safety Training Programs
<table>
<thead>
<tr>
<th><strong>Curriculum Standard for Air Conditioning, Heating, and Refrigeration Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Cluster:</strong> Architecture and Construction**</td>
</tr>
<tr>
<td><strong>Cluster Description:</strong> Programs that prepare individuals to apply technical knowledge and skills related to the fields of architecture, construction, and associated professions. Includes instruction that can be applied to a variety of careers in the design-construction industry, including employment with architectural and engineering firms, residential and commercial builders/contractors, and other construction related occupations.</td>
</tr>
<tr>
<td><strong>Pathway:</strong> Construction</td>
</tr>
<tr>
<td><strong>Program Majors Under Pathway:</strong></td>
</tr>
<tr>
<td><strong>Program Major / Classification of Instruction Programs</strong></td>
</tr>
<tr>
<td>Air Conditioning, Heating, and Refrigeration Technology</td>
</tr>
<tr>
<td><strong>Pathway Description:</strong></td>
</tr>
<tr>
<td>The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.</td>
</tr>
</tbody>
</table>

*Program Description: Choose one of the following 4th paragraphs to use in conjunction with the first three paragraphs of the pathway description above for documentation used to identify each Program Major:*

N/A

*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.*

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 11/15/12; Editorial Revision 12/14/12; Editorial Revision 08/21/13; Editorial Revision 02/26/15; Editorial Revision 07/20/15; Prefix Addition 08/01/15.
I. General Education Academic Core

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

### Air Conditioning, Heating, and Refrigeration Technology

<table>
<thead>
<tr>
<th>Recommended General Education Academic Core</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td>Minimum General Education Hours Required:</td>
<td>15 SHC</td>
<td>6 SHC</td>
<td>0 SHC</td>
</tr>
</tbody>
</table>

Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs.

*Recommended certificate and diploma level curriculum courses. These courses may not be included in associate degree programs.

#### Communication:

- *COM 101 Workplace Communication 3 SHC
- COM 110 Introduction to Communications 3 SHC
- COM 120 Intro Interpersonal Com 3 SHC
- COM 231 Public Speaking 3 SHC
- *ENG 101 Applied Communications I 3 SHC
- *ENG 102 Applied Communications II 3 SHC
- ENG 110 Freshman Composition 3 SHC
- ENG 111 Expository Writing 3 SHC
- ENG 114 Prof Research & Reporting 3 SHC
- ENG 116 Technical Report Writing 3 SHC

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<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tr>
<td><strong>6 SHC</strong></td>
<td>3-6 SHC</td>
<td></td>
<td>Optional</td>
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</table>

#### Humanities/Fine Arts:

- *HUM 101 Values in the Workplace 2 SHC
- HUM 110 Technology and Society 3 SHC
- HUM 115 Critical Thinking 3 SHC
- HUM 230 Leadership Development 3 SHC
- PHI 230 Introduction to Logic 3 SHC
- PHI 240 Introduction to Ethics 3 SHC

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<tr>
<td><strong>3 SHC</strong></td>
<td>0-3 SHC</td>
<td></td>
<td>Optional</td>
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</tbody>
</table>

#### Social /Behavioral Sciences:

- ECO 151 Survey of Economics 3 SHC
- ECO 251 Prin of Microeconomics 3 SHC
- *PSY 101 Applied Psychology 3 SHC
- *PSY 102 Human Relations 2 SHC
- PSY 118 Interpersonal Psychology 3 SHC
- PSY 135 Group Processes 3 SHC
- PSY 150 General Psychology 3 SHC
- *SOC 105 Social Relationships 3 SHC
- SOC 210 Introduction to Sociology 3 SHC
- SOC 215 Group Process 3 SHC

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<tr>
<td><strong>3 SHC</strong></td>
<td>0-3 SHC</td>
<td></td>
<td>Optional</td>
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</table>

#### Natural Sciences/Mathematics:

- *MAT 101 Applied Mathematics I 3 SHC
- MAT 110 Mathematical Measurements 3 SHC
- MAT 115 Mathematical Models 3 SHC
- MAT 120 Geometry and Trigonometry 3 SHC
- MAT 121 Algebra/Trigonometry 3 SHC
- PHY 110 Conceptual Physics 3 SHC
- PHY 121 Applied Physics I 4 SHC

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<th>AAS</th>
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<th>Certificate</th>
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<tbody>
<tr>
<td><strong>3 SHC</strong></td>
<td>0-3 SHC</td>
<td></td>
<td>Optional</td>
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</table>
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. Below is a description of each section under Major Hours.

A. Technical Core. The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. 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 curriculum core courses or core subject area of the AAS program.

B. Program Major(s). The Program Major must include a minimum of 12 semester hours credit from required subjects and/or courses. The Program Major is in addition to the technical 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 each prefix listed, with the exception of prefixes listed in the core.

<table>
<thead>
<tr>
<th>Air Conditioning, Heating, and Refrigeration Technology</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Major Hours Required:</td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td>A. Technical Core:</td>
<td>32-34 SHC</td>
<td>20-22 SHC</td>
<td></td>
</tr>
<tr>
<td>Courses required for the diploma are designated with *</td>
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<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>* AHR 110 Intro to Refrigeration</td>
<td>5 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* AHR 112 Heating Technology</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* AHR 113 Comfort Cooling</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* AHR 114 Heat Pump Technology</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Electricity. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR 111 HVACR Electricity</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 111 Intro to Electricity</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>5 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Subject Areas. Select one.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>For AAS degree, select one subject area plus additional courses from the prefixes listing within the same subject area for a minimum of (12) semester hours of credit:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Air Conditioning, Heating, &amp; Refrigeriation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR 211 Residential System Design</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR 212 Advanced Comfort Systems</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR 213 HVACR Building Code</td>
<td>2 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solar Thermal Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR 240 Hydronic Heating</td>
<td>2 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALT 250 Thermal Systems</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLU 111 Intro to Basic Plumbing</td>
<td>2 SHC</td>
<td></td>
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</tr>
<tr>
<td>B. Program Major(s): Not Applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Other Major Hours: To be selected from the following prefixes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHR and no more than 21 SHC selected from ALT, BAT, BPR, BUS, CIS, CMT, CSC, CST, EGR, ELC, ELN, EUS, HYD, ISC, MAT, PCI, PHY, PLU, REF, SST, WBL, WLD and WOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to two semester hour credits may be selected from ACA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</td>
<td></td>
<td></td>
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</tr>
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</table>

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 11/15/12; Editorial Revision 12/14/12; Editorial Revision 08/21/13; Editorial Revision 02/26/15; Editorial Revision 07/20/15; Prefix Addition 08/01/15.
III. Other Required Hours

A college may include courses to meet graduation or local employer requirements in a certificate (0-1 SHC), diploma (0-4 SHC), or an associate in applied science (0-7 SHC) 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.

IV. Employability Competencies

Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

A. Interpersonal Skills and Teamwork – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks.

B. Communication – The ability to effectively exchange ideas and information with others through oral, written, or visual means.

C. Integrity and Professionalism – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor.

D. Problem-solving – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions.

E. Initiative and Dependability – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability.

F. Information processing – The ability to acquire, evaluate, organize, manage, and interpret information.

G. Adaptability and Lifelong Learning – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices.

H. Entrepreneurship – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner.

*An Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: http://www.nc-net.info/employability.php

**The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at: http://www.nc-net.info/NC_career_clusters_guide.php or http://www.careertech.org.

Summary of Required Semester Hour Credits (SHC) for each credential:

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>
STATE BOARD OF COMMUNITY COLLEGES
Associate in Engineering (A10500) Program Application

Request: The State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges, which have met the criteria below:

Associate in Engineering (A10500)
Alamance Community College (Effective Term Spring 2017)
McDowell Technical Community College (Effective Term Fall 2016)

Background: Associate in Engineering program applications must include the following items in order to be placed on the Associate in Engineering program approval request presented to the State Board of Community Colleges as part of the consent agenda:

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

Contact:
Ms. Jennifer Frazelle
Director

SBCC
07/15/2016
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM PROGRAM APPLICATION
(New to the System)

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

Fayetteville Technical Community College
Intelligence Studies (A25xxx)

Contact:
Jennifer Frazelle
Director
Program Planning: Fayetteville Technical Community College is seeking approval for the Intelligence Studies (A25xxx) program to begin Fall 2016. The planning area is defined as the college’s service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on October 19, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

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

Program Rationale: Fayetteville Technical Community College (FTCC) indicates the following:

- Topics covered in the intelligence degree emphasize the historical and political context of the intelligence field and provide students with a deeper social and cultural understanding of world regions critical to U.S. national and international intelligence communities. This degree provides instruction in the multidisciplinary field of intelligence studies and is designed for students who are currently employed or wish to pursue positions as military, civilian, or corporate intelligence specialists.

- FTCC has been teaching the contents of the proposed courses under continuing education. Instructors with experience in the Intelligence Community and at least a Master’s Degree related to the intelligence field such as Cyber Security, Computer Forensic, Computer Science, Military Science, Law, Emergency Management, Political Science, and Criminal Justice are available to teach the courses required for the proposed program. The demand for intelligence studies has been exceptional.
FTCC has collaborated with Fayetteville State University to ensure that the FTCC Intelligence Degree fits seamlessly into the FSU Intelligence Studies Bachelor’s Degree. If approved for the program, FTCC would like pursue a “bilateral” agreement with FSU. In addition, FTCC will work closely with the U.S. Army’s Intelligence and Security Command (INSCOM) and their Foundry program managers to provide training not only to interested individuals but also through Unit Level Courses that meet the training and education demands for entire intelligence units.

- There are more than 1,271 government organizations and 1,931 private companies that work on programs related to intelligence, security, counterterrorism, homeland security and intelligence in about 10,000 locations across the United States. Fort Bragg, North Carolina is home to the largest military population in the United States. The United States Army Forces Command (FORSCOM) is the largest United States Army command and provider of expeditionary, regionally engaged, campaign-capable land forces to combatant commanders. Headquartered at Fort Bragg, North Carolina, FORSCOM consists of more than 750,000 Active Army, U.S. Army Reserve, and Army National Guard soldiers. There are more than twenty specialized intelligence organizations supporting the mission of force command of Fort Brag. The proposed program will provide the necessary training in the fields of intelligences operations and studies for those agencies.

- The focus for employment for FTCC graduates is predominantly the Department of Defense positions which are located across the military bases in North Carolina; especially, in the service area of Fayetteville Technical Community College. According to Indeed.com and Monstor.com employment based sites, there are more than 2,000 current unduplicated intelligence related jobs available in North Carolina. There are more than 1,400 open Intelligence Operations Analyst, Geospatial Analyst, SIGINT Analyst, All Source Intelligence Analyst and Intelligence Research Analyst positions on Fort Bragg, North Carolina. The United States Marine Corps, The United States Army, the North Carolina National Guard and dozens of Department of Defense Contractors advertise for Intelligence related employment with salaries ranging from $60K to $137K. There are currently 270 open Cyber and Geospatial Intelligence positions that need to be filled in the next year. (Dr. Brian Kent, Executive Director, Center for Defense and Homeland Security, Office of the Chancellor, FSU, Fayetteville, NC)

- FTCC received eighteen letters of support from government intelligence agencies for the proposed program. Some of those agencies include, the Intelligence Agency for the 82nd Airborne Division, the 3rd Special Forces Group, the Special Operations Aviation Command, the 7th Special Forces Group, the 18th Airborne Corps, the United States Army Special Operations Command (USASOC), the United States Army Forces Command (FORSCOM), the North Carolina National Guard, and several Intelligence and Security Command contractors and employees.
Impact of the Proposed Program on Other Programs: This program would be new to the community college system. This program is not considered similar to any existing programs, therefore, an impact assessment was not required.

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard. Students enrolled in the proposed program do not have to obtain any permissions, clearance, or criminal check in order to enroll in the program or take courses. Employment in the intelligence or cyber security professions may require certain background checks or SECRET clearance.

Contact:
Dr. Hilmi Lahoud
Program Coordinator
Proposed CURRICULUM STANDARD

Curriculum Program Title
Intelligence Studies

Effective Term
Fall 2016
[2016*03]

Program Code
A25xxx

CIP Code
29.0201

Curriculum Description
The Intelligence Studies curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the intelligence profession.

Course work includes various subject areas related to intelligence studies involving information systems, military and criminal intelligence, intelligence operations, intelligence collection methods, intelligence research, cybercrime intelligence, geospatial intelligence, and counterintelligence.

Graduates may qualify for entry-level intelligence positions in the public and private sectors. Occupations may include positions specific to the military, intelligence agencies, cybersecurity, counterterrorism and homeland security.

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.

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<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit in Program</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
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</table>

*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.
**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 of 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.

### Curriculum Title/Curriculum Code

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>**A. <strong>CORE</strong> A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core.</td>
<td><strong>29-30 SHC</strong></td>
<td><strong>12 SHC</strong></td>
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**Required Courses:**

- ITL 110 Intro to US Intel Community 3 SHC
- ITL 115 Intro to Global Threats 3 SHC
- ITL 210 Intelligence Research Methods 3 SHC
- ITL 220 Intelligence Operations 3 SHC

**Select 3 SHC from the following courses:**

- DBA 110 Database Concepts 3 SHC
- GEO 110 Introduction to Geography 3 SHC
- SEC 110 Security Concepts 3 SHC

**Select one of the following courses:**

- CIS 110 Introduction to Computers 3 SHC
- CIS 111 Basic PC Literacy 2 SHC

**Required Subject Areas:** Select one of the following three subject areas:

**Intelligence Operations**

- ITL 120 Threat Analysis & Pres. 3 SHC
- ITL 225 SIGINT Operations 3 SHC
- ITL 235 Human Intelligence 3 SHC
- ITL 240 CI Operations 3 SHC

**Geospatial Intelligence**

- CSC 134 C++ Programming 3 SHC
- GEO 130 General Physical Geography 3 SHC
- GIS 111 Introduction to GIS 3 SHC
- ITL 245 Geospatial Intelligence 3 SHC

**Criminal Intelligence**

- CCT 110 Intro to Cyber Crime 3 SHC
- GIS 111 Introduction to GIS 3 SHC
- I TL 130 Illicit Financing 3 SHC
- ITL 215 Site Exploitation 3 SHC

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*Approved by State Board of Community Colleges on __________.*
### B. CONCENTRATION
*(list concentration courses if applicable)*

### C. OTHER MAJOR HOURS
*To be selected from the following prefixes:*

BAS, BUS, CCT, CTI, DBA, CIS, CJC, CSC, CTS, DBA, EPT, GEO, GIS, ITL, LOG, MSI, NET, NOS, OMT, PAD, POL, SEC, WBL, and WEB.

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

Up to nine semester hour credits may be selected from the following prefixes: ARA, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.
**Intelligence Studies Courses**

**ITL 110  Intro to US Intel Community**
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: None  
Corequisites: None  
This course introduces the history and evolution of Intelligence and focuses on the framework, agencies, roles and responsibilities of the U.S. Intelligence Community and how the Intelligence Community addresses national security requirements. Emphasis is placed on intelligence support for the production of public policy, intelligence support for military operations and law enforcement implementation, and how intelligence can affect the private corporate space. Upon completion, students should be able to identify what type of intelligence jobs exist along with the requisite skills required for the myriad intelligence activities at the state, national, military, and corporate spaces.

**ITL 115  Intro to Global Threats**
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: None  
Corequisites: None  
This course introduces the concept, framework and applications of U.S. Intelligence and its role in the creation and implementation of national security policies. Topics include state and non-state threats to include; global migration, rapid spread of information, environmental impacts, resource scarcities, pandemics, financial crisis, terrorism, organized crime, cybercrime, anti-money laundering (AML), counter threat finance (CTF) fundamentals, and efforts to counter violent extremism. Upon completion, students should be able to develop a framework for analysis of conflict at the strategic and operational levels, and examine the role of intelligence in formulating strategy.

**ITL 120  Threat Analysis & Pres.**
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: None  
Corequisites: None  
This course provides an introduction to the craft of intelligence analysis, and focuses on the analytical production of intelligence for various types of consumers and decision makers. Emphasis is placed on the analytical process, analytical standards to include an overview of assessments, collection, evaluation, and warning, as well as the intelligence analysis needs of policymakers, military commanders, and for strategy designers and tactics planners. Upon completion, students should be able to demonstrate an understanding of the role of the intelligence community in national security and foreign policy decision-making.

**ITL 130  Illicit Financing**
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: None  
Corequisites: None  
This course provides an overview of the role illicit financing plays in terrorism and criminal activity. Emphasis is placed on tracking the financial structure and backing of international terrorist organizations. Upon completion, students should be able to demonstrate an understanding of the role that illicit financing plays in international terrorism and criminal endeavors.
ITL 210  Intel Research Methods
Class: 2  Lab: 2  Clinical: 0  Credit: 3
Prerequisites: None
Corequisites: None
This course prepares students to employ basic research methods and writing skills to produce sound research papers and analytical products. Topics include basic research methods and writing skills specific to the intelligence community. Upon completion, students should be able to develop the elements of a research strategy, critically read and evaluate data, and communicate their findings in coherent, well-organized written work.

ITL 215  Site Exploitation
Class: 2  Lab: 2  Clinical: 0  Credit: 3
Prerequisites: None
Corequisites: None
This course covers the methodologies involved in efficiently and effectively processing a target location for the purpose of identifying and extracting information of intelligence value. Emphasis is placed on the fundamental processes of site exploitation and provides a foundation for various mission sets including sensitive and tactical Site Exploitation missions. Upon completion, students should be able to apply the basics processes of Site Exploitation.

ITL 220  Intelligence Operations
Class: 3  Lab: 0  Clinical: 0  Credit: 3
Prerequisites: None
Corequisites: None
This course introduces the principles of Intelligence Collection and the five intelligence collection disciplines: Human Intelligence (HUMINT), Geospatial Intelligence (GEOINT), Signals Intelligence (SIGINT), Measurement and Signature Intelligence (MASINT), and counterintelligence (CI). Topics include the organizations, missions, and functions of international intelligence and security services. Upon completion, students should be able to demonstrate an understanding of the most current knowledge, skills and resources available in the intelligence community.

ITL 225  SIGINT Operations
Class: 2  Lab: 2  Clinical: 0  Credit: 3
Prerequisites: ITL 220
Corequisites: None
This course examines Signals Intelligence (SIGINT). Emphasis is placed on the various methods and modes of intelligence collection by electronic means for the use of strategic and operational level communications. Upon completion, students should be able to integrate current and emerging national capabilities into the tactical decision-making process.

ITL 235  Human Intelligence
Class: 3  Lab: 0  Clinical: 0  Credit: 3
Prerequisites: ITL 220
Corequisites: None
This course provides an overview of Human Intelligence (HUMIT). Topics include the various tactics, techniques and procedures for HUMINT collection and how it can be integrated with the other intelligence disciplines. Upon completion, students should be able to demonstrate a familiarity with the functions of controlled HUMINT collection.
**ITL 240  Cl Operations**
Class: 3  Lab: 0  Clinical: 0  Credit: 3
Prerequisites:  ITL 220
Corequisites:  None
This course introduces students to counterintelligence operations and techniques. Topics include passive and active counterintelligence measures, as well as principles and processes of counterintelligence operations. Upon completion, students should be able to demonstrate an understanding of the application of counterintelligence.

**ITL 245  Geospatial Intelligence**
Class: 2  Lab: 2  Clinical: 0  Credit: 3
Prerequisites:  ITL 220
Corequisites:  None
This course introduces the geographic foundations of geospatial intelligence and its applications in national security. Topics include the various aspects of imagery and geospatial information and services (GI&S). Upon completion, students should be able to understand the role that GEOINT plays in the intelligence community and how it supports intelligence and national security operations.
STATE BOARD OF COMMUNITY COLLEGES
NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS

Request: The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

Tier 2 - ITL – Intelligence Studies
Rationale: The ITL curriculum prefix aligns with other content areas (Cyber Crime Technology, Database Management Technology, Information Systems, Military Science, Geography, and Criminal Justice) which are currently classified as Tier 2 funding. The prefix does not currently align with a priority occupation or high cost area.

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

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

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

Tier 2: Includes
a) all other curriculum budget FTE,
b) all Basic Skills budget FTE, and
c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

Tier 3: Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

Contact Person:
Hilmi Lahoud
Program Coordinator
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 this program without any special allocation of funds.

Blue Ridge Community College  
Emergency Management (A55460)

Central Carolina Community College  
Occupational Education Associate (A55320)

Martin Community College  
Criminal Justice Technology (A55180)

Mayland Community College  
Practical Nursing (Diploma) (D45660)

Mitchell Community College  
Emergency Medical Science (A45340)

Wake Technical Community College  
Mission Critical Operations (A40430)

**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

SBCC  
07/15/2016
Program Planning: Blue Ridge Community College is seeking approval for the Emergency Management (A55460) program to begin Fall, 2016. The planning area is defined as the college’s service area of Henderson and Transylvania counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on March 11, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge 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.

Program Rationale: Blue Ridge Community College (BRCC) indicates the following:

- BRCC offers coursework in fire and emergency medical services through curriculum and occupational extension. The College reported 11,447 students enrolled in Fire and Technical Rescue courses between 2010 and 2015, and they reported 887 students enrolled in emergency medical services classes during the same time period.
- Terrorist attacks and multiple natural disasters reverberate through both public and private sector organizations. As a result, spending directed at emergency management and disaster mitigation has increased. This increased spending has increased the employment opportunities in the emergency management field. The Bureau of Labor Statistics expects employment to grow by twenty-two percent, by 2018.
  (US News & World Report, 2011)
• Nationally, the employment of Emergency Management Directors is projected to grow eight percent from 2012 to 2022, about as fast as the average for all occupations. Employment of Emergency Management Directors is expected to grow the fastest in hospitals, schools, and private companies. For example, Emergency Management Directors is projected to grow by eighteen percent in health care and social assistance and twenty-two percent in the professional, scientific, and technical services industries from 2012 to 2022. (Bureau of Labor Statistics, U.S. Department of Labor)

• The Director of Staff Development and Training with the NC Department of Public Safety (DPS) indicated they are the single-largest agency in NC, with over 26,000 full-time employees in both sworn/certified and civilian positions. We believe the creation of this associate degree program will benefit emergency management, fire departments, emergency medical services, and criminal justice agencies by providing a better educated applicant pool, a more efficient work force, and a safer North Carolina.

• The Director of Emergency Services for Transylvania County noted Western NC is in need of an emergency management program as this will complement existing agency programs within the area.

• Letters of support for the program were submitted to BRCC by Henderson County Emergency Services, Transylvania County Emergency Services and the Director of the Emergency and Disaster Management Program at Western Carolina University.

• BRCC plans to offer courses to local high school students through Career and College Promise. The Emergency Management curriculum would provide these students with a foundation of technical and professional knowledge needed for emergency services delivery.

Impact of the Proposed Program on Other Programs: Thirteen community colleges are approved to offer the Emergency Management program. The colleges are not located in a contiguous county to Blue Ridge Community College, therefore, an impact assessment was not required.

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services, and emergency planning.
Course work includes classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection, and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance.

Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions.

Contact:
Ms. Renee Batts
Associate Director
Program Planning: Central Carolina Community College is seeking approval for the Occupational Education Associate (A55320) program to begin Spring, 2017. The planning area is defined as the college’s service area of Chatham, Harnett, Lee Counties. All colleges were notified of the planning process for this program.

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

Program Rationale: Central Carolina Community College (CCCC) indicates the following:

- Prospective secondary school teachers who possess considerable trade and/or industrial skills/experience, yet lack credentialing required to fulfill lateral entry requirements, are required to take education courses prescribed by the Department of Public Instruction (DPI) and their Local Education Agency (LEA).

- Central Region CTE Directors indicated significant need for the greater access to lateral entry courses for their CTE faculty in a survey conducted by CCCC. Response data highlights include:
  - Roughly 31% of the aggregated CTE faculty employed by respondents’ districts were engaged in, or in need of, lateral entry training.
  - Approximately 67% reported “finding courses” or “course offerings” as the greatest obstacle to lateral entry credentialing for CTE teachers in their respective districts.
  - Approximately 67% indicated that a trade/industrial skill was among the hardest CTE teaching specialty in which to hire/retain faculty.
Open-ended comments indicated enhanced access and more proximate offerings and student services would be desired and appreciated by secondary education faculty seeking to meet licensure requirements.

- Employment demand for CTE teachers in the prosperity zones served by CCCC (North Central Region and Sandhills Region) is projected to increase 10.4% until 2022, with 75 annual vacancies on average. (North Carolina Department of Commerce)

- In Fall 2015, a total of 158 potential Occupational Education applicants were identified at Central Carolina Community College via a Program Planning Survey for New Academic Programs.

- Funds to cover the costs of instructional design and development of EDU-prefixed courses specific to the proposed program are allocated within the 2015-2016 institutional budget and are planned for the 2016-2017 budget, as well. Program implementation will require no dedicated physical facilities or equipment.

- The CTE Director of Harnett County Schools, provided a letter of support for the Occupational Education Associate program and has also been involved in the development of the program - serving as a liaison between CCCC and the Central Region CTE Directors group, and by referring prospects seeking courses for lateral entry certification.

**Impact of the Proposed Program on Other Programs:** There are no colleges approved to offer the Occupational Education Associate (A55320) program in counties contiguous to Central Carolina Community College’s service area. Therefore, an impact assessment was not required.

**Implementation of Collaborative Plan:** Not Applicable

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

**Curriculum Description as Designated on Curriculum Standard:** The Occupational Education Associate curriculum is designed for individuals skilled and experienced in a trade or technical specialty who would like to receive an associate degree in preparation for teaching or other purposes. Course work is designed to supplement previous education, training, and/or experience the individual has already attained. Graduates of the program may find employment as instructors in the field of occupational education.

**Contact:**
Dr. Lisa Eads
Program Coordinator
Attachment PROG 11C

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Martin Community College
Criminal Justice Technology (A55180)

**Program Planning:** Martin Community College (MCC) is seeking approval for the Criminal Justice Technology (A55180) program to begin Fall 2016. The planning area is defined as the college’s service area of Bertie (Townships of Indian Woods, Merry Hill) and Martin counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at MCC on May 31, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of MCC 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.

**Program Rationale:** Martin Community College indicated the following:

- The US Bureau of Labor Statistics estimated that there are 6,160 protective service jobs regionally within the northeastern part of the state.
- Bertie Correctional Institute has 66 correctional officer position vacancies. There are 484 staff positions at the facility that have a criminal justice component to them. The facility is located just 10 miles from the college campus.
- Letters of support have been received from: The Mayor of Windsor, Windsor County Chamber of Commerce, Bertie County Board of Commissioners, Martin County Board of Commissioners, Martin County Economic Development President, Bertie County Economic and Industrial Planning and Development Commission, Martin County Chamber of Commerce, Bertie and Martin County Schools, and the Town of Windsor.
- Bertie area high schools estimate that there would be between 20-30 students interested in enrolling in the program.
The college has developed the Bertie High School Criminal Justice Cadet Program with support from the Governor’s Office and the NC Department of Public Safety. The program successfully began in January, 2016, as a collaborative between Martin and Roanoke-Chowan community colleges. Martin is ready to assume responsibility for the program that will result in an associate’s degree in Criminal Justice Technology. The college is working on establishing collaborative bachelor criminal justice degree pathways with four-year universities. Approximately 50 students originally expressed interest in enrolling in the cadet program; sixteen students were accepted to participate in the initial semester offering.

Bertie-Martin Regional Jail estimated that they will have five new employee positions; Martin County Sheriff’s Department estimated they will have five new employee positions, Bertie County Sheriff’s Department estimated eight new positions; Robersonville Police Department one; and Williamston Police Department ten-fifteen within the next five years.

Impact of the Proposed Program on Other Programs: Fifty-four colleges are currently approved to offer the Criminal Justice Technology program. An impact assessment was sent to colleges located in a contiguous county. Initially, Roanoke-Chowan Community College expressed objections. This issue has been resolved and the objection has been removed.

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard:

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system’s role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Contact:
Mr. Frank Scuiletti
Program Coordinator
Program Planning: Mayland Community College is seeking approval for the Practical Nursing (D45660) (Diploma) program to begin Spring, 2017. The planning area is defined as the college’s service area of Avery, Mitchell and Yancy counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Mayland Community College on May 7, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Mayland 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.

Program Rationale: Mayland Community College (MCC) indicates the following:

- The Practical Nursing (PN) program, which started in 1972, was the first nursing program established at MCC. The program was started as a Nursing Exit Options (NEO) program in partnership with Caldwell Community College and Technical Institute. In 1995, The NEO program transitioned into the ADN degree at MCC.
- In 2004, the PN program was established with approval to teach twenty students by NCBON. The PN program was a strong program, posting good passing rates on the NCLEX-PN exam.
- In 2013, the PN program was put on hold. During this same time period, Mission Health located in Asheville, NC began purchasing several community health care providers in the service area. They made the decision to limit the number of Licensed Practical Nurses (LPNs) and hired Nurse Aide I employees. Therefore, with employment options decreasing, the PN program was terminated at MCC in 2014.
- Recent trends in healthcare are shifting away from acute care facilities and more toward extended care. For many patients, especially the elderly, the comprehensive and high-
cost facility of a hospital is disproportionate to the kind of care that they may need. Extended care is a better option for patients who do not have acute trauma or require surgery or elaborate medical interventions. Extended care can be provided by assisted living facilities, hospice, or home health care.

- Over the past several years, the population of the service area has continued shifting toward an older demographic. The sixty years and older age group had tremendous growth between 2010 and 2014. In 2010, the US Census Bureau indicated, the percentage of persons 65 years and older were the following: Avery County 17.4%, Mitchell County 20.9% and Yancy County 20.6%. In 2014, Access NC indicated, the percentage of persons 60 years and older were the following: Avery County 25.8%, Mitchell County 29.8% and Yancy County 30.4%.

- The trend toward extended care and the shift toward an older demographic population has led to an increase in the number of new assisted living facilities, nursing homes, and home-health agencies within the area. MCC notes they have seen new employment growth in existing agencies. All of these healthcare providers hire LPNs, and they support the addition of the PN program at MCC.

- Based on these trends, MCC has partnered with healthcare agencies to explore their future workforce needs. This collaboration has determined that the PN program provides the educational foundation to create employment opportunities in the healthcare field.

- Approximately twenty percent of MCC’s service region is currently in poverty. Given the current economic conditions in the counties that MCC serves, many prospective students who desire to enter the nursing profession do not have the resources, even with financial aid, to complete a rigorous two or three year ADN program.

- With input and direction from their nursing advisory committee, coupled with extensive research including employers in the region, a one-year PN program is a viable option for students to obtain quality, entry-level jobs into the nursing profession.

- With the approval of the PN program, graduates can enter the workforce. With their increased earning potential, graduates of the PN program have the opportunity to progress in the nursing profession by completing the PN to ADN pathway to become a Registered Nurse (RN). Similarly, once the student has obtained their RN, the student can complete a BSN through the RN to BSN pathway.

- Letters of support for the program were submitted to MCC by Life Care Center of Banner Elk, Roan Highlands Nursing Center, Pruitt Home Health –Toe River, Appalachian Regional HealthCare System, Medi-Home Hospice, Smokey Ridge Health and Rehabilitation, and Glenbridge Health and Rehab Center.

- Life Care Center of Banner Elk, a long-term care facility, noted: Educating and providing a competent, qualified workforce of future health care providers continues to be an important goal for our region. Since the discontinuation of the LPN program we are
finding it difficult to recruit enough nurses to provide the high standard of care our residents need and deserve which is causing our current staff to have to pick up extra days to provide care. Many nurses are starting to become ‘burnt out’. Therefore, we are in support of implementing the MCC PN program.”

- It was noted by Appalachian Regional Healthcare System: We currently employ LPNs within the MCC service area. We are expanding our long-term care capacity with the opening of The Foley Center at Chestnut Ridge during the summer of 2016. We anticipate expanded job opportunities for LPN’s.”

**Impact of the Proposed Program on Other Programs:** Thirty-eight community colleges are approved to offer the Practical Nursing program. This program contains a clinical component, therefore each college was provided with a program impact assessment from Mayland Community College. **All colleges approved to offer the program are in agreement with the impact assessment.**

**Implementation of Collaborative Plan:** Not Applicable

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

**Curriculum Description as Designated on Curriculum Standard:** The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians’ offices.

**Contact:**
Ms. Renee Batts
Associate Director
Program Planning: Mitchell Community College Community College is seeking approval for the Emergency Medical Science (A45340) program to begin Fall, 2017. The planning area is defined as the college’s service area of Iredell County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Mitchell Community College on October 28, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Mitchell Community College have certified the following:

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

Program Rationale: Mitchell Community College (MCC) indicates the following:

- MCC has offered coursework in emergency medical services through continuing education since 2006. The College reported 1,000 students have completed emergency medical services classes and over 85% of them have earned a credential.

- The U.S. Bureau of Labor Statistics projects: employment of emergency medical technicians and paramedics is expected to grow by twenty-four percent from 2014 to 2024, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, and acts of violence, will continue to create demand for EMTs and paramedics.

- Letters of support for the program were submitted to MCC by the Principal of the Career Academy and Technical School, the Director of Career and Technical Education with the Iredell-Statesville Schools, Mooresville Fire-Rescue, Davis Regional Medical Center, and Iredell County Emergency Medical Services.

SBCC
07/15/2016
• MCC plans to offer courses to local high school students through Career and College Promise.

• Currently, MCC offers the program through continuing education and already has the equipment and supplies which will minimize expenses. Iredell County recently passes a $12 million bond for a new Health Sciences building. The EMS program will be housed in this building.

**Impact of the Proposed Program on Other Programs:** Thirty-three community colleges are approved to offer the Emergency Medical Science program. This program contains a clinical component, therefore each college was provided with a program impact assessment from Mitchell Community College. **All colleges approved to offer the program are in agreement with the impact assessment.**

**Implementation of Collaborative Plan:** Not Applicable

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

**Curriculum Description as Designated on Curriculum Standard:** The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

*Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.*

*Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital areas, industry, educational and government agencies.*

**Contact:**
Ms. Renee Batts
Associate Director
Program Planning: Wake Technical Community College (WTCC) is seeking approval for the Mission Critical Operations (A40430) program to begin Fall 2016. The planning area is defined as the college’s service area of Wake County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at WTCC on May 14, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of WTCC 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.

Program Rationale: Wake Technical Community College indicated the following:

- WTCC participated in a consortium of colleges that were awarded $23.2 million in grant funds by the US Department of Labor (DOL) for developing curriculum and content matter in support of education and training for a critical infrastructure work force. The US DOL requires that the consortium design and develop a career pathway to address an increasing demand for a mission critical workforce able to anticipate, prevent, mitigate and respond to mission critical breaches.

- According to NSS Labs, a renowned national leader within the information technology security industry, the federal government employs approximately 273,000 critical infrastructure workers. This number is expected to increase to the expanding use of the Internet of Things (IoT) along with the growing challenge of threats, thereby resulting in additional employment within broad industries.

- Two regional employer surveys were completed involving 147 companies. Fifty percent of the companies expected to hire, on average, at least six employees within a six month period. A total of 699 positions were expected to be available.
• WTCC surveyed currently enrolled students and local industry to determine interest and 30 responded that they were interested in enrolling in the MCO program.
• Consortium members are Nash Community College (N.C.), Wake Technical Community College (N.C.), Moultrie Technical College (Ga.), and The University of North Carolina at Charlotte. Industry partners in the project include ISA, the Automation Federation, 7x24 Exchange Carolinas, and numerous local employers.

**Impact of the Proposed Program on Other Programs:** Cleveland Community College is the only college currently approved to offer the Mission Critical Operations program and is not in a contiguous county, therefore, an impact assessment was not required.

**Implementation of Collaborative Plan:** Not Applicable

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

**Curriculum Description as Designated on Curriculum Standard:**

The Mission Critical Operations curriculum prepares graduates for employment in a wide range of positions in specific mission critical environments, operations technology, and maintenance.

Course work includes the development of a student’s ability to maintain technically sophisticated systems for business continuity and near continuous uptime using engineering, information technology, and industrial management and maintenance skills. The course work emphasizes analytical and problem-solving skills required to sustain high availability national security interests and includes instruction in electromechanical systems, networking, automation, cybersecurity, emergency management and systems integration.

Graduates should qualify for employment as entry-level technicians with businesses, industries, educational systems, and governmental agencies in national critical infrastructure areas including, but not limited to, communications, emergency services, energy, financial services, healthcare, information technology, and transportation.

**Contact:**
Mr. Frank Scuiletti  
Program Coordinator
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISIONS

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

Central Piedmont Community College
   Cardiovascular Technology (A45170)

Mitchell Community College
   Associate in Fine Arts Music (A10700)

Montgomery Community College
   Taxidermy (D30380)

North Carolina Community College System Office
   Associate in Engineering (A10500)

Stanly Community College
   Biomedical Equipment Technology (A50100)

Contact:
Ms. Jennifer Frazelle
Director
STATE BOARD OF COMMUNITY COLLEGES  
CURRICULUM STANDARD REVISION  

Central Piedmont Community College  
Cardiovascular Technology (Invasive and Non-Invasive) (A45170)  

**Request:** The State Board of Community Colleges is asked to approve Central Piedmont Community College’s request to revise the Cardiovascular Technology (Invasive and Non-Invasive) (A45170) curriculum standard with an effective term of Fall 2016.

**Proposed Revisions:**

- Revise the curriculum description
- Remove the following courses from the required core:
  - ICT 114 Intro Cardiovascular Tech
  - ICT 136 Cardiac Cath I
  - NCT 133 CV Ultrasound Prin
  - NCT 143 Echocardiography I
- Revise the required subject area: Invasive
  - Add the following courses:
    - ICT 110 Invasive Fundamentals
    - ICT 140 CV Hemodynamics I
    - ICT 236 CV Hemodynamics II
  - Remove the following courses:
    - ICT 244 Peripheral Vascular Cath
    - ICT 254 Intro to Cardiac EP
- Revise the required subject area: Non-Invasive
  - Add the following courses:
    - NCT 110 Echo Fundamentals
    - NCT 143 Echocardiography

**Rationale:** Central Piedmont Community College is requesting the proposed changes in order to restructure their program. All Cardiovascular Technology students would complete two core courses and all other core courses would be located in one of two specialty tracks (Invasive or Non-Invasive) of the curriculum standard. The proposed changes are in alignment with the Joint Review Committee on Education for Cardiovascular Technology (JRC-CVT) and the Commission on Accreditation of Allied Health Education Program (CAAHEP).

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

**Contact:**
Ms. Renee Batts  
Associate Director  

SBCC  
07/15/2016
**Curriculum Description**

**Current:** Cardiovascular Technology is an allied health career which prepares individuals to develop technical and cognitive skills necessary to perform procedures leading to diagnosis and treatment of cardiovascular heart disease.

Course work emphasizes technical skill development with application of concepts of echocardiography, exercise stress testing, electrocardiography, cardiac catheterization, blood gases, electrophysiology, and anatomy and physiology.

Graduates selecting the non-invasive track may be eligible for the Cardiovascular Technology Registry and American Registry for Diagnostic Sonographers. Graduates selecting the invasive track may be eligible for the Invasive Registry to become a Registered Cardiovascular Invasive Specialist.

**Proposed:** Cardiovascular Technology is an allied health career that prepares individuals to develop attributes necessary to perform procedures leading to diagnosis and treatment of cardiovascular disease.

Course work emphasizes technical and cognitive skills by applying the concepts of echocardiography, electrocardiography, cardiac catheterization, and cardiovascular anatomy and physiology.

Graduates selecting the non-invasive track (Cardiac Sonography) are eligible for the Noninvasive Registry to become a Registered Diagnostic Cardiac Sonographer through American Registry of Medical Sonography (ARDMS) or a Registered Cardiac Sonography (RCS) through Cardiovascular Credentialing International, Inc. (CCI). Graduates selecting the invasive track (Cardiovascular Invasive Specialist) may be eligible for the Invasive Registry to become a Registered Cardiovascular Invasive Specialist (RCIS) through Cardiovascular Credentialing International, Inc. (CCI).

**Curriculum Requirements***

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*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.

**Cardiovascular Technology (Invasive and Non-Invasive) A45170**

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
<td></td>
</tr>
</tbody>
</table>

A. **CORE Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 114</td>
<td>Intro Cardiovascular Tech</td>
<td>2</td>
</tr>
<tr>
<td>NCT 134</td>
<td>CV Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ICT 136</td>
<td>Cardiac Cath I</td>
<td>5</td>
</tr>
<tr>
<td>ICT 113</td>
<td>Electrocardiography</td>
<td>4</td>
</tr>
<tr>
<td>NCT 133</td>
<td>CV Ultrasound Prin</td>
<td>3</td>
</tr>
<tr>
<td>NCT 143</td>
<td>Echocardiography I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Subject Area: (select one sequence)**

**Invasive**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 110</td>
<td>Invasive Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ICT 136</td>
<td>Cardiac &amp; PV Invasive I</td>
<td>6</td>
</tr>
<tr>
<td>ICT 140</td>
<td>CV Hemodynamics I</td>
<td>2</td>
</tr>
<tr>
<td>ICT 214</td>
<td>Cardiac &amp; PV Invasive II</td>
<td>9</td>
</tr>
<tr>
<td>ICT 218</td>
<td>Invasive Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>ICT 234</td>
<td>Cardiac &amp; PV Invasive III</td>
<td>13</td>
</tr>
<tr>
<td>ICT 236</td>
<td>CV Hemodynamics II</td>
<td>2</td>
</tr>
<tr>
<td>ICT 244</td>
<td>Peripheral Vascular Cath</td>
<td>2</td>
</tr>
<tr>
<td>ICT 254</td>
<td>Intro to Cardiac EP</td>
<td>2</td>
</tr>
</tbody>
</table>

**Non-invasive**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCT 110</td>
<td>Echo Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NCT 133</td>
<td>CV Ultrasound Prin</td>
<td>3</td>
</tr>
<tr>
<td>NCT 143</td>
<td>Echocardiography I</td>
<td>6</td>
</tr>
<tr>
<td>NCT 251</td>
<td>Echocardiography II</td>
<td>8</td>
</tr>
<tr>
<td>NCT 253</td>
<td>Hemodynamic Echo Prin</td>
<td>3</td>
</tr>
<tr>
<td>NCT 273</td>
<td>Echocardiography III</td>
<td>14</td>
</tr>
</tbody>
</table>

B. **CONCENTRATION (Not applicable)**

C. **OTHER MAJOR HOURS**

*To be selected from the following prefixes:* BIO, CHM, CIS, CSC, ICT, MAT, MED, NCT, OST, PHY, PSY, 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.
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION

Mitchell Community College
Associate in Fine Arts in Music (A10700)

Request: The State Board of Community Colleges is asked to approve Mitchell Community College’s request to revise the Associate in Fine Arts in Music (A10700) curriculum standard with an effective term of Fall 2017.

Proposed Revisions:

- Revise hours from 64-65 semester hour credits to 60-61 semester hour credits.
- Incorporate specific Universal General Education Transfer (UGETC) courses.
- Modify the core of music (MUS) courses.
- Add the following course as a requirement:

  ACA 122 College Transfer Success

Rationale: On February 19, 2016, the State Board of Community Colleges approved three discipline specific AFA degrees (Visual Arts, Music and Theatre). It was recognized at the time, that Mitchell Community College would provide leadership for music faculty to continue to work during 2016 to further revise the AFA in Music to bring it further into alignment with the other AFA degrees.

The revision in hours brings the AFA into closer alignment with the other AFA transfer programs. The utilization of the UGETC courses will assist in guaranteed transfer for general education equivalency credit to senior institutions within North Carolina. Modification of the core of music courses allows individual colleges to better align their program with individual UNC institutions. The ACA 122 course provides specific content in assisting students in development of an academic plan to transition successfully to senior institutions. ACA 122 is a requirement on the AA/AS/AE and other AFA college transfer programs.

Vote Results:

Colleges approved to offer the program: 12
Colleges in favor of recommendations: 11
Colleges not responding: 1

Contact:
Ms. Jennifer Frazelle, Director
Academic Programs

SBCC
07/15/2016
Effective Term: Fall 2016

Current

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 221 Music Theory III (4 SHC)
- MUS 122 Music Theory II (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 261 Applied Music III (2 SHC)
- MUS 162 Applied Music II (2 SHC)
- MUS 262 Applied Music IV (2 SHC)

Approved by the State Board of Community Colleges on February 19, 2016.
### Associate in Fine Arts in Music (A10700)
#### Curriculum Standard

**Effective Term:** Fall 2016

<table>
<thead>
<tr>
<th>Ensemble: 4 SHC from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131 Chorus (1 SHC)</td>
</tr>
<tr>
<td>MUS 133 Band I (1 SHC)</td>
</tr>
<tr>
<td>MUS 135 Jazz Ensemble I (1 SHC)</td>
</tr>
<tr>
<td>MUS 137 Orchestra I (1 SHC)</td>
</tr>
<tr>
<td>MUS 141 Ensemble I (1 SHC)</td>
</tr>
<tr>
<td>MUS 231 Chorus III (1 SHC)</td>
</tr>
<tr>
<td>MUS 233 Band III (1 SHC)</td>
</tr>
<tr>
<td>MUS 235 Jazz Ensemble III (1SHC)</td>
</tr>
<tr>
<td>MUS 237 Orchestra III (1 SHC)</td>
</tr>
<tr>
<td>MUS 241 Ensemble III (1 SHC)</td>
</tr>
<tr>
<td>MUS 253 Big Band (1 SHC)</td>
</tr>
</tbody>
</table>

| MUS 132 Chorus II (1 SHC)           |
| MUS 134 Band I (1 SHC)              |
| MUS 136 Jazz Ensemble II (1 SHC)    |
| MUS 138 Orchestra II (1SHC)         |
| MUS 142 Ensemble II (1SHC)          |
| MUS 232 Chorus IV (1 SHC)           |
| MUS 234 Band IV (1 SHC)             |
| MUS 236 Jazz Ensemble IV (1 SHC)    |
| MUS 238 Orchestra IV (1 SHC)        |
| MUS 242 Ensemble IV (1 SHC)         |

| MUS 241 Jazz Ensemble IV (1SHC)     |
| MUS 242 Ensemble IV (1SHC)          |
| 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 2017

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 60-61 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 (22-23 hours)
All Universal General Education Transfer Component courses will transfer for equivalency credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

Communication and Humanities/Fine Arts: (3 SHC)
Communications/Humanities: Select one course from the following disciplines:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 241</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics (3-4 SHC)
Mathematics (3-4 SHC): Select one course from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>
## Natural Sciences (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)

## Additional General Education: (3 SHC)
Select one course from the following discipline areas: All courses listed below are classified as UGETC with the exception of foreign language.

- **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)

Any foreign language course classified as general education/humanities on the Comprehensive Articulation transfer course list.

## Other Required (34-36 SHC)

### Academic Transition: The following course is required (1 SHC):
- **ACA 122** College Transfer Success (1 SHC)

### Music Theory: The following courses are required (8 SHC):
- **MUS 121** Music Theory I (4 SHC)
- **MUS 122** Music Theory II (4 SHC)

### Applied Music: The following courses are required (4 SHC):
- **MUS 161** Applied Music I (2 SHC)
- **MUS 162** Applied Music II (2 SHC)

### Class Music: The following courses are required (2 SHC):
- **MUS 151** Class Music I (1 SHC)
- **MUS 152** Class Music II (1 SHC)
**Ensemble:** (2-4 SHC) Select 2-4 SHC from the following courses:

- MUS 131 Chorus (1 SHC)
- MUS 231 Chorus III (1 SHC)
- MUS 133 Band I (1 SHC)
- MUS 233 Band III (1 SHC)
- MUS 135 Jazz Ensemble (1 SHC)
- MUS 137 Orchestra I (1 SHC)
- MUS 173 Opera Production I (1 SHC)
- MUS 237 Orchestra III (1 SHC)
- MUS 141 Ensemble I (1 SHC)
- MUS 241 Ensemble III (1 SHC)
- MUS 181 Show Choir I (4 SHC)
- MUS 132 Chorus II (1 SHC)
- MUS 232 Chorus IV (1 SHC)
- MUS 134 Band II (1 SHC)
- MUS 234 Band IV (1 SHC)
- MUS 136 Jazz Ensemble II (1 SHC)
- MUS 236 Jazz Ensemble IV (1 SHC)
- MUS 138 Orchestra II (1 SHC)
- MUS 174 Opera Production II (1 SHC)
- MUS 238 Orchestra IV (1 SHC)
- MUS 242 Ensemble IV (1 SHC)
- MUS 253 Big Band (1 SHC)

An additional 15-19 SHC (depending on selection of math and ensemble courses) of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement to total 60-61 semester hour credits. Students should select these courses based on their intended major and transfer institution.

**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 Music program of study. The transfer of this hour is not guaranteed.*
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION

Montgomery Community College
Taxidermy (Diploma)(D30380)

Request: The State Board of Community Colleges is asked to approve Montgomery Community College’s request to revise the Taxidermy (Diploma)(D30380) curriculum standard with an effective term of Spring 2017.

Proposed Revision: Replace archived courses with newly approved taxidermy courses. The revision will result in forty semester hour credits required for the diploma versus the previous thirty semester hour credits.

Rationale: The Curriculum Review Committee approved Montgomery Community College’s request to archive the following courses and approve the new, replacement courses at their May 2016 meeting:

- TXY 101 Fish Taxidermy
  - which was replaced with the following new courses:
    - TXY 131 Fish Preparation
    - TXY 133 Fish Finishing

- TXY 103 Mammal Taxidermy
  - which was replaced with the following new courses
    - TXY 121 Mammal Preparation
    - TXY 122 Mammal Qual. Control & Mounting
    - TXY 123 Mammal Finishing

- TXY 105 Bird Taxidermy
  - which was replaced with the following new courses:
    - TXY 110 Bird Preparation
    - TXY 112 Bird Quality Control & Monitoring
    - TXY 114 Bird Finishing

The course changes were a result of a need to allow faculty to focus on advanced skills independent of teaching taxidermy basics and to allow part-time students the ability to take courses in shorter time period. The curriculum standard revision is needed to reflect the archived and new courses approved by the Curriculum Review Committee.

Vote Results: Montgomery Community College is the only college currently approved for the Taxidermy program.

Contact:
Ms. Jennifer Frazelle, Director
Academic Programs
**Curriculum Description**

The Taxidermy curriculum is designed to develop skills while teaching preservation of birds, fish, game heads, and mammals. Related subjects are included for a better understanding of customer relations and natural habitat construction. Students are also versed in state/federal regulations.

Course work includes basic proper measuring, skinning, fleshing, preserving, form selection, and preparation. Students will learn basic mounting procedures and finishing and painting of selected specimens. Students will learn how to construct natural habitats and the artistic display of mounted items.

Opportunities exist for graduates to set up their own business. Job opportunities are found in conjunction with sports shops, game preserves, museums, art galleries, interior decorators, plus guides and outfitters. Graduates will qualify for North Carolina and Federal Taxidermy licenses.

**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.

| 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.

Taxidermy (Diploma) D30380

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 101 Fish Taxidermy</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 103 Mammal Taxidermy</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 105 Bird Taxidermy</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 110 Bird Preparation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 112 Bird Quality Control&amp;Mounting</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 114 Bird Finishing</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 121 Mammal Preparation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 122 Mammal Qual. Control&amp;Mounting</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 123 Mammal Finishing</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 131 Fish Preparation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TXY 133 Fish Finishing</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Subject Areas: None

B. CONCENTRATION (Not applicable)

C. OTHER MAJOR HOURS
To be selected from the following prefixes:

BUS, TXY, 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.
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION

Associate in Engineering (A10500)

Request: The State Board of Community Colleges is asked to revise the Associate in Engineering (A10700) curriculum standard with an effective term of Fall 2016.

Proposed Revision: Add the following courses to the list of Universal General Education Transfer Component (UGETC) humanities course selections:

- ENG 241 British Literature I
- ENG 242 British Literature II

Rationale: The Associate in Engineering (A10500) was approved by the State Board of Community Colleges in February of 2015. Since that time, the Transfer Advisory Committee approved the classification of UGETC for ENG 241 and ENG 242. Courses with the UGETC classification are guaranteed to transfer for general education equivalency credit to each of the sixteen constituent UNC institutions and to the signatory institutions of the NC Independent Colleges and Universities. The addition of these courses will increase flexibility of UGETC choices for associate in engineering students.

Both courses are included on the Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (P1052C). They are also included on the Associate in Arts, Science and the Career and College Promise Pathways leading to the Associate in Arts and Science.

Contact:
Ms. Wesley Beddard
Associate Vice President
The Associate in Engineering (AE) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of 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.

The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to Engineering programs is highly competitive and admission is not guaranteed.

To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

### GENERAL EDUCATION (42 SHC)
The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT
(Universal General Education Transfer Component (UGETC) courses will transfer for equivalency credit to all UNC institutions.) *Exceptions (i.e. courses which are not classified as UGETC) are italicized.

**English Composition (6 SHC)** The following two English composition courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities/Fine Arts and Communication:** Select one course from each category (6 SHC)

**Humanities:** Choose One:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 241</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

*(REL 110 will transfer for equivalency credit to the engineering programs at all five UNC institutions that offer undergraduate engineering programs. It may not transfer with equivalency to other programs.)*

**Fine Arts and Communication:** Choose One:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social/Behavioral Sciences:** One course required. Select second course. (6 SHC)

**Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose One:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics (12 SHC)** Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.
### MAT 271 Calculus I  
- (4 SHC)

### MAT 272 Calculus II  
- (4 SHC)*

### MAT 273 Calculus III  
- (4 SHC)*

**Natural Sciences (12 SHC)**
- CHM 151 General Chemistry I  
  - (4 SHC)
- PHY 251 General Physics I  
  - (4 SHC)
- PHY 252 General Physics II  
  - (4 SHC)

**Total General Education Hours Required:** 42 SHC

### OTHER REQUIRED HOURS (18 SHC)

#### Academic Transition (1 SHC)
- ACA 122 College Transfer Success  
  - (1 SHC)

*Students must complete ACA 122 within the first 30 hours of enrollment.*

#### Pre-major Elective (2 SHC)
- EGR 150 Introduction to Engineering  
  - (2 SHC)

**Other General Education and Pre-major Elective Hours: (15 SHC)**

Select 15 SHC of courses from the following courses classified as pre-major, elective, or general education courses within the Comprehensive Articulation Agreement. *(Students must meet the receiving university’s foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.)*

Students should choose courses appropriate to the specific university and engineering major requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>COM 110</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSC 134</td>
<td>C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151</td>
<td>JAVA Programming</td>
<td>3</td>
</tr>
<tr>
<td>DFT 170</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 210</td>
<td>Intro to Electrical/Computer Engineering Lab</td>
<td>2</td>
</tr>
<tr>
<td>EGR 212</td>
<td>Logic System Design I</td>
<td>3</td>
</tr>
<tr>
<td>EGR 215</td>
<td>Network Theory I</td>
<td>3</td>
</tr>
<tr>
<td>EGR 216</td>
<td>Logic and Network Lab</td>
<td>1</td>
</tr>
<tr>
<td>EGR 220</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 225</td>
<td>Engineering Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 228</td>
<td>Introduction to Solid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 110</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>MAT 280</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 285</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PED 110</td>
<td>Fitness and Wellness for Life</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Hours Credit (SHC) in Program:** 60-61**

*One semester hour of credit may be included in a 61 SHC associate in engineering program of study. The transfer of this hour is not guaranteed.*

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*Students must meet the receiving university’s foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*

*SBCC Approved 02/20/2015; BOG approved 02/27/2015; SBCC Revised ________.*
STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION

Stanly Community College
Biomedical Equipment Technology (A50100)

Request: The State Board of Community Colleges is asked to approve Stanly Community College’s request to revise the Biomedical Equipment Technology (A50100) curriculum standard with an effective term of Fall 2016.

Proposed Revision:

- Add the following course to the core as an option:
  
  *CTI 120 Network & Sec Foundation*

Rationale: Adding *CTI 120* will provide students with an additional course option that aligns with the required computer networking and security competencies necessary to meet employee skillsets within the biomedical equipment installation, maintenance, and repair industry.

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

Contact:
Mr. Frank Scuiletti
Coordinator
Curriculum Standard for Engineering and Technology:  
Electrical Engineering Technology

**Career Cluster:** Science, Technology, Engineering, Mathematics**

**Cluster Description:** Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, and engineering) including laboratory and testing services, and research and development services.

**Pathway:** Engineering and Technology  
**Effective Term:** Fall 2016 (2016*03)

<table>
<thead>
<tr>
<th>Program Major / Classification of Instruction Programs (CIP)</th>
<th>Credential Level(s) Offered</th>
<th>Program Major Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Equipment Technology</td>
<td>CIP Code: 15.0401 AAS/Diploma/Certificate</td>
<td>A50100</td>
</tr>
<tr>
<td>Computer Engineering Technology</td>
<td>CIP Code: 15.1201 AAS/Diploma/Certificate</td>
<td>A40160</td>
</tr>
<tr>
<td>Electrical Engineering Technology</td>
<td>CIP Code: 15.0399 AAS/Diploma/Certificate</td>
<td>A40180</td>
</tr>
<tr>
<td>Electronics Engineering Technology</td>
<td>CIP Code: 15.0303 AAS/Diploma/Certificate</td>
<td>A40200</td>
</tr>
<tr>
<td>Laser and Photonics Technology</td>
<td>CIP Code: 15.0304 AAS/Diploma/Certificate</td>
<td>A40280</td>
</tr>
<tr>
<td>Telecommunications and Network Engineering Technology</td>
<td>CIP Code: 15.0305 AAS/Diploma/Certificate</td>
<td>A40400</td>
</tr>
</tbody>
</table>

**Pathway Description:** These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians.

**Program Description:** Choose one of the following 4th paragraphs to use in conjunction with the first three paragraphs of the pathway description above for documentation used to identify each Program Major:

**Biomedical Equipment Technology:** A course of study that prepares the students to use basic engineering principles and technical skills to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Includes instruction in instrument calibration, design and installation testing, system safety and maintenance procedures, procurement and installation procedures, and report preparation. With an AAS degree and two years' experience, an individual should be able to become a certified Biomedical Equipment Technician.

**Computer Engineering Technology:** A course of study that prepares the students to use basic engineering principles and technical skills for installing, servicing, and maintaining computers, peripherals, networks, and microprocessor and computer controlled equipment. Includes instruction in mathematics, computer electronics and programming, prototype development and testing, systems installation and testing, solid state and microminiature circuitry, peripheral equipment, and report preparation. Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

**Electrical Engineering Technology:** A course of study that prepares the students to apply basic engineering principles and technical skills in electrical maintenance and management or in the design, planning, construction, development, and installation of electrical systems, machines, and power generating equipment. Includes instruction in electrical circuitry, prototype development and testing, systems analysis and testing, systems maintenance, instrument calibration, and report preparation. Graduates may seek employment as technicians, engineering assistants, technical managers, or...
salespersons in electrical generation/distribution, industrial maintenance, electronic repair, or other fields requiring a broad-based knowledge of electrical and electronic concepts.

**Electronics Engineering Technology:** A course of study that prepares the students to apply basic engineering principles and technical skills to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. Includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, and microprocessors or programmable logic controllers. Graduates should qualify for employment as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

**Laser and Photonics Technology:** A course of study that prepares the students to apply basic engineering principles and technical skills for specifying, operating, and maintaining laser-based systems. Includes instruction in mathematics, science, communications, electronics, and optics courses emphasizing laboratory learning experiences that develops the hands-on skills needed. Graduates of the curriculum qualify for current and emerging employment opportunities in fiber optic communications, materials processing, laser surgery, research, and a variety of related fields.

**Telecommunications and Network Engineering Technology:** A course of study that prepares the students to apply basic engineering principles and technical skills for positions in the telecommunication networking industry. Includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, microprocessors, telecommunications and network systems with an emphasis on analyzing and troubleshooting telecommunications and network systems. Graduates should qualify for employment as electronic engineering technician, field service technician, maintenance technician, network system technician, network specialist, network systems integrator, and network administrator.
I. General Education Academic Core

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

**Engineering and Technology: Electrical Engineering Technology**

<table>
<thead>
<tr>
<th>General Education Academic Core</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum General Education Hours Required:</strong></td>
<td>15 SHC</td>
<td>6 SHC</td>
<td>0 SHC</td>
</tr>
</tbody>
</table>

Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs. *Recommended certificate and diploma level curriculum courses. These courses may not be included in associate degree programs.*

### Communications:
- **COM 101** Workplace Communication 3 SHC
- **COM 110** Introduction to Communication 3 SHC
- **COM 120** Intro Interpersonal Com 3 SHC
- **COM 231** Public Speaking 3 SHC
- **ENG 101** Applied Communications I 3 SHC
- **ENG 102** Applied Communications II 3 SHC
- **ENG 110** Freshman Composition 3 SHC
- **ENG 111** Expository Writing 3 SHC
- **ENG 114** Professional Research & Reporting 3 SHC
- **ENG 116** Technical Report Writing 3 SHC

### Humanities/Fine Arts:
- **HUM 101** Values in the Workplace 2 SHC
- **HUM 110** Technology and Society 3 SHC
- **HUM 115** Critical Thinking 3 SHC
- **HUM 230** Leadership Development 3 SHC
- **PHI 230** Introduction to Logic 3 SHC
- **PHI 240** Introduction to Ethics 3 SHC

### Social/Behavioral Sciences:
- **ECO 151** Survey of Economics 3 SHC
- **ECO 251** Prin of Microeconomics 3 SHC
- **GEO 110** Introduction to Geography 3 SHC
- **GEO 111** World Regional Geography 3 SHC
- **GEO 131** Physical Geography I 4 SHC
- **PSY 101** Applied Psychology 3 SHC
- **PSY 102** Human Relations 2 SHC
- **PSY 118** Interpersonal Psychology 3 SHC
- **PSY 135** Group Processes 3 SHC
- **PSY 150** General Psychology 3 SHC
- **SOC 105** Social Relationships 3 SHC
- **SOC 210** Introduction to Sociology 3 SHC
- **SOC 215** Group Process 3 SHC

### Natural Sciences/Mathematics:
- **MAT 120** Geometry and Trigonometry 3 SHC
- **MAT 121** Algebra/Trigonometry I 3 SHC
- **MAT 161** College Algebra 3 SHC
- **MAT 171** Precalculus Algebra 3 SHC
- **MAT 175** Precalculus 4 SHC
- **MAT 223** Applied Calculus 3 SHC
- **MAT 271** Calculus I 4 SHC

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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. Below is a description of each section under Major Hours.

A. Technical Core. The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. 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 curriculum core courses or core subject area of the AAS program.

B. Program Major(s). The Program Major must include a minimum of 12 semester hour’s credit from required subjects and/or courses. The Program Major is in addition to the technical 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.

<table>
<thead>
<tr>
<th>Engineering and Technology: Electrical Engineering Technology</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Major Hours Required:</td>
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<td>30 SHC</td>
<td>12 SHC</td>
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<tr>
<td>A. Technical Core:</td>
<td>24-28 SHC</td>
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<tr>
<td>Analog</td>
<td></td>
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<tr>
<td>ELC 131 Analog Electronics I</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>Circuits</td>
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<td></td>
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<tr>
<td>ELC 131 Circuit Analysis I</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 138 DC Circuit Analysis</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>AND</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ELC 139 AC Circuit Analysis</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td>Digital</td>
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<td></td>
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<tr>
<td>ELC 133 Digital Electronics</td>
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<tr>
<td>B. Program Major(s).</td>
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<td></td>
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<tr>
<td>I. Electrical Engineering Technology</td>
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<td></td>
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<tr>
<td>ELC 128 Intro to PLC</td>
<td>3 SHC</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>ELC 260 Prog Logic Controllers</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 135 Electrical Machines I</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ELC 231 Electric Power Systems</td>
<td>4 SHC</td>
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<tr>
<td>Electronics Engineering Technology</td>
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<tr>
<td>Choose at least 2 courses:</td>
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<tr>
<td>ATR 214 Advanced PLCs</td>
<td>4 SHC</td>
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<tr>
<td>ELC 128 Intro to PLC</td>
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<td>ELC 228 PLC Applications</td>
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<td></td>
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<tr>
<td>ELC 232 Intro to Microprocessors</td>
<td>4 SHC</td>
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<tr>
<td>ELC 234 Communication Systems</td>
<td>4 SHC</td>
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<tr>
<td>ELC 260 Prog Logic Controllers</td>
<td>4 SHC</td>
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</table>

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### Computer Engineering Technology

**Choose one course:**
- CET 111 Computer Upgrade/Repair I 3 SHC
- CTI 130 OS and Device Foundation 6 SHC
- CTS 120 Hardware/Software Support 3 SHC

**Choose at least one:**
- CSC 133 C Programming 3 SHC
- CSC 134 C++ Programming 3 SHC
- CSC 139 Visual BASIC Prog 3 SHC
- CSC 151 JAVA Programming 3 SHC
- ELN 232 Intro to Microprocessors 4 SHC
- NOS 110 Operating Systems Concepts 3 SHC

### Telecommunications and Networking Engineering Technology

**Choose one pair of courses:**
- CET 130 Operating System Prin 3 SHC
- TNE 111 Campus Networks I 3 SHC
- TNE 121 Campus Networks II 3 SHC
- NET 125 Introduction to Networks 3 SHC
- NET 126 Routing Basics 3 SHC

### Laser and Photonics Engineering Technology

- LEO 211 Photonics Technology 7 SHC
- LEO 212 Photonics Applications 4 SHC

### Biomedical Equipment Technology

- BMT 111 Intro to Biomed Field 2 SHC
- BMT 212 BMET Instrumentation I 6 SHC

**Choose at least one:**
- CET 111 Computer Upgrade/Repair I 3 SHC
- CTI 120 Network & Sec Foundation 3 SHC
- NET 110 Networking Concepts 3 SHC
- NET 125 Introduction to Networks 3 SHC
- SEC 110 Security Concepts 3 SHC

### C. Other Major Hours. To be selected from the following prefixes:

- AHR, ALT, ATR, BAT, BIO, BMT, BPR, CET, CHM, CIS, CSC, CTI, CTS, DBA, DEA, DFT, EGR, ELC, ELN, EPP, HYD, ISC, LEO, MAT, MEC, MNT, NET, NOS, OMT, PCI, PHY, SEC, SGD, SST, TNE, WBL, WEB, and WLD

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.

### III. Other Required Hours

A college may include courses to meet graduation or local employer requirements in a certificate (0-1 SHC), diploma (0-4 SHC), or an associate in applied science (0-7 SHC) 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.
IV. Employability Competencies

Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

A. **Interpersonal Skills and Teamwork** – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks.

B. **Communication** – The ability to effectively exchange ideas and information with others through oral, written, or visual means.

C. **Integrity and Professionalism** – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor.

D. **Problem-solving** – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions.

E. **Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability.

F. **Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information.

G. **Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices.

H. **Entrepreneurship** – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner.

*An Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: [http://www.nc-net.info/employability.php](http://www.nc-net.info/employability.php)*

**The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at: [http://www.nc-net.info/NC_career_clusters_guide.php](http://www.nc-net.info/NC_career_clusters_guide.php) or [http://www.careertech.org](http://www.careertech.org).**

Summary of Required Semester Hour Credits (SHC) for each credential:

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
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<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td><strong>Total Semester Hours Credit (SHC)</strong></td>
<td><strong>64-76</strong></td>
<td><strong>36-48</strong></td>
<td><strong>12-18</strong></td>
</tr>
</tbody>
</table>

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REQUEST: The State Board of Community Colleges is requested to approve the following based on the recommendations of the Office Administration Alignment Project (OAAP) participants:

**Revise the following curriculum standards:**
- Office Administration (A25370)
- Medical Office Administration (A25310)
- Healthcare Management Technology (A25200)

**Archive the following curriculum standards:**
- Health Unit Coordinator (Certificate) (C25220)
- Office Administration/Legal (A2537A)
- Office Administration/Virtual Office Assistance (A2537B)
- Medical Transcription (Diploma) (D25320)
- Voice Writing Realtime Reporting (A25460)

RATIONALE: Over sixty-five faculty participants, along with the NC Department of Public Instruction, senior institution and industry representatives collaborated to provide recommendations for the Office Administration related programs and courses. The participants performed a comprehensive review of the Office Administration related programs and felt that some curriculum programs needed to be archived due to lack of enrollment and lack of current content. The OAAP participants felt that revised curriculum standards were needed in order to:

- Align the Office Administration (OA) related programs with current industry and employer needs;
- Integrate related OA programs into three programs;
- Incorporate program subject areas/specialty tracks that can lead to potential industry certifications and stackable credentials;
- Include recommended general education courses and specific subject areas/specialty tracks.

*Please note the proposed curriculum standards reflects the OAAP course requests which were approved by the Curriculum Review Committee (CRC) on May 26, 2016.

**Vote Results:**

<table>
<thead>
<tr>
<th>Colleges invited to vote on the OAAP program recommendations:</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges in favor of recommendations:</td>
<td>52</td>
</tr>
<tr>
<td>Colleges opposed to recommendations:</td>
<td>0</td>
</tr>
<tr>
<td>Colleges not responding:</td>
<td>6</td>
</tr>
</tbody>
</table>

**Contact:**

Dr. Hilmi Lahoud
Program Coordinator

SBCC
07/15/2016
**Curriculum Description**

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

**Curriculum Requirements**

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
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<td>Minimum Major Hours</td>
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<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*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.*
Minimum General Education Hours Required:

| Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs. |
|---------------|---------|--------|
| **Communication:** | 15 SHC | 6 SHC | 0 SHC |
| COM 110 Introduction to Communication | 3 SHC | | |
| COM 120 Intro Interpersonal Com | 3 SHC | | |
| COM 231 Public Speaking U | 3 SHC | | |
| ENG 111 Writing and Inquiry U | 3 SHC | | |
| ENG 112 Writing/Research in the Disc U | 3 SHC | | |
| ENG 114 Prof Research & Reporting | 3 SHC | | |
| ENG 116 Technical Report Writing | 3 SHC | | |
| **Humanities/Fine Arts:** | 6 SHC | 3-6 SHC | Optional |
| ART 111 Art Appreciation U | 3 SHC | | |
| HUM 110 Technology and Society | 3 SHC | | |
| HUM 115 Critical Thinking | 3 SHC | | |
| HUM 230 Leadership Development | 3 SHC | | |
| MUS 110 Music Appreciation U | 3 SHC | | |
| PHI 230 Introduction to Logic | 3 SHC | | |
| PHI 240 Introduction to Ethics U | 3 SHC | | |
| **Social/Behavioral Sciences:** | 6 SHC | 3-6 SHC | Optional |
| ECO 151 Survey of Economics | 3 SHC | | |
| ECO 251 Prin of Microeconomics U | 3 SHC | | |
| ECO 252 Prin of Macroeconomics U | 3 SHC | | |
| POL 120 American Government U | 3 SHC | | |
| PSY 118 Interpersonal Psychology | 3 SHC | | |
| PSY 150 General Psychology U | 3 SHC | | |
| SOC 210 Introduction to Sociology U | 3 SHC | | |
| **Natural Sciences/Mathematics:** | 6 SHC | 3-4 SHC | Optional |
| MAT 110 Math Measurement and Literacy | 3 SHC | | |
| MAT 121 Algebra/Trigonometry I | 3 SHC | | |
| MAT 143 Quantitative Literacy U | 3 SHC | | |
| MAT 152 Statistical Methods I U | 4 SHC | | |
| MAT 171 Precalculus Algebra U | 4 SHC | | |

U indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.
**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.

### Office Administration A25370

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td><strong>A. Technical Core:</strong></td>
<td></td>
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<tr>
<td>(A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject area or core of the AAS degree.)</td>
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<tr>
<td><strong>Required Courses:</strong></td>
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<tr>
<td>OST 164 Office Editing</td>
<td>3 SHC</td>
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<tr>
<td>OST 184 Records Management</td>
<td>3 SHC</td>
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<tr>
<td><strong>Computer Applications</strong></td>
<td></td>
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<tr>
<td>Select one:</td>
<td></td>
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<tr>
<td>CIS 110 Introduction to Computers</td>
<td>3 SHC</td>
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<tr>
<td>CIS 111 Basic PC Literacy</td>
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<tr>
<td>OST 137 Office Applications I</td>
<td>3 SHC</td>
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<tr>
<td><strong>Formatting/Word Processing</strong></td>
<td></td>
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<tr>
<td>Select one:</td>
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<tr>
<td>OST 134 Text Entry &amp; Formatting</td>
<td>3 SHC</td>
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<tr>
<td>OST 136 Word Processing</td>
<td>3 SHC</td>
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<tr>
<td><strong>Office Management</strong></td>
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<td>Select one:</td>
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<tr>
<td>BUS 135 Principles of Supervision</td>
<td>3 SHC</td>
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<tr>
<td>BUS 137 Principles of Management</td>
<td>3 SHC</td>
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<tr>
<td>OST 181 Office Procedures</td>
<td>3 SHC</td>
<td></td>
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<tr>
<td>OST 289 Office Administration Capstone</td>
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<tr>
<td><strong>Required Subject Areas (Select one subject area):</strong></td>
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<td><strong>General Office Administration</strong></td>
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<tr>
<td>9 hours to be selected from the following prefix: OST</td>
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<tr>
<td><strong>Office Finance</strong></td>
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<td>Select one:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACC 150 Acct Software Appl</td>
<td>2 SHC</td>
<td></td>
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<tr>
<td>OST 153 Office Finance Solutions</td>
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Approved by the State Board of Community Colleges on November 13, 1996; Revised 08/06/97; Revised 07/17/98; Revised 06/18/99; Revised 08/15/01; SBCC Revised 05/17/02; Revised 03/05/03; Revised 07/17/02; CRC Revised 06/23/03; Revised 10/14/05; SBCC Revised 09/21/07; SBCC Revised 06/20/08; SBCC Template Revised 10/17/08; Revised 03/04/11; Prefix Addition 08/01/15; SBCC Revised __________.
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<tr>
<td>BUS</td>
<td>121</td>
<td>Business Math</td>
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</tr>
<tr>
<td>BUS</td>
<td>125</td>
<td>Personal Finance</td>
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<tr>
<td>OST</td>
<td>122</td>
<td>Office Computations</td>
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Select one:

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<th>Code</th>
<th>Title</th>
<th>SHC</th>
</tr>
</thead>
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<tr>
<td>ACC</td>
<td>111</td>
<td>Financial Accounting</td>
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<tr>
<td>ACC</td>
<td>115</td>
<td>College Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC</td>
<td>120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
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</table>

Legal Office
Select three:

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<th>Title</th>
<th>SHC</th>
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<tbody>
<tr>
<td>BUS</td>
<td>115</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>LEX</td>
<td>270</td>
<td>Law Office Mgt/Technology</td>
<td>2</td>
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<tr>
<td>OST</td>
<td>155</td>
<td>Legal Terminology</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>156</td>
<td>Legal Office Procedures</td>
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<tr>
<td>OST</td>
<td>252</td>
<td>Legal Transcription I</td>
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Virtual Office
Select three:

<table>
<thead>
<tr>
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<th>SHC</th>
</tr>
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<tbody>
<tr>
<td>MKT</td>
<td>232</td>
<td>Social Media Marketing</td>
<td>4</td>
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<tr>
<td>OST</td>
<td>145</td>
<td>Social Media for Office Prof</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>171</td>
<td>Intro. To Virtual Office</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>271</td>
<td>Office Web Technologies</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>272</td>
<td>Virtual Office Capstone</td>
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Customer Service
Select two:

<table>
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<tr>
<td>BUS</td>
<td>260</td>
<td>Business Communications</td>
<td>3</td>
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<td>OST</td>
<td>159</td>
<td>Office Ethics</td>
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<td>OST</td>
<td>165</td>
<td>Adv Office Editing</td>
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<tr>
<td>OST</td>
<td>286</td>
<td>Professional Development</td>
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Select one:

<table>
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<tr>
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<td>People Skills</td>
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<tr>
<td>CSV</td>
<td>110</td>
<td>Intro to Customer Service</td>
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<tr>
<td>MKT</td>
<td>223</td>
<td>Customer Service</td>
<td>3</td>
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Office Software
Select three:

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<th>Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS</td>
<td>125</td>
<td>Presentation Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CTS</td>
<td>130</td>
<td>Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td>DBA</td>
<td>110</td>
<td>Database Concepts</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>138</td>
<td>Office Applications II</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>233</td>
<td>Office Publications Design</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>236</td>
<td>Adv Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>238</td>
<td>Office Applications III</td>
<td>3</td>
</tr>
</tbody>
</table>

B. CONCENTRATION (Not applicable)
C. **OTHER MAJOR HOURS**

   To be selected from the following prefixes:

   ACC, AIB, BAF, BUS, CIS, CJC, CRT, CSC, CSV, CTI, CTS, DBA, ECM, ECO, ETR, 
   HBI, HMT, ISC, ITN, LEX, MED, MKT, NET, NOS, OMT, OST, PMT, PSY, RLS, SEC, 
   SPA, WBL, and WEB.

   *Up to two semester hour credit 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.*
Employability Competencies

Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

A. **Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information (Planning and Organizing)

B. **Communication** – The ability to effectively exchange ideas and information with others through oral, written, or visual means

C. **Integrity and Professionalism** – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor

D. **Interpersonal Skills and Teamwork** – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks

E. **Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability

F. **Problem-solving** – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions

G. **Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices

**The Employability Competencies were determined as part of the Office Administration Alignment Project (OAAP). The North Carolina Career Clusters Guide, along with Industry/Employer Surveys, OAAP College Representative Surveys, and College Advisory Board input were used to determine these competencies.**

The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at:

Proposed

CURRICULUM STANDARD

Effective Term
Fall 2017
[2017*03]

Curriculum Program Title
Medical Office Administration

Concentration
(not applicable)

Program Code
A25310

Program Code
51.0705

Curriculum Description

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*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.
## Minimum General Education Hours Required:

Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs.

<table>
<thead>
<tr>
<th>Category</th>
<th>15 SHC</th>
<th>6 SHC</th>
<th>0 SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 110 Introduction to Communication</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 120 Intro Interpersonal Com</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 231 Public Speaking U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111 Writing and Inquiry U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112 Writing/Research in the Disc U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 114 Prof Research &amp; Reporting</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 116 Technical Report Writing</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/Fine Arts:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 111 Art Appreciation U</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td>HUM 110 Technology and Society</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 115 Critical Thinking</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>HUM 230 Leadership Development</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 110 Music Appreciation U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 230 Introduction to Logic</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 240 Introduction to Ethics U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social/Behavioral Sciences:</strong></td>
<td></td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td>ECO 151 Survey of Economics</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ECO 251 Prin of Microeconomics U</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>ECO 252 Prin of Macroeconomics U</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>POL 120 American Government U</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>PSY 118 Interpersonal Psychology</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>PSY 150 General Psychology U</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>SOC 210 Introduction to Sociology U</td>
<td>3 SHC</td>
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<td></td>
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<tr>
<td><strong>Natural Sciences/Mathematics:</strong></td>
<td>3-4 SHC</td>
<td>0-3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td>MAT 110 Math Measurement and Literacy</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>MAT 121 Algebra/Trigonometry I</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 143 Quantitative Literacy U</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 152 Statistical Methods I U</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 171 Precalculus Algebra U</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*U* indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.
Major Hours

[ref: 1D SBCCC 400.97(3)]

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

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

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

<table>
<thead>
<tr>
<th>Medical Office Administration A25310</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Major Hours Required</strong></td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
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<tr>
<td><strong>A. Technical Core:</strong></td>
<td>33-36 SHC</td>
<td>12 SHC</td>
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<tr>
<td>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject area or core of the AAS degree.</td>
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<tr>
<td><strong>Required Courses:</strong></td>
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<tr>
<td>OST 148 Med Ins &amp; Billing</td>
<td>3 SHC</td>
<td></td>
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<tr>
<td>OST 164 Office Editing</td>
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<td><strong>Computer Applications</strong></td>
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<tr>
<td>CIS 110 Introduction to Computers</td>
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<td>CIS 111 Basic PC Literacy</td>
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<td>OST 137 Office Applications I</td>
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<td><strong>Formatting/Word Processing</strong></td>
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<td>OST 134 Text Entry and Formatting</td>
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<tr>
<td>OST 136 Word Processing</td>
<td>3 SHC</td>
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<tr>
<td><strong>Legal/Medical Ethics</strong></td>
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<tr>
<td>Select one:</td>
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<td></td>
<td></td>
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<tr>
<td>HMT 215 Legal Asp of Healthcare Admin</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>MED 118 Medical Law and Ethics</td>
<td>2 SHC</td>
<td></td>
<td></td>
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<td>OST 149 Medical Legal Issues</td>
<td>3 SHC</td>
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<tr>
<td><strong>Medical Office Management</strong></td>
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<td>Select one:</td>
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<td>MED 130 Admin Office Procedures I</td>
<td>2 SHC</td>
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<td>OST 181 Office Procedures</td>
<td>3 SHC</td>
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<td>OST 161 Medical Ofc Procedures</td>
<td>3 SHC</td>
<td></td>
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<td>OST 288 Medical Office Admin Capstone</td>
<td>3 SHC</td>
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<tr>
<td>OST 289 Office Admin Capstone</td>
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<tr>
<td><strong>Medical Terminology</strong></td>
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<td>Select one set:</td>
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<tr>
<td>MED 121 Medical Terminology I</td>
<td>3 SHC</td>
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<tr>
<td>MED 122 Medical Terminology II</td>
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Required Subject Areas (Select one subject area.):

General Medical Office Administration

12 hours to be selected from the following prefixes: OST and/or MED

Dental Office

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OST</td>
<td>143 Dental Office Terminology</td>
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<tr>
<td>OST</td>
<td>147 Dental Billing and Coding</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>245 Dental Office Management</td>
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<tr>
<td>OST</td>
<td>246 Dental Office Simulation</td>
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Healthcare Administration

<table>
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<tr>
<td>BUS</td>
<td>153 Human Resource Mgmt</td>
<td>3</td>
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<tr>
<td>HMT</td>
<td>110 Intro to Healthcare Mgmt</td>
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<tr>
<td>HMT</td>
<td>211 Long Term Care Admin</td>
<td>3</td>
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<tr>
<td>HMT</td>
<td>212 Mgmt of Healthcare Org</td>
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Medical Auditor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
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</thead>
<tbody>
<tr>
<td>OST</td>
<td>247 Procedure Coding</td>
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<tr>
<td>OST</td>
<td>248 Diagnostic Coding</td>
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<tr>
<td>OST</td>
<td>264 Medical Auditing</td>
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Select one:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>265 Healthcare Comp &amp; Reg</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>266 Adv Medical Auditing</td>
<td>3</td>
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</table>

Medical Billing and Coding

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>247 Procedure Coding</td>
<td>3</td>
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<tr>
<td>OST</td>
<td>248 Diagnostic Coding</td>
<td>3</td>
</tr>
</tbody>
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Select two:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>250 Long-Term Care Coding</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>249 Med Coding Certification Prep</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>260 Adv Coding Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>264 Medical Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Medical Document Specialist

Select four:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>135 Adv Text Entry &amp; Format</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>165 Adv Office Editing</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>241 Med Ofc Transcription I</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>242 Med Ofc Transcription II</td>
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<td>244 Med Document Processing</td>
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<tr>
<td>OST</td>
<td>280 Electronic Health Records</td>
<td>3</td>
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</tbody>
</table>

Patient Services Representative

Select three:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>151 People Skills</td>
<td>3</td>
</tr>
<tr>
<td>BUS</td>
<td>260 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS</td>
<td>270 Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>MKT</td>
<td>223 Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>165 Adv Office Editing</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>263 Healthcare Customer Relations</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>286 Professional Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved by the State Board of Community Colleges on June 18, 1999; SBCC Revised 05/17/02; Corrected 11/15/02; CRC Revised 06/13/05, Revised 10/14/05; SBCC Revised 09/21/07; CRC Revised 03/27/08; Revised 05/08/08; SBCC Revised 07/18/08; SBCC Template Revised 10/17/08; Revised 03/04/11; Editorial Revision 04/23/14; Editorial Revision 09/30/14; Editorial Revision 06/15/15; Prefix Addition 08/01/15; SBCC Revised _______.

or

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>141 Med Office Terms I</td>
<td>3</td>
</tr>
<tr>
<td>OST</td>
<td>142 Med Office Terms II</td>
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</tbody>
</table>

Approved by the State Board of Community Colleges on June 18, 1999; SBCC Revised 05/17/02; Corrected 11/15/02; CRC Revised 06/13/05, Revised 10/14/05; SBCC Revised 09/21/07; CRC Revised 03/27/08; Revised 05/08/08; SBCC Revised 07/18/08; SBCC Template Revised 10/17/08; Revised 03/04/11; Editorial Revision 04/23/14; Editorial Revision 09/30/14; Editorial Revision 06/15/15; Prefix Addition 08/01/15; SBCC Revised _______.

or
Select one:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST</td>
<td>Office Computations</td>
<td>3 SHC</td>
</tr>
<tr>
<td>BUS</td>
<td>Business Math</td>
<td>3 SHC</td>
</tr>
<tr>
<td>BUS</td>
<td>Personal Finance</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

B. CONCENTRATION (Not applicable)

C. OTHER MAJOR HOURS

To be selected from the following prefixes:

ACC, BAF, BIO, BUS, CIS, CRT, CSV, CTI, CTS, DBA, DEN, ECO, ETR, HBI, HEA, HIT, HMT, ISC, MED, MKT, NET, OMT, OST, PBT, PMT, SPA, WBL and WEB

Up to two semester hour credit 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.

Employability Competencies

Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

- **H. Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information (Planning and Organizing)
- **I. Communication** – The ability to effectively exchange ideas and information with others through oral, written, or visual means
- **J. Integrity and Professionalism** – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor
- **K. Interpersonal Skills and Teamwork** – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks
- **L. Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability
- **M. Problem-solving** – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions
- **N. Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices
- **O. Entrepreneurship** – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner

**The Employability Competencies were determined as part of the Office Administration Alignment Project (OAAP). The North Carolina Career Clusters Guide, along with Industry/Employer Surveys, OAAP College Representative Surveys, and College Advisory Board input were used to determine these competencies.**

The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at:

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

#### CURRICULUM STANDARD

<table>
<thead>
<tr>
<th>Curriculum Program Title</th>
<th>Healthcare Management Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>(not applicable)</td>
</tr>
</tbody>
</table>

**Effective Term**
Fall 2017
[2017*03]

<table>
<thead>
<tr>
<th>Program Code</th>
<th>A25200</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP Code</td>
<td>51.0701</td>
</tr>
</tbody>
</table>

#### Curriculum Description

The Healthcare Management Technology curriculum prepares individuals for employment in healthcare business and financial operations in areas such as general healthcare management, entrepreneurship, and long-term care.

Course work includes medical office management, financial management, legal aspects of healthcare, medical insurance and billing analysis, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of healthcare settings including hospitals, medical offices, outpatient clinics, long-term care facilities, and insurance companies. Industry recognized certifications may be available for graduates with work experience.

#### Curriculum Requirements*

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

<table>
<thead>
<tr>
<th>IV. General Education.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Major Hours.</td>
<td>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. <em>(See second page for additional information.)</em></td>
</tr>
<tr>
<td>V. Other Required Hours.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*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.*
## Minimum General Education Hours Required:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Courses</th>
<th>Hours Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication:</td>
<td>COM 110 Introduction to Communication</td>
<td>3 SHC</td>
<td>6 SHC</td>
</tr>
<tr>
<td></td>
<td>COM 120 Intro Interpersonal Com</td>
<td>3 SHC</td>
<td>3-6 SHC</td>
</tr>
<tr>
<td></td>
<td>COM 231 Public Speaking U</td>
<td>3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>ENG 111 Writing and Inquiry U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 112 Writing/Research in the Disc U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 114 Prof Research &amp; Reporting</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 116 Technical Report Writing</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts:</td>
<td>ART 111 Art Appreciation U</td>
<td>3 SHC</td>
<td>3 SHC</td>
</tr>
<tr>
<td></td>
<td>HUM 110 Technology and Society</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
</tr>
<tr>
<td></td>
<td>HUM 115 Critical Thinking</td>
<td>3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>HUM 230 Leadership Development</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 110 Music Appreciation U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI 230 Introduction to Logic</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI 240 Introduction to Ethics U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td>Social /Behavioral Sciences:</td>
<td>ECO 151 Survey of Economics</td>
<td>3 SHC</td>
<td>3 SHC</td>
</tr>
<tr>
<td></td>
<td>ECO 251 Prin of Microeconomics U</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
</tr>
<tr>
<td></td>
<td>ECO 252 Prin of Macroeconomics U</td>
<td>3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>POL 120 American Government U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 118 Interpersonal Psychology</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 150 General Psychology U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 210 Introduction to Sociology U</td>
<td>3 SHC</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences/Mathematics:</td>
<td>MAT 110 Math Measurement and Literacy</td>
<td>3 SHC</td>
<td>3-4 SHC</td>
</tr>
<tr>
<td></td>
<td>MAT 121 Algebra/Trigonometry I</td>
<td>3 SHC</td>
<td>0-3 SHC</td>
</tr>
<tr>
<td></td>
<td>MAT 143 Quantitative Literacy U</td>
<td>3 SHC</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>MAT 152 Statistical Methods I U</td>
<td>4 SHC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 171 Precalculus Algebra U</td>
<td>4 SHC</td>
<td></td>
</tr>
</tbody>
</table>

U indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.
**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.

#### Healthcare Management Technology A25200

<table>
<thead>
<tr>
<th><strong>Minimum Major Hours Required</strong></th>
<th><strong>AAS</strong></th>
<th><strong>Diploma</strong></th>
<th><strong>Certificate</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>B. Technical Core:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject area or core of the AAS degree.</td>
<td>36-39 SHC</td>
<td>12 SHC</td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Prin of Financial Acct</td>
<td>4</td>
</tr>
<tr>
<td>ACC 121</td>
<td>Prin of Managerial Acct</td>
<td>4</td>
</tr>
<tr>
<td>HMT 110</td>
<td>Intro to Healthcare Mgt</td>
<td>3</td>
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</tbody>
</table>

**Computer Applications**

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>OST 137</td>
<td>Office Applications I</td>
<td>3</td>
</tr>
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</table>

**Insurance**

Select one:

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMT 210</td>
<td>Medical Insurance</td>
<td>3</td>
</tr>
<tr>
<td>OST 148</td>
<td>Med Ins &amp; Billing</td>
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</table>

**Legal/Medical Ethics**

Select one:

<table>
<thead>
<tr>
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<th>Course Title</th>
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</tr>
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<tbody>
<tr>
<td>HMT 215</td>
<td>Legal Asp of Healthcare Admin</td>
<td>3</td>
</tr>
<tr>
<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>OST 149</td>
<td>Medical Legal Issues</td>
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</table>

**Medical Terminology**

Select one set:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OST 141</td>
<td>Med Office Terms I</td>
<td>3</td>
</tr>
<tr>
<td>OST 142</td>
<td>Med Office Terms II</td>
<td>3</td>
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</tbody>
</table>
**Required Subject Areas (Select one subject area):**

### General Healthcare Management Technology

*12 hours to be selected from the following prefix: BUS, HMT and/or OST*

### Healthcare Entrepreneurship

**Select one:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>230</td>
<td>Small Business Management</td>
<td>3 SHC</td>
</tr>
<tr>
<td>BUS</td>
<td>280</td>
<td>REAL Small Business</td>
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**Select three:**

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>BUS</td>
<td>139</td>
<td>Entrepreneurship I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>BUS</td>
<td>245</td>
<td>Entrepreneurship II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ETR</td>
<td>210</td>
<td>Intro to Entrepreneurship</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ETR</td>
<td>220</td>
<td>Innovation and Creativity</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HMT</td>
<td>212</td>
<td>Mgt of Healthcare Org</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MKT</td>
<td>231</td>
<td>Healthcare Marketing</td>
<td>3 SHC</td>
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</tbody>
</table>

### Long Term Care

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRO</td>
<td>120</td>
<td>Gerontology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HMT</td>
<td>211</td>
<td>Long-Term Care Admin</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HMT</td>
<td>212</td>
<td>Mgt of Healthcare Org</td>
<td>3 SHC</td>
</tr>
<tr>
<td>OST</td>
<td>250</td>
<td>Long-Term Care Coding</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**B. CONCENTRATION (Not applicable)**

**C. OTHER MAJOR HOURS**

*To be selected from the following prefixes:*

ACC, BAF, BIO, BUS, CIS, CRT, CSV, CTI, CTS, DBA, DEN, ECO, ETR, GRO, HBI, HEA, HIT, HMT, ISC, MED, MKT, NET, OMT, OST, PBT, PMT, SPA, WBL and WEB

*Up to two semester hour credit 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.*
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Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

A. **Interpersonal Skills and Teamwork** – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks

B. **Communication** – The ability to effectively exchange ideas and information with others through oral, written, or visual means

C. **Integrity and Professionalism** – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor

D. **Problem-solving** – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions

E. **Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability

F. **Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information

G. **Entrepreneurship** – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner

H. **Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices

**The Employability Competencies were determined as part of the Office Administration Alignment Project (OAAP). The North Carolina Career Clusters Guide, along with Industry/Employer Surveys, OAAP College Representative Surveys, and College Advisory Board input were used to determine these competencies.**

The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at: http://www.nc-net.info/NC_career_clusters_guide.php or http://www.careertech.org.
**Current**

**CURRICULUM STANDARD**

<table>
<thead>
<tr>
<th>Curriculum Program Title</th>
<th>Healthcare Management Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>(not applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Code</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A25200</td>
<td>51.0705</td>
</tr>
</tbody>
</table>

Current CURRICULUM STANDARD

Effective Term
Fall 2012
[2012*03]

Curriculum Description

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills.

Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years administrative experience. Eligible certifications include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the Healthcare Financial Management Association (HFMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

Curriculum Requirements*

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>

*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.*
**Current 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.

### Healthcare Management Technology A25200

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CORE</strong></td>
<td>29-30 SHC</td>
<td>29-30 SHC</td>
<td></td>
</tr>
<tr>
<td>Courses required for the diploma are designated with *</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Required Courses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* ACC 120 Princ of Financial Acct</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* ACC 121 Princ of Managerial Acct</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* HMT 110 Intro to Healthcare Mgt</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>* HMT 210 Medical Insurance</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* HMT 211 Long-Term Care Administration</td>
<td>3 SHC</td>
<td></td>
<td></td>
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<tr>
<td>* HMT 220 Healthcare Financial Mgmt</td>
<td>4 SHC</td>
<td></td>
<td></td>
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<tr>
<td><strong>Required Subject Areas:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Medical Terminology. Select one set:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 121 Medical Terminology I</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 122 Medical Terminology II</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OST 141 Medical Terms I-Med Office</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OST 142 Medical Terms II-Med Office</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Medical Legal. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMT 215 Legal Asp of Healthcare Admin</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 118 Medical Law and Ethics</td>
<td>2 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OST 149 Medical Legal Issues</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. CONCENTRATION** (Not applicable)

**C. OTHER MAJOR HOURS**

To be selected from the following prefixes/courses:

ACC, BIO, BUS, CIS, CSC, COM, CTI, CTS, DBA, GRO, HMT, ISC, MAT, MED, MKT, OMT, OST, WBL, and WEB

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 November 13, 1996; SBCC Revised 05/17/02; SBCC Revised 11/15/02; SBCC Revised 03/21/03; SBCC Revised 08/20/04; Revised 06/06/06; Revised 06/09/06; SBCC Revised 09/21/07; SBCC Template Revised 10/17/08; Revised 12/5/11; SBCC Revised 05/17/12; Editorial Revision 04/22/15; Prefix Addition 08/01/15.
Current CURRICULUM STANDARD

Curriculum Program Title: Medical Office Administration
Concentration: (not applicable)

Program Code: A25310
CIP Code: 51.0705

Curriculum Description

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

Curriculum Requirements*

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
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</tr>
<tr>
<td>Minimum Major Hours</td>
<td>49</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Other Required Hours</td>
<td>0-7</td>
<td>0-4</td>
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<td>Total Semester Hours Credit (SHC)</td>
<td>64-76</td>
<td>36-48</td>
<td>12-18</td>
</tr>
</tbody>
</table>
A. Core. The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

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

C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-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.

### Medical Office Administration A25310

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses required for the diploma are designated with *</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses:**
- * OST 148 Medical Coding Billing and Insurance 3 SHC
- * OST 149 Medical Legal Issues 3 SHC
- * OST 243 Medical Office Simulation 3 SHC

**Required Subject Areas:**

*Document Processing.*
- OST 164 Text Editing Applications 3 SHC
  and one of the following
- OST 134 Text Entry and Formatting 3 SHC
  or OST 136 Word Processing 3 SHC

*Office Administration. Select one:
- OST 181 Intro to Office Systems 3 SHC
- OST 281 Emerg Issues in Med Ofc 3 SHC
- OST 289 Administrative Office Mgt 3 SHC
- MED 130 Admin Office Procedures I 2 SHC

*Computers/Information Systems.
Set 1: Select one of the following:
- OST 130 Comprehensive Keyboarding 3 SHC
  or OST 131 Keyboarding 2 SHC
  or OST 132 Keyboard Skill Building 2 SHC

Set 2: Select one of the following:
- CIS 110 Introduction to Computers 3 SHC
  or CIS 111 Basic PC Literacy 2 SHC
  or OST 137 Office Software Applications 3 SHC

*Medical Terminology. Select one set:
- MED 121 Medical Terminology I 3 SHC
- MED 122 Medical Terminology II 3 SHC
  or
- OST 141 Medical Terminology I-Medical Office 3 SHC
- OST 142 Medical Terminology II-Medical Office 3 SHC

Continued on next page
<table>
<thead>
<tr>
<th>B. <strong>CONCENTRATION</strong> (Not applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. <strong>OTHER MAJOR HOURS</strong></td>
</tr>
<tr>
<td><em>To be selected from the following prefixes:</em></td>
</tr>
<tr>
<td>ACC, BAF, BIO, BUS, CIS, CRT, CSV, CTS, DBA, DEN, ECO, HEA, HIT, HMT, ISC, MED, MKT, NET, OMT, OST, PBT, SPA, WBL and WEB</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><em>Up to two semester hour credits may be selected from ACA.</em></td>
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<tr>
<td></td>
</tr>
<tr>
<td><em>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, and RUS.</em></td>
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</table>
**Current CURRICULUM STANDARD**

<table>
<thead>
<tr>
<th>Curriculum Program Title</th>
<th>Office Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>(not applicable)</td>
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</table>

**Effective Term**

Fall 2008 [2008*03]

<table>
<thead>
<tr>
<th>Curriculum Program Title</th>
<th>Program Code</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Administration</td>
<td>A25370</td>
<td>52.0204</td>
</tr>
</tbody>
</table>

---

**Curriculum Description**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

---

**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.

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<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>15</td>
<td>6</td>
<td>0</td>
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<td><strong>36-48</strong></td>
<td><strong>12-18</strong></td>
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</tbody>
</table>

*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.*
**Current 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.

### Office Administration A25370

<table>
<thead>
<tr>
<th>Minimum Major Hours Required</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
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<tbody>
<tr>
<td>A. <strong>CORE</strong></td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
</tbody>
</table>

**Required Courses:**

* OST 164 Text Editing Applications 3 SHC
* OST 184 Records Management 3 SHC

**Required Subject Areas:**

*Formatting/Word Processing. Select one:
  OST 134 Text Entry & Formatting 3 SHC
  OST 136 Word Processing 3 SHC

*Office Systems/Management. Select one:
  BUS 135 Principles of Supervision 3 SHC
  OST 181 Intro to Office Systems 3 SHC
  OST 289 Administrative Office Mgt 3 SHC

*Computers/Information Systems. Select one:
  CIS 110 Introduction to Computers 3 SHC
  CIS 111 Basic PC Literacy 2 SHC
  OST 137 Office Software Applications 3 SHC

B. **CONCENTRATION** (*Not applicable*)

C. **OTHER MAJOR HOURS**

To be selected from the following prefixes:

ACC, AIB, BUS, BAF, CIS, CRT, CSC, CSV, CTS, DBA, ECM, ECO, ISC, ITN, MED, MKT, NET, OMT, OST, PSY, WBL, and WEB

*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.*
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 5 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
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<tbody>
<tr>
<td>ACC-3240</td>
<td>NC Local Government Finance</td>
<td>42 hours</td>
<td>F-25 Business</td>
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Description:
This course is intended to meet the NC Department of State Treasurer standards for the core duties of finance operations in local government units. Topics include overview of local government finance and accounting, GS 159, the role of finance officer, pre-audit and budget processes.

This course must be taught with the NC Department of State Treasurer approved curriculum.

Rationale:
There are 552 municipalities and 100 counties in North Carolina along with a number of special districts providing water and sewer services which are monitored by the NC Department of State Treasurer – State and Local Government Division. There is a wide disparity across these units as to the standard core finance knowledge specific to local government. This course is intended to provide a standard base of knowledge around the core duties of finance operations in local government units providing support particularly to smaller units with fewer resources.

This course would provide supporting education for units identified as having ‘deficiencies’ and continuing education for the incumbent workforce in finance units to support. It can also serve as an introductory course for individuals interested in entering positions within finance divisions of the local government units.

There is proposed legislative language (G.S. 159-25 (d)) providing the Local Government Commission the “…authority to require attendance to the course if the Commission finds deficiencies in their ability to perform duties required…”

Authorizing Agency:
NC Department of State Treasurer
Request #2 of 5 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
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</thead>
<tbody>
<tr>
<td>EPT-4980</td>
<td>All-Haz Comm Unit Leader</td>
<td>21</td>
<td>R41 – Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Description:**
This course helps participants establish the essential core competencies required for performing the duties of the Communications Unit Leader (COML) in an all-hazards incident. This course addresses all responsibilities appropriate to a COML operating in a local- or state-level All-Hazards Incident Management Team (AHIMT). These responsibilities include the collection, processing, and dissemination, as needed, to facilitate Operations of Command, General Staff, and Unit Leaders within the confines of a Type 3 AHIMT. The course is an instructor-led training that supports learning through discussion, lecture, and active participation in multiple exercises. (Reference NC-969)

**Rationale:**
This course is requested by North Carolina Emergency Management to allow colleges to train EM staff as well as other emergency responders who may fill these All-Hazards Incident Management Team roles in the event of a large-scale emergency. These courses are aligned with Federal Emergency Management Agency (FEMA) guidance for position-specific training under the National Incident Management (NIMS) Incident Command System (ICS).

**Credentialing Agency:**
NC Emergency Management

Request #3 of 5 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
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</thead>
<tbody>
<tr>
<td>EPT-4981</td>
<td>All-Haz T-Force/S-Team Leader</td>
<td>21</td>
<td>R41 – Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Description:**
This course will provide local- and state-level emergency responders with a robust understanding of the duties, responsibilities, and capabilities of an effective Task Force/Strike Team Leader on an All-Hazards Incident Management Team (AHIMT). The course walks participants through
general information, including an overview of the Operations Section, and information on incident mobilization, initial situational awareness, and unit management. It also provides detailed instruction on responding to the incident and the command needs of the incident, as well as emphasizing the importance of risk management and safety considerations. (Reference NC-984)

**Rationale:**
This course is requested by North Carolina Emergency Management to allow colleges to train EM staff as well as other emergency responders who may fill these All-Hazards Incident Management Team roles in the event of a large-scale emergency. These courses are aligned with Federal Emergency Management Agency (FEMA) guidance for position-specific training under the National Incident Management (NIMS) Incident Command System (ICS).

**Credentialing Agency:**
NC Emergency Management

**Request #4 of 5 (New)**

<table>
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<tr>
<th>Course ID</th>
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<tr>
<td>HRD-4100</td>
<td>Working Smart</td>
<td>24</td>
<td>B20 – Human Resources Development</td>
<td>3</td>
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</table>

**Description:**
Working Smart is a soft-skills program developed by the Charlotte Mecklenburg Workforce Developmental Partners (CMWDP). It is designed to provide job-seekers the work and life skills that enhance employee productivity. Employers are looking for candidates who have the "soft-skills" that lead to success in the following ways: communication, problem solving skills, time management, accountability, and more.

Requires Working Smart certified instructors and utilization of the Working Smart curriculum.

**Rationale:**
Working Smart is a solution for a core, transportable HRD training program through the community colleges that speaks to the essential soft skills of employability. This is in response to the workforce demand to respond to core employability skill deficiencies as identified by employers and in surveys including the 2014 "1000 in 100" governor's initiative.

**Credentialing Agency:**
Working Smart
http://www.workingsmartnc.com/about-us.html
Request #5 of 5 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
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<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR-3253</td>
<td>Nurse Aide II Competency Assessment</td>
<td>50</td>
<td>L-20 Health</td>
<td>3</td>
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</tbody>
</table>

**Description:**
This course is intended to meet the NC Board of Nursing requirements for competency assessment for NA II renewal based on the conditions of 21 NCAC 36.0404(b).

The course must cover all NA II skills identified on the NA II Task List (http://www.ncbon.com/dcp/i/nursing-education-unlicensed-assistive-personnel-teaching-modules-for-na-ii-tasks). All skills must be assessed and successfully completed to demonstrate competency. This assessment may take place in the skills lab, in simulation, in a patient care setting, or a combination. A program must be approved by the NC Board of Nursing to offer NA II Competency Assessment.

**Rationale:**
21 NCAC 36.0404(g)(2) defines the eligibility conditions for a Nurse Aide II (NA II) to renew their expired NA II listing.

“All nurse aide II who has had a continuous period of 24 months during which no nursing care activities were performed for monetary compensation but who has performed patient care activities for monetary compensation shall successfully complete the competency evaluation portion of the nurse aide II program and submit application in order to be placed on the Board of Nursing Nurse Aide II Registry.”

The NC Board of Nursing provides additional explanation of the application of this rule under their authority: http://www.ncbon.com/dcp/i/nursing-education-unlicensed-assistive-personnel-na-ii-competency-assessment-requirements

**Credentialing Agency:**
North Carolina Board of Nursing
http://www.ncbon.com/

**Contact:**
Margaret Roberton, Associate Vice President
Workforce Continuing Education

SBCC
07/15/2016
STATE BOARD OF COMMUNITY COLLEGES
CAPTIVE/CO-OPTED GROUPS

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

Continuing Education: Courses of Instruction

- Asheville-Buncombe Technical Community College
  - Black Mountain Substance Abuse Treatment Center for Women*
    o Food Service Sanitation/Safety (ServSafe Certification)
    o HRD Employability Skills (Employability Life Skills)
    o HRD Career Readiness/Pathways (Hospitality Careers and START Certification)
    o HRD Technology Awareness (Computer Skills for Employment)
    o HRD Financial Literacy (Money Smart)

- Forsyth Technical Community College – Forsyth Correctional Institution
  - Maintenance Mechanic (Facility Maintenance Technician)

- Montgomery Community College – Southern Correctional Institution
  - Hotel & Lodging Operations (Hospitality & Tourism)
  - Customer Service (Customer Service for Hospitality & Tourism)

- South Piedmont Community College – Lanesboro Correctional Institution
  - Building Construction Trades (Building Construction Trades)
  - Construction Management (Construction Management)

- Southeastern Community College – Tabor Correctional Institution
  - Leadership Development – (Intro to Basic Principles of Leadership)
  - NC REAL/Entrepreneurship (REAL Small Business Development)

*Black Mountain Substance Abuse Treatment Center is a residential substance abuse treatment center for women operated by the NC Department of Public Safety (NCDPS)

Contact:

Continuing Education
Ms. Margaret Roberton, Associate Vice President
Workforce Continuing Education

Curriculum
Ms. Tracy McPherson, Director
Public Safety Training Programs
STATE BOARD OF COMMUNITY COLLEGES
COURSES OF INSTRUCTION TO CAPTIVE OR CO-OPTED GROUPS
CONTINUING EDUCATION and BASIC SKILLS

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer. They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the Division of Prisons and found in compliance with state standards and prison programming policies.

CODES FOR GROUPS TO BE SERVED

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

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

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

MATRIX CATEGORIES* For Division of Adult Correction (DAC)

<table>
<thead>
<tr>
<th>Matrix Category</th>
<th>North Carolina Community College System Programming Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Minimum length of stay: 2 months)</td>
</tr>
<tr>
<td>2</td>
<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)</td>
</tr>
<tr>
<td>3</td>
<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)</td>
</tr>
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<td>Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months)</td>
</tr>
</tbody>
</table>

* Only Division of Adult Correction (DAC) prisons are assigned matrix categories
<table>
<thead>
<tr>
<th>Community College</th>
<th>Facility</th>
<th>Matrix Class.</th>
<th>Course Number</th>
<th>Code</th>
<th>Master Course List Title (Local Title)</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>Asheville-Buncombe Tech. College</td>
<td>Black Mountain Substance Abuse Treatment Ctr. for Women*</td>
<td>*</td>
<td>HOS-3072</td>
<td>*</td>
<td>Food Service Sanitation/Safety (ServSafe Certification)</td>
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<td>Asheville-Buncombe Tech. College</td>
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<td>HRD-3001</td>
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<td>HRD Employability Skills (Employability Life Skills)</td>
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<td>*</td>
<td>HRD-3004</td>
<td>*</td>
<td>HRD Career Readiness/Pathways (Hospitality Careers and START Certification)</td>
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<td>Black Mountain Substance Abuse Treatment Center for Women*</td>
<td>*</td>
<td>HRD-3005</td>
<td>*</td>
<td>HRD Technology Awareness (Computer Skills for Employment)</td>
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<td>Black Mountain Substance Abuse Treatment Center for Women*</td>
<td>*</td>
<td>HRD-3008</td>
<td>*</td>
<td>HRD Financial Literacy (Money Smart)</td>
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<td>Forsyth Tech. Community College</td>
<td>Forsyth Correctional Institution</td>
<td>3</td>
<td>MNT-3065</td>
<td>4430</td>
<td>Maintenance Mechanic (Facility Maintenance Technician)</td>
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<tr>
<td>Montgomery Community College</td>
<td>Southern Correctional Institution</td>
<td>4b</td>
<td>HOS-4040</td>
<td>3600</td>
<td>Hotel &amp; Lodging Operations (Hospitality &amp; Tourism)</td>
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<td>Montgomery Community College</td>
<td>Southern Correctional Institution</td>
<td>4b</td>
<td>MKT-3834</td>
<td>3600</td>
<td>Customer Service (Customer Service for Hospitality &amp; Tourism)</td>
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<td>South Piedmont Community College</td>
<td>Lanesboro Correctional Institution</td>
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<td>CAR-3112</td>
<td>4865</td>
<td>Building Construction Trades (Building Constraction Trades)</td>
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<td>South Piedmont Community College</td>
<td>Lanesboro Correctional Institution</td>
<td>2</td>
<td>CAR-3200</td>
<td>4865</td>
<td>Construction Management (Construction Management)</td>
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<td>Southeastern Community College</td>
<td>Tabor Correctional Institution</td>
<td>3</td>
<td>MLS-3808</td>
<td>4885</td>
<td>Leadership Development (Intro to Basic Principles of Leadership)</td>
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<td>Southeastern Community College</td>
<td>Tabor Correctional Institution</td>
<td>3</td>
<td>MLS-3871</td>
<td>4885</td>
<td>NC REAL/Entrepreneurship (REAL Small Business Development)</td>
<td>72</td>
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</tbody>
</table>

*Black Mountain Substance Abuse Treatment Center is a residential substance abuse treatment center for women operated by the NC Department of Public Safety (NCDPS)
AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building
AW Conference Room
July 14, 2016 - 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – May 19, 2016

For Information
- Workforce System Transitions *(Attachment PLAN 1)*
- Partners’ Directions and Strategic Planning Efforts
- National Governor’s Association Talent Pipeline Policy Academy
- Proposed Agenda for Strategic Planning Meeting *(Attachment PLAN 2)*
- Career Development Facilitator (CDF) Training Project *(Attachment PLAN 3)*
- Other Updates

For Future Action

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.
Call to Order
Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:35 pm in the AW Conference Room and welcomed everyone.

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

Also Attending:
Linda Weiner
Matt Meyer
Chreatha Alston
George Fouts
Mary Shuping
Cliff Parker
Chris Cline
Linda Suggs

Dr. Jimmie Williamson
Wesley Beddard
Maureen Little
Anne Bacon
Bill Schneider
Lynn Austin
JJ Evans

Ethics Awareness and Conflicts of Interest
Dr. Saunders asked that Mr. Bobby Irwin 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. Irwin 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. Clark Twiddy 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 April 14th meeting and a motion was made by Mr. Erwin and seconded by Mr. Twiddy to approve the minutes. The motion was adopted.

For Information
Measuring Student Success: Mr. Bill Schneider provided information regarding measuring student success and getting some foundational work in preparation for the report coming in July. Mr. Schneider stated that in January, 2015 the State Board formally revised performance measures for NC community colleges. If approved by the General Assembly, these changes will be incorporated into the 2016 Performance Measures for Student Success Report (see the list of recommendations
to retain, delete and add in Attachment PLAN 1 of the May State Board packet). Mr. Schneider stated that the associated measure numerators and denominators have been discussed with the President’s Association throughout this revision process. He added that first-time fall cohorts are now fall credential seeking and dual enrollment students enrolled in curriculum courses at a college for the first time. This is the biggest methodology change with the newly revised methodologies. This is also inclusive of all Career and College Promise and innovative high school students. Measures that are impacted are: Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First Year Progression, and Curriculum Completion.

**Align4NCWorks Update: (further details on each topic below were listed in the handout provided)**

1. **Taste of Industry** – Dr. Matt Meyer stated that last month the PLAN Committee approved $76,000 in funding that went out to 13 different community colleges. These funds were put towards activities involving public school teachers, administrators and program faculty to come and witness what we are doing for industry as far as technical training. The funding for this must be completed by June 30th. Dr. Meyer stated that the survey results were extremely positive, indicating that the information was well received and very beneficial. He stated that this is making a great impact.

2. **Career Awareness** – Dr. Meyer continued by stating that BioNetwork has been the Community College System’s outreach mechanism. It builds awareness of life science. The public school system does not have anything like this.

3. **Student Design Competition** – Dr. Meyer stated that we worked with NC Space Grant and we are an affiliate. He noted that we worked with them to get a NASA Grant a year ago. We piloted a high altitude balloon competition with this funding. This year we had 10 community college teams involved and they launched from Catawba Valley CC. It involves troubleshooting, teamwork and launching.

4. **Career Development Facilitator (CDF)Training** – Ms. Anne Bacon stated that we are trying to align our work in supporting students. A big part of that is academic advising that is tied to career advising. The importance of connecting that is to give the students motivation and a clear direction. She noted that some Align4NCWorks implementation and management teams stated that the CDF training would be very beneficial. We thought this could be a shared foundation that would enable us to speak the same language. Ms. Bacon stated that she is currently taking this training. She noted that it encompasses various topics, such as ethics, labor market information, and how to work with diverse populations. She said that the $33,000 in funds approved by the State Board will be used to fund individuals throughout the community colleges for training. There are 46 people from our community colleges that are registered so far. She noted that these funds must be used by June 30th. Ms. Weiner stated that this is a foundational platform. She said that we are trying to leverage some money through Federal Perkins to get a train-the-trainer program for CDF training done within the Community College System.
5. Transitions in Workforce Development and Education – Ms. Maureen Little stated that on July 1, 2015 the NCWorks Customized Training Program became a partner of the NC Manufacturing Extension Partnership (NCMEP). This organization is comprised of several North Carolina agencies and promotes manufacturing and global competitiveness among small to mid-sized manufacturing companies. As a partner in the NCMEP, our community colleges are surveying those manufacturing companies that have received training and services through the Customized Training Program. This independent survey is conducted by the National Institute of Standards and Technology and addresses those projects which were completed during the previous six months. In January 2016, we surveyed 43 companies where training occurred to demonstrate a return on our investment. Companies noted retained and increased sales; increased productivity; retained and new customers; and savings related to safety and continuous improvement. She stated that for every dollar expended through the Customized Training Program, we demonstrated a $50.22 return. As additional dollars are needed from the General Assembly, this will be useful information for the NC Community College System.

6. NC GAP and Career and College Ready-12th Grade Remediation – President George Fouts stated that in April of 2016, the PED (Program Evaluation Division) of the General Assembly presented the NC GAP Joint Report to the Oversight Committee. They found problems with cohorts, methodology, conclusions. There was a hearing regarding this and the conclusion was to ask UNC President Margaret Spellings and President Fouts, along with a small group of House and Senate members to get together to try and find a resolution. The group has had two meetings. In the House Appropriations Committee on Education there was some additional discussion and some amendments offered. In the House budget there’s a special provision that directs the Board of Governors and the State Board to evaluate other measures currently in place designed to improve completion rates. A proposal has been offered to President Spellings for an alternative approach of reaching the four goals: less cost to students, less cost to state, less reliance on student loans, and increased student success.

Ms. Weiner suggested that a hold off on covering the “Transitions in Workforce Development and Education” information until the next PLAN meeting due to waning meeting time. It was agreed by the Committee to cover this issue at a later date.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:06 pm.

Respectfully submitted,
Ms. Jerrie Farmer
Recording Secretary
Workforce System Transitions
*(NCWorks Commission presentation, augmented by NCCCS)*

• Major leadership transitions across the workforce system
• Since January 2015:
  • Community College System
    • System President
    • 16 community college presidents
  • UNC System
    • System President
    • 6 University Chancellors
  • Workforce Boards
    • 8 Directors
  • Commerce
    • Secretary of Commerce & Leadership of DWS
Workforce Transitions

• Since January 2015:
  • NC Independent Colleges and Universities
    • 6 presidents out of 36
  • K-12 School Systems
    • 44 superintendents have changed since 01/01/2015, out of 115
    • 80 since 04/01/2012
Workforce Transitions – Community Colleges

• New N.C. Community Colleges System President - July 1, 2016

• Newly appointed Community College Presidents (7)
  • Caldwell Community College and Technical Institute
  • Cape Fear Community College
  • Craven Community College
  • McDowell Community College
  • Montgomery Community College
  • Rockingham Community College
  • Wilson Community College

• Current vacancies (9)
  • Central Piedmont Community College
  • Halifax Community College (just announced)
  • Lenoir Community College
  • Pamlico Community College
  • Roanoke-Chowan Community College
  • Robeson Community College
  • South Piedmont Community College
  • Stanly Community College
  • Wayne Community College
Workforce Transitions – UNC

• New UNC System President – March 1, 2016
• Universities (6)
  • Appalachian State University
  • Elizabeth City State University
  • UNC – Pembroke
  • UNC School of the Arts
  • UNC – Wilmington
  • East Carolina University
Workforce Transitions – Workforce Boards

- Changes Workforce Board Directors (8)
  - Northwest Piedmont
  - High Country
  - Region C
  - Mountain Area
  - Charlotte Works
  - Lumber River
  - Region Q
  - Durham

- New leader of NC Workforce Development Board Directors Council
- Local Workforce Development Boards – required new membership
- NCWorks Commission – 21 new members (33 total members)
STATE BOARD OF COMMUNITY COLLEGES
Proposed Agenda for Strategic Planning Meeting
Pitt Community College
October 19-21, 2016

Tuesday, October 18, 2016

6:00-8:00 p.m. – Education Leaders’ Roundtable: Chairman Scott Shook and President Jimmie Williamson host a small dinner with Dr. Dennis Massey, President at Pitt Community College; Dr. Cecil Staton, Chancellor at ECU; Henry Hinton, Member of the UNC Board of Governors (other UNC BOG members?); Dr. Ethan Lenker, Pitt County Superintendent of Schools, and Becky Taylor, Member of the State Board of Education. (Focus: Meeting and connecting with local education leaders/partners as well as representatives to statewide educational boards.)

Wednesday, October 19

7:00-9:00 a.m. – Chairman Shook and Dr. Williamson will appear on “Talk of the Town” radio show, hosted by Henry Hinton.

Beginning of the State Board of Community Colleges Annual Strategic Planning Meeting (Location: Hilton)

11:00 a.m. – Introduction to the Strategic Planning Meeting/Overview/Goals – Dr. Darrell Saunders, Chair, Strategic Planning Committee; Chairman Shook

11:30 a.m. - 1:30 p.m. – Power Lunch with the Greenville/Pitt County Chamber of Commerce, featuring Dr. Williamson and Chairman Shook. (Chairman Shook is talking with the Chamber to see if there is a possibility of moving their Tuesday, Oct. 18 Power Lunch to Wednesday, Oct. 19 to accommodate our State Board meeting and this opportunity. (Focus: Connect State Board with local/regional business leaders; allow same business leaders to hear directly from our State Board/new System President)

2:00-3:30 p.m. – Business Panel – Invite 5-6 business leaders to meet with State Board members on a facilitated panel to hear their thoughts on how our System is working with businesses, what we are doing well, what we could do better and what are their biggest workforce challenges. (Focus: Let State Board members hear directly from small/large businesses in important niches for Eastern NC/Pitt County (healthcare, pharma/biotech, aviation, machining, others?)

3:30-3:45 p.m. – Break

3:45-4:45 p.m. – Community College Business Connections: Small Business, Customized Training, Apprenticeships/Work-based Learning, Continuing Education – Present examples of
local/regional successes/challenges in these critical economic/workforce development areas.  

{Prefer three examples to allow up to 15 minutes of presentation followed by Q&A}  

(Focus: We have heard from business. What are some of the services/resources/efforts that we currently have underway to respond to their needs.)

5:30-7:30 p.m. – Connecting with Local Leaders: Reception that includes SBCC, Pitt Board of Trustees, Pitt County Commissioners, County Manger, (others?)

Thursday, October 20

8:00 a.m. – Review/Feedback on Wednesday; Overview of remainder of the State Board meeting

8:30-10:30 a.m. – Taste of Industry for the State Board: Board members will have the opportunity to participate in a condensed version of the “Taste of Industry” program, supported by State Board funds and for which Pitt CC has been a leader. (Focus: Giving State Board members an opportunity to experience a career and technical setting/hands-on opportunity to give them a better perspective for the work of our colleges in meeting business needs.)

10:30-11:00 a.m. – Feedback/Follow-up/Next Steps

11:30 a.m. State Board Meeting Begins with Pitt CC Issues Luncheon/Tour
The NC Community College System Office used $33,000 of State Board Reserve Funding between March and June 2016 to pay registration and partial travel fees for community college staff to obtain Career Development Facilitator (CDF) training through the NCWorks Training Center. Attainment of the CDF training is an Align4NCWorks strategic plan priority (supporting goals 5 and 8 in the plan) and supported by plan partners.

Results
As a result of this project, the State Board of Community Colleges has enabled 56 community college staff at 35 community colleges* plus the System Office to receive the CDF training. See further information below. Titles of participants range from Counselor and NCWorks Career Coach to Youth Instructor/WIOA Facilitator and Vice President of Student Services. This 120-hour course is the same foundational course expected of key workforce development partners, such as staff in NCWorks Career Centers and public schools.

<table>
<thead>
<tr>
<th>Proposed</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>45-50 community college staff trained</td>
<td>56 community college staff in training</td>
</tr>
<tr>
<td>Funding from the State Board Reserve</td>
<td>• Funding from the State Board Reserve</td>
</tr>
<tr>
<td></td>
<td>• Leveraged funding -- registration fees</td>
</tr>
<tr>
<td></td>
<td>valued at $6,825 for 13 community college staff</td>
</tr>
<tr>
<td></td>
<td>covered by Gaston Workforce Development Board</td>
</tr>
<tr>
<td>Targeting of NCWorks Career Coaches</td>
<td>• 18 NCWorks Career Coaches or Career Coach</td>
</tr>
<tr>
<td>(community college staff in public schools)</td>
<td>supervisors (plus the System Office coordinator)</td>
</tr>
<tr>
<td>and Student Services staff</td>
<td>• 24 Student Services staff</td>
</tr>
<tr>
<td></td>
<td>• Additional staff in Continuing Education</td>
</tr>
<tr>
<td></td>
<td>(HRD and other), Basic Skills – areas identified</td>
</tr>
<tr>
<td></td>
<td>as secondary priorities by Dr. Lisa Chapman</td>
</tr>
</tbody>
</table>

Support thru two training sessions in Raleigh:
• Session dedicated to community college staff (started June 1-2)
• Support for additional staff to attend a publicly available session (started June 21-22)

Three training sessions – Raleigh & Gastonia:
• Session dedicated to community college staff (35 trainees)-Raleigh
• Session with mix (8 trainees supported by the project)-Raleigh
• Session sponsored in Gastonia by Gaston Workforce Development Board (started May 19-20)
<table>
<thead>
<tr>
<th>Proposed</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of educational materials for use with System Office staff</td>
<td>Purchase of educational materials for use with System Office staff and colleges, including plans to share the National Career Development Association’s “Designing and Implementing Career Services” publication with all 58 community colleges</td>
</tr>
</tbody>
</table>

*Colleges with staff participating in the CDF Training Project training:*


In addition, the project helped a counselor at Roanoke-Chowan Community College who had let her Global Career Development Facilitator credential lapse find out how to regain that credential with CEUs rather than having to take the CDF course again.

**Final results coming**

The training courses are hybrid courses with online training and projects to complete, so staff in the CDF training courses will complete training between August 9 and September 15, 2016. A Survey Monkey evaluation has been developed by System Office staff to determine which aspects of the training are most valuable to community college staff and which types of staff seem to benefit most. The survey will be distributed as each training group finishes the course.

**Next steps/unmet needs**

The training offered to the colleges did not meet the full demand of the colleges. A waiting list had to be established since the System Office had limited funds and a limited time period in which to sponsor staff for training. Unmet needs/demand include: NCWorks Career Coaches that had not been hired in time to participate in training; additional Student Services staff expressing interest in the training; and other areas of the colleges that have not been systemically been offered training sponsorships yet. Leaders in the Engagement and Strategic Innovations and Programs/Student Services Divisions are working together on if/how the CDF training should be promoted systemically in the future.
Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – May 19, 2016

For Information
  ● SBCC Code Report – July 2016 (Attachment POL 1)

For Future Action
  ● Recommendations for Initial Proprietary School Licensure (Attachment POL 2)*

For Action
  ● Amend Title 1, Chapter A – “State Board Governance” (Attachment POL 3)

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  
May 19, 2016

Policy Committee Members in Attendance:
Mr. Ernie Pearson  Mr. Bill McBrayer  Mr. Clark Twiddy
Mr. Bobby Irwin  Mr. Lynn Raye
Ms. Janet Lowder  Mr. Jim Rose

Absent: Mr. Todd Johnson

Others in Attendance:
Ms. Shanté Martin  Ms. Sondra Jarvis
Ms. Jennifer Haygood  Pres. Steve Thornburg

Welcome and Ethics Statement: Mr. Pearson called the meeting to order at 3:00 pm in Conference Room 201A of the Caswell Building. Mr. Pearson 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 May 19, 2016 agenda. Mr. Raye made a motion to approve the agenda and Mr. McBrayer seconded the motion. It was unanimously approved by the committee.

Approval of the Minutes: Mr. Pearson requested a motion to approve the April 14, 2016 minutes. Ms. Lowder made a motion to approve the minutes and Mr. Twiddy seconded the motion. It was unanimously approved by the committee.

For Information
SBCC Code Report – April 2016 (Attachment POL 1)
Ms. Martin reviewed the SBCC Code report updates for this month.

Denial of Petition for Rulemaking (Attachment POL 2)
Ms. Martin said that any person can recommend a change to the State Board Code. There was a change requested by Iron Yard, a proprietary school, in reference to renewal dates. Since the time period for renewal is in statute, this board does not have the authority to change. The System Office has thanked them for their submission and let them know the result.

For Future Action
All items for Future Action were moved to Action

For Action
Recommendation for Initial Proprietary School Licensure (Attachment POL 3)
Mr. Corl said that the Proprietary School Board is recommending licensure of the following schools:
Policy Committee Minutes  
State Board of Community Colleges  
May 19, 2016

- Coder Foundry – Charlotte  
- Coder Foundry – Kernersville  
- The New York Code and Design Academy - Morrisville

Mr. Raye asked what the schools teach. Mr. Corl shared that computer coding is taught at both. Mr. Pearson commented that community colleges teach that as well. Mr. Corl agreed that there is some overlap.

Mr. Raye motioned, Mr. Twiddy seconded and the committee approved to move Recommendation for Initial Proprietary School Licensure from Future Action to Action.

Mr. Raye motioned, Mr. Twiddy seconded and the committee approved Recommendation for Initial Proprietary School Licensure as presented.

Recommendation for Renewal of Proprietary School Licensure (Attachment POL 4)  
Mr. Corl said that the Proprietary School Board is recommending renewal of licensure effective July 1, 2016 for 27 proprietary schools. There are a few schools (in bold) that are being recommended for additional requirements to be submitted.

Mr. Raye motioned, Mr. Rose seconded and the committee approved to move Recommendation for Initial Proprietary School Licensure from Future Action to Action.

Mr. Raye motioned, Mr. Twiddy seconded and the committee approved Recommendation for Initial Proprietary School Licensure as presented.

Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” (ATT
Ms. Martin reviewed that the update to the font will make the SBCC Code ADA compliant.

Mr. Rose motioned, Mr. Twiddy seconded and the committee approved.

**New Business**

**Adjournment**  
Mr. McBrayer motioned and Mr. Irwin seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:12 pm.

Respectfully submitted,  
Sondra C. Jarvis  
Recording Secretary
## STATE BOARD OF COMMUNITY COLLEGES

**SBCC Code Report**

<table>
<thead>
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<th>RULE ACTION</th>
<th>RULEMAKING PROCESS</th>
<th>EXPECTED DATE</th>
<th>STATUS</th>
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<tbody>
<tr>
<td><strong>“AMEND 1D Subchapter 300 – Continuing Education”</strong></td>
<td>Initiation of Rulemaking Process</td>
<td>March 18, 2016</td>
<td>COMPLETED</td>
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<td>Publication on NCCCS Website</td>
<td>March 21, 2016</td>
<td>COMPLETED</td>
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<td>Written Comment Period Ends</td>
<td>April 20, 2016</td>
<td>COMPLETED</td>
</tr>
<tr>
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<td>Review Comments with SBCC Committee</td>
<td>May 19, 2016</td>
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<tr>
<td></td>
<td>2nd Written Comment Period Ends (if substantive changes)</td>
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<td>Hearing Date (if applicable)</td>
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STATE BOARD OF COMMUNITY COLLEGES
Recommendations for Initial Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary School, 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, 2017, to offer the programs listed.

MyComputerCareer.com – Charlotte
3701 Arco Corporate Drive, 5th Floor
Charlotte, NC 28273

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<th>Programs</th>
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<td>IT ProBasic</td>
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*Recommendation is contingent upon the school increasing its bond from $25,000 to $100,000.
Title 1, Chapter A is proposed for amendment as follows:

State Board of Community Colleges Code

TITLE 1 – COMMUNITY COLLEGES

CHAPTER A. STATE BOARD GOVERNANCE

SUBCHAPTER 100. DEFINITIONS

1A SBCCC 100.1 RESERVED FOR FUTURE CODIFICATION

SUBCHAPTER 200. STATE BOARD AUTHORITY

1A SBCCC 200.1 Mission of the Community College System

The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well being of individuals by providing:

(1)(a) education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;

(2)(b) support for economic development through services to and in partnership with business and industry; and

(3)(c) services to communities and individuals which improve the quality of life.

History Note: Authority G.S. 115D 1; 115D 4.1; 115D 5; 115D 8;

Eff. September 1, 1993;

Amended Eff. August 1, 2016; August 1, 2000; July 1, 1995.

1A SBCCC 200.2 State Planning

The State Board shall review the priorities of the system and adopt a system-level plan on at least a biennial basis, coordinated with the budget cycle. The plan shall take into account the current and future needs of the system and clarify the priorities essential to carrying out the mission of the system.
Note: Substance of former 23 SBCCC 2B.0204 was incorporated into this Rule.

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

SUBCHAPTER 300. COLLEGE SERVICE AREAS

1A SBCCC 300.1 Definitions
The following definitions apply to this Subchapter:
(a) Service Area: The geographic area to which the State Board of Community Colleges has assigned community colleges the authority and responsibility to provide education and training services for constituents within that geographic area.
(b) Home college: The community college located in the service area in which the military installation is based.

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

4A SBCCC 300. 41A SBCCC 300.2 Establishing Service Areas for Colleges
(a) The State Board shall assign service areas to colleges for providing education and training services. The initial assignment of service areas to colleges shall take into account the past and present patterns of providing services, including existing agreements between colleges. The State Board may reassign a service area upon the recommendation of the System President. The recommendation shall be based upon an analysis of the service areas involved, including consultation with the presidents of the colleges and the county commissioners of the county(ies) that are affected.
(b) A college may offer education and training in an area assigned to another college using criteria set forth in 4A SBCCC 300.99; 4D SBCCC 300.97; 1D SBCCC 300.6 and 1D SBCCC 400.96.
(c) 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 Joint Legislative Education Oversight Committee.


1A SBCCC 300.3 Service Area Assignments
(a) The State Board of Community Colleges assigns college service areas as follows:
   (1) Alamance Community College – Alamance County
   (2) Asheville-Buncombe Technical Community College – Buncombe and Madison Counties
   (3) Beaufort County Community College – Beaufort, Hyde, Tyrrell, and Washington Counties
   (4) Bladen Community College – Bladen County
   (5) Blue Ridge Community College – Henderson and Transylvania Counties
   (6) Brunswick Community College – Brunswick County
   (7) Caldwell Community College & Technical Institute – Caldwell and Watauga Counties
   (8) Cape Fear Community College – New Hanover and Pender Counties
   (9) Carteret Community College – Carteret County
   (10) Catawba Valley Community College – Alexander and Catawba Counties
   (11) Central Carolina Community College – Chatham, Harnett, and Lee Counties
   (12) Central Piedmont Community College – Mecklenburg County
(13) Cleveland Community College – Cleveland County
(14) Coastal Carolina Community College – Onslow County
(15) College of The Albemarle - Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans Counties
(16) Craven Community College – Craven County
(17) Davidson County Community College – Davidson and Davie Counties
(18) Durham Technical Community College – Durham and Orange Counties
(19) Edgecombe Community College – Edgecombe County
(20) Fayetteville Technical Community College – Cumberland County
(21) Forsyth Technical Community College – Forsyth and Stokes Counties
(22) Gaston College – Gaston and Lincoln Counties
(23) Guilford Technical Community College – Guilford County
(25) Haywood Community College – Haywood County
(26) Isothermal Community College – Polk and Rutherford Counties
(27) James Sprunt Community College – Duplin County
(28) Johnston Community College – Johnston County
(29) Lenoir Community College – Greene, Jones and Lenoir Counties
(30) Martin Community College – Bertie (Townships of Indian Woods, Merry Hill, Windsor), and Martin Counties
(31) Mayland Community College – Avery, Mitchell, and Yancey Counties
(32) McDowell Community College – McDowell County
(33) Mitchell Community College – Iredell County
(34) Montgomery Community College – Montgomery County
(35) Nash Community College – Nash County
(36) Pamlico Community College – Pamlico County
(37) Piedmont Community College – Caswell and Person Counties
(38) Pitt Community College – Pitt County
(39) Randolph Community College – Randolph County
(40) Richmond Community College – Richmond and Scotland Counties
(41) Roanoke-Chowan Community College – Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, Windsor [continuing education courses only] and Woodville), Hertford, and Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccaanee) Counties

(42) Robeson Community College – Robeson County

(43) Rockingham Community College – Rockingham County

(44) Rowan-Cabarrus – Cabarrus and Rowan Counties

(45) Sampson Community College – Sampson County

(46) Sandhills Community College – Hoke and Moore Counties

(47) South Piedmont Community College – Anson and Union Counties

(48) Southeastern Community College – Columbus County

(49) Southwestern Community College – Jackson, Macon, and Swain Counties

(50) Stanly Community College – Stanly County

(51) Surry Community College – Surry and Yadkin Counties

(52) Tri-County Community College – Cherokee, Clay, and Graham Counties

(53) Vance-Granville Community College – Franklin, Granville, Vance, and Warren Counties

(54) Wake Technical Community College – Wake County

(55) Wayne Community College – Wayne County

(56) Western Piedmont Community College – Burke County

(57) Wilkes Community College – Alleghany, Ashe, and Wilkes Counties

(58) Wilson Community College – Wilson County

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

1A SBCCC 300.981A SBCCC 300.4 Establishing Military Service Areas

Educational programs offered by community colleges of the community college system of North Carolina on all military installations will be conducted by the home college. The home college is defined as that college located in the administrative area in which the military installation is based. The home college by written agreement may contract with
another college within the community college system to provide any additional educational services which may be required by the military installation located in the home college’s area. When contracting with other colleges to provide additional educational services to military installations, home colleges shall give priority. Priority will be given to adjacent colleges adjacent to the military installation to be served.

History Note: Authority G.S. 115D-5;
Eff. September 30, 1977;
Amended Eff. August 1, 2016; September 1, 1993.

1A SBCCC 300.99 Instructional Service Agreements
REPEALED by the State Board of Community Colleges, eff. 1 November 2014.

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. August 1, 2004; July 1, 1998;
AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
July 14, 2016 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes

• May 19, 2016

For Information

• Budget Update – July 2016 (Discussion only)

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
MINUTES
LEGISLATIVE AFFAIRS COMMITTEE
May 19, 2016 – 3:30 p.m.

Members Present:
Jim Rose, Chair
Breeden Blackwell, Vice Chair
Bill McBrayer
Lynn Raye
Darrell Saunders
Scott Shook
Clark Twiddy
Jerry Vaughan

Members Absent: Lisa Estep and Todd Johnson;

System Office Staff and Others:
George Fouts
Jennifer Haygood
Linda Weiner
Sandy Briscar
Patrick Fleming
Sondra Jarvis
Bryan W. Jenkins
Shanté Martin
Mary Shuping
Steve Thornburg (Cleveland CC)
Linda Suggs (Gates Foundation)
Lyn Austin (NCACCT)

CALL TO ORDER
Mr. Rose called the meeting to order at 3:30 p.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

ROLL CALL
Mr. Jenkins took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT
Mr. Rose 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. Rose asked for a motion to approve the agenda for the, May 19, 2016 meeting as presented. Mr. Raye made the motion, seconded by Mr. Twiddy, and approved via voice vote.

APPROVAL OF THE MINUTES
Mr. Rose asked for a motion to approve the minutes for the meeting on April 14, 2016 as presented. Dr. Blackwell made the motion, seconded by Dr. Saunders, and approved via voice vote.

FOR INFORMATION
Budget Update – May 2016
Ms. Shuping reviewed where the budget stands in relation to community colleges. The House and Senate agreed to a spending cap prior to starting the budget process. With the funds available this year, the legislators are concentrating on salaries for employees and retirees which left very little for sub-committees to spend. The House budget restored $14.9 million of management flex reduction. Mr. Rose asked if the Senate will sweep that money in their budget. Ms. Shuping said that due to other issues that are not related to community colleges,
the House and Senate have been working more in tandem. There will be differences and there is concern any or all of the funds restored by the House could be swept. The goal is to keep at least $20 million with the House budget number to be the minimum.

The community colleges have asked for $15 million non-recurring funds for equipment. The Governor had $7.5 non-recurring; however, no funds were included in the House budget. Mr. Rose asked if the Legislators feel that bond proceeds would go to equipment. Ms. Shuping said that we have been reminding them that the bond is being used primarily for renovation and restoration.

Marketing funds for closing the interest gap were not in the House budget. The non-recurring funding for Competency-Based Education was included. The House did not fund the multi-campus requests. If those requests are not approved this year, they can be funded in the 2017-2019 biennium. In addition, not all 13 Cooperative Innovative HS requests were funded in the House budget.

Ms. Shuping reviewed Senate bill 873, Access to Affordable Education Act, and the impact it would have on our colleges if tuition at five of the UNC constituent institutions was reduced to $500.00. The bill also proposed reducing and capping fees at all 16 UNC institutions. Community colleges and other universities are concerned about this bill.

Indications are that the Senate wants to roll a budget out by next week, so Ms. Shuping encouraged committee members to contact Senators.

Mr. Rose asked if there is anything that the committee needs to be aware of before the July meeting. Ms. Shuping said that once the House and Senate goes into conference on the budget, she will share what she needs. The Committee also expressed the need to start planning our strategy for January. Mr. McBrayer asked for a list of talking points and Ms. Shuping said she will provide those.

NEW BUSINESS

ADJOURN
There being no other business, Mr. Rose asked for a motion to adjourn. Mr. Raye motioned, seconded by Dr. Blackwell and the committee adjourned at 4:10 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis
Recording Secretary