

STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
March 17, 2017

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

Thursday, March 16, 2017

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

Fayetteville Technical Community College – A Deeper Look at Programs of Interest

Presenters: Dr. J. Larry Keen, President; Dr. David Brand, Vice President for Academic and Student Services; Mr. Paul Gage, Program Coordinator, Collision Repair and Refinishing Technology; Mrs. Pam Gibson, Dean of Engineering and Applied Technologies

COMMITTEE MEETINGS

Finance Committee	1:30 p.m.	Conference Room 201-A
Programs Committee	1:30 p.m.	J. Gregory Poole Conference Room
Strategic Planning Committee	1:30 p.m.	AW North Carolina Conference Room
Accountability and Audit Committee and Policy Committee	3:00 p.m.	Dr. W. Dallas Herring State Board Room
Legislative Affairs Committee	3:45 p.m.	Dr. W. Dallas Herring State Board Room
Chair's Agenda Review	4:30 p.m.	Dr. W. Dallas Herring State Board Room

Friday, March 17, 2017

BOARD MEETING

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

- ❖ Call to Order
- ❖ Roll Call
- ❖ Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- ❖ Approval of Minutes from February 16 & 17, 2017 and March 3, 2017 Meetings
- ❖ 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. Deborah Lamm, 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

For Information

SBCC Code Report – March 2017 (Attachment PER 1)

For Action

Review Public Comments for 1C SBCCC 200.94 – “Local College Personnel Policies” (Attachment PER 2)

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Information

Estimated Receipts – February 2017 (Attachment FC 1)

Budget Update – March 2017 (Attachment FC 2)

For Action

Allocation for Small College Prison Program Start-Up (Attachment FC 3) [CA]

Contract for Learning Management System, Online Helpdesk and Video Conferencing (Attachment FC 4) [CA]

Contract for North Carolina Learning Object Repository (NCLOR) (Attachment FC 5) [CA]

State Board Reserve Funding for Demographic Analysis for Strategic Planning (Attachment FC 6)

Construction and Property (Attachment FC 7) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

For Information

Curriculum Program Application as Approved by the System President (Attachment PROG 1)

Curriculum Program Termination as Approved by the System President (Attachment PROG 2)

SBCC Code Report – March 2017 (Attachment PROG 3)

For Future Action

New Curriculum Standards – Associate in General Education Nursing and Career and College Promise Pathway (Attachment PROG 4)

For Action

Associate in Fine Arts Uniform Articulation Agreement (Attachment PROG 5)

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 6)

Curriculum Standard Revisions (Attachment PROG 7)

Curriculum Program Application to Captive/Co-opted Groups (Attachment PROG 8) [CA]

Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 9) [CA]

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

For Information

Presentation: CIS Costing and Sizing Study: Findings and Approaches (Discussion Only)

Demographic Analysis for Strategic Planning (Attachment FC 6)

Initial Input: Plan Purposes, Uses, Stakeholders, Themes (Attachment PLAN 1)

ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair

For Information

College Financial Audit Findings 5 Year Summary (Attachment AUD 1)
Staff Response to State Board Direction re: System Governance Options (Attachment POL 2)
(in conjunction with Policy Committee)
South Piedmont Community College Update

POLICY COMMITTEE, Mr. Ernie Pearson, Chair

For Information

SBCC Code Report – March 2017 (Attachment POL 1)
Staff Response to State Board Direction re: System Governance Options (Attachment POL 2)
(in conjunction with Accountability and Audit Committee)
System Governance Options – G.S. 115D-13 (Attachment POL 4)
System Governance Options – G.S. 115D-18 (Attachment POL 5)

For Action

Amend 3B SBCCC Subchapter 400 – “Temporary Rules” (Attachment POL 3)
System Governance Options – G.S. 115D-19 (Attachment POL 6)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair

For Information

Legislative Update – 2017-19 Biennium

NEW BUSINESS

PRESIDENT’S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, April 20, 2017 through Friday, April 21, 2017 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 Small College Prison Program Start-Up (Attachment FC 3)

Contract for Learning Management System, Online Helpdesk and Video Conferencing
(Attachment FC 4)

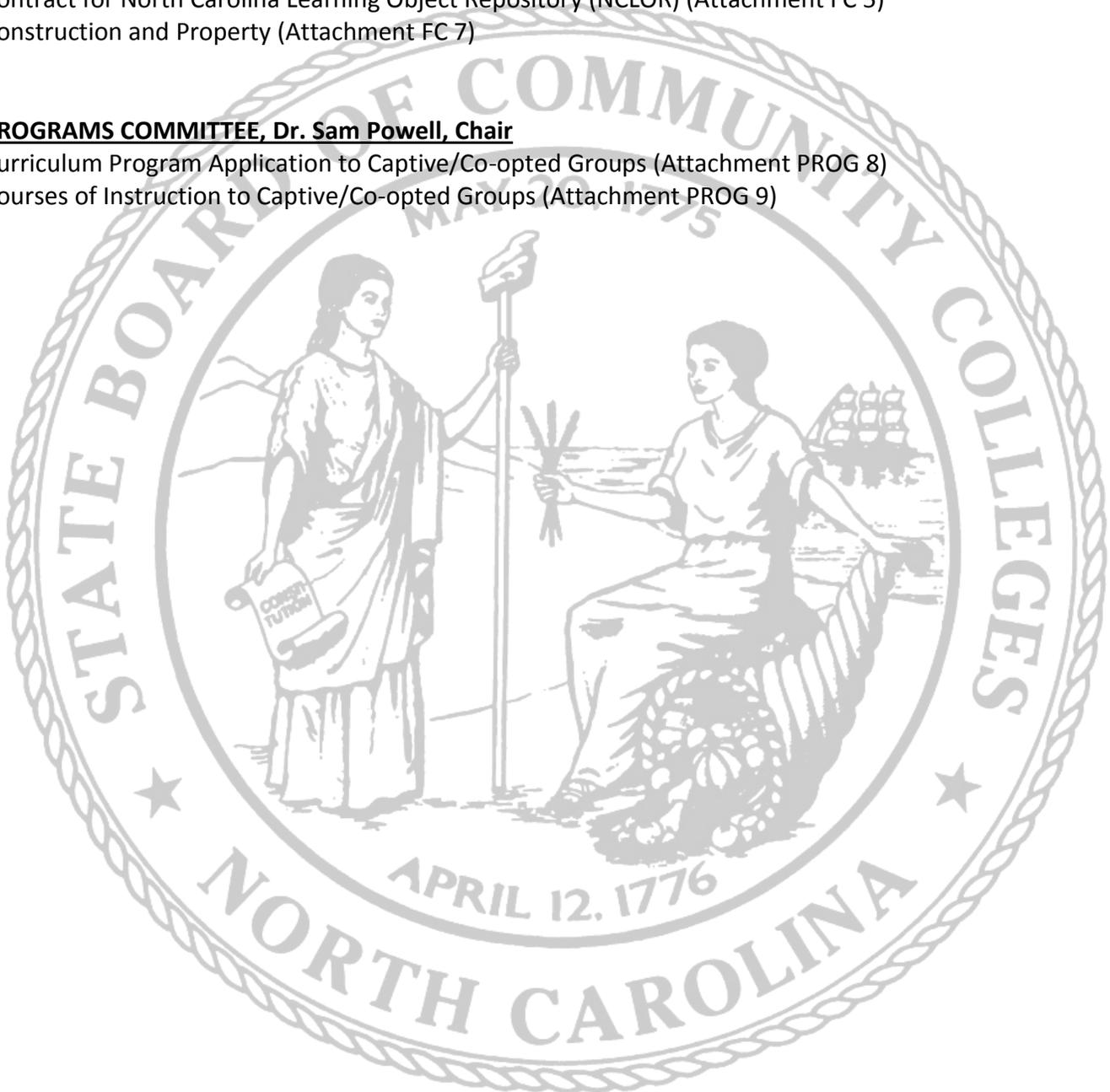
Contract for North Carolina Learning Object Repository (NCLOR) (Attachment FC 5)

Construction and Property (Attachment FC 7)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Curriculum Program Application to Captive/Co-opted Groups (Attachment PROG 8)

Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 9)





State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

February 16, 2017

12:00 p.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 12:23 p.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

ROLL CALL

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

Dr. Breeden Blackwell

Ms. Lisa Estep

Mr. Bobby Irwin

Mr. Schorr Johnson (rep for
Treasurer Dale Folwell)

Mr. Todd Johnson

Ms. Janet Lowder *

Mr. Bill McBrayer

Mr. Ernie Pearson

Dr. Samuel Powell

Mr. Lynn Raye

Mr. James Rose

Dr. Darrell Saunders

Mr. Scott Shook

Ms. Kirsten Stovall

Mr. Clark Twiddy

Mr. Jerry Vaughan

*Attended by telephone

Absent: Lt. Governor Dan Forest, Representative Jimmie Ford, Mr. Robert Stephens, and Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Mr. Jenkins 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.

DISCUSSION

NC Community College System Governance (in conjunction with Policy Committee)

Ms. Haygood reviewed the motion from the January 2017 meeting.

The State Board directs staff to research and document the authority of the State Board and report to the Board at our next meeting. Furthermore, the State Board directs staff to propose

other options to be considered by the State Board to ensure the Board has adequate oversight authority over the 58 colleges within our system and report said options at our next meeting.

The outcome of staff's work is the document being presented to the members for review. Ms. Martin provided a general overview of the existing authority of the State Board relevant to the current conversation.

Mr. Raye asked in reference to G.S. 115D-20(1), who performs the vetting of the local presidents when received? President Williamson stated he does the vetting. Once vetted, the local board decides on the candidate(s) to be presented to the Personnel Committee. The State Board can decline any or all of the candidates. Ms. Martin stated the process for submitting candidates is one of the options staff listed for consideration.

Mr. Pearson asked in reference to G.S. 115D-6, does there need to be reason to withhold funds? Ms. Martin stated the statute outlines the parameters by which funds can be withheld.

Mr. Pearson asked in reference to G.S. 115D-19, are there limits or criteria about the initiation of removal and is it just a recommendation? Ms. Martin stated standards exist, which she reviewed. An investigation would be conducted and the evidence presented. The local board has the authority to remove local trustee members.

Mr. Pearson asked in reference to 1A SBCCC 300.2, if another college could have taken over administrative and management control of Martin Community College and the college still function as Martin CC? Ms. Martin stated the current statutory structure would not allow it. Mr. Rose asked if another college was to take over, would the college re-hire all of the employees? Chairman Shook reviewed the rule making process and possible actions to be taken.

Potential issues if another college would have taken over Martin Community College:

- The incoming college would have the choice of whether to hire the current employees.
- The incoming college may not be approved to provide the same courses as Martin Community College.
- The Board of Trustees owns the building, so the incoming college would have to have the agreement of the BOT.

Mr. Raye stated the Boards of Trustees needs to have regular meetings to avoid problems. Ms. Martin stated such a change would require a statutory change.

Mr. Rose stated some of the things at Martin traced back a few years. Are there things within the existing audit findings, responses, and actions that could have been used more effectively? Chairman Shook stated there may have been other actions that could have been taken earlier but, unfortunately, the situation got to a point where strong action had to be taken. Ms. Haygood stated the Board's goal is to define the actions to help mitigate future issues.

Ms. Haygood stated the State Board has broad authority to adopt and execute policies. There are assumptions about the State Board's authority, both ability and lack of ability to take action. The

document provided to members lays out options proposed by System Office staff for discussion as directed by the Board. The document includes whether there is legislation that provides precedence as well as if additional resources would be needed.

Challenges/concerns discussed by members:

- Lack of term limits for Trustees. The State Board of Community Colleges currently has term limits.
- System Office/State Board needs to avoid micromanaging.
- Difficult to pass rules and regulations that fit all 58 community colleges and their service areas.
- Resources and tools need to be available when a college is struggling.
- Always needs to be communication between the System Office and the local colleges.
- The process for reporting issues and the resulting investigations needs to be clear.
- Some of the appointments to Board of Trustees are not in the best interest of the college.
- Address issues to avoid the General Assembly deciding to step in and direct the State Board to take actions to bring resolution.
- Local college autonomy is important, however an issue at one college effects the whole system.
- State funds are shared by all of the colleges.
- Currently, System Office does not adequate staff to assist colleges with investigating complaints.

Potential options discussed by members:

- The State Board needs to be clear on the intent of the adoption of the rules agreed upon.
- Board of Trustees need to be informed about final results of annual Presidential Evaluations.
- Codifying the State Board's vetting process for local president.
- Leave payouts need to be consistent with the State Human Resources Act.
- The Board may need to be aware of contract details to mitigate risks. Would a review process of contract parameters cause delays and loss of candidates?
- Possibly adding an additional trustee to create odd number of voting members. Option the State Board would possibly need to address to match as it currently has an even number of voting members.

Ms. Austin, liaison from NCACCT, shared with the State Board the training requirements for trustees along with thoughts regarding the potential options listed.

Conversation to continue at the joint meeting of AUD and POL at 3 pm.

ADJOURNMENT

There being no further business to come before the Board, Mr. McBrayer made the motion to adjourn, seconded by Dr. Blackwell unanimously approved by voice vote at 1:32 p.m.

RESPECTFULLY SUBMITTED BY:

Secretary

APPROVED BY:

James C. Williamson, PhD, System President

Mr. Scott Shook, Chair

SBCC
03/17/2017



State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

February 17, 2017

9:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:01 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

ROLL CALL

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

Dr. Breeden Blackwell

Ms. Lisa Estep

Mr. Bobby Irwin

Mr. Schorr Johnson (rep for
Treasurer Dale Folwell)

Mr. Todd Johnson

Ms. Janet Lowder *

Mr. Bill McBrayer

Mr. Ernie Pearson

Dr. Samuel Powell

Mr. Lynn Raye

Mr. James Rose

Dr. Darrell Saunders

Mr. Scott Shook

Ms. Kirsten Stovall

Mr. Clark Twiddy

Mr. Jerry Vaughan

Mr. Hal Weatherman (rep for
Lt. Governor Dan Forest) *

*Attended by telephone

Absent: Representative Jimmie Ford, Mr. Robert Stephens, and Dr. Candler Willis

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Mr. Rose 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 January 20, 2017 and January 30, 2017 meetings of the State Board of Community Colleges. Dr. Blackwell seconded the motion and the minutes were unanimously approved.

CHANGES TO AGENDA

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

PERSONNEL COMMITTEE

Chairman Shook stated Personnel Committee will request permission to meet prior to the next meeting.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye stated Finance Committee would like to table FC 10 – Contract for Enterprise Resource Planning Project.

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated Program Services Committee would like to move PROG 4 – Cooperative Innovative High School Report, from Future Action to Action.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

Dr. Saunders stated Strategic Planning Committee has no changes.

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Jerry Vaughan, Vice-Chair

Mr. Vaughan stated Accountability and Audit Committee has no changes.

POLICY COMMITTEE, Mr. Ernest Pearson, Chair

Mr. Pearson stated Policy Committee would like to move POL 2 – Recommendations for Initial Proprietary School Licensure, from Future Action to Action.

LEGISLATIVE AFFAIRS COMMITTEE, Mr. James Rose, Chair

Mr. Rose stated Legislative Affairs Committee has no changes.

APPROVAL OF THE AGENDA

Mr. Raye made a motion to approve the agenda, Dr. Blackwell seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA

Dr. Blackwell made a motion to approve the consent agenda as recommended, Mr. Twiddy seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Annual Report to the State Building Commission of Capital Projects (Attachment FC 6)
FY 2017-18 NC Community College Grant Program Payment Schedule (Attachment FC 7)
FY 2017-18 State Financial Aid Allocation for the Targeted Assistance Student Program
(Attachment FC 8)
Construction and Property (Attachment FC 9)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

NC Community Colleges Career and College Ready Report (Attachment PROG 8)

Introduction of New Presidents

Mr. David Heatherly, President, Coastal Carolina Community College was introduced by President Emeritus Ronald Lingle.

Dr. Michael Elam, President, Halifax Community College was introduced by Chairman Michael Felt.

Dr. Kimberly Gold, President, Robeson Community College was introduced by Chairman Sammy Cox.

Dr. Maria Pharr, President, South Piedmont Community College was introduced by Mr. Jarvis Woodburn.

REPORTS:

Dr. Deborah Lamm, President of North Carolina Association of Community College Presidents

President Lamm updated the board on NCACCP activities:

- Quarterly meeting held in January at Nash CC in Rocky Mount.
 - The meeting focused on economic development and education advocacy.
 - After much discussion at the quarterly meeting, NCACCP voted not to move forward with hiring a lobbyist, but agreed to support the Coalition concept.
- Presidents are already meeting with their legislative delegations to educate them on the 2017-19 budget priorities.
- Community College Day
 - Scheduled Wednesday, March 29 in Raleigh.
 - Presidents and trustees, along with any students and staff who can attend, will convene at the legislative complex at 12 noon for a statewide press conference. The association is asking a few legislators to speak on behalf of community colleges. A few students will speak about what the community college means to them.
 - Presidents will spend the afternoon visiting with legislators and visit the Senate and House Chambers.
 - Events will conclude with a reception at the Raleigh Marriot Crabtree Valley hotel.
 - Local Press Conferences will be scheduled in the 8 prosperity zones prior to March 29th.
- Feb Meeting was held on February 15, 2017.
 - Freshman Majority Leader Destin Hall, spoke during lunch.
 - Received updates on Transfer Advisory Committee and Residency Determination Service.
- Next meeting will be in conjunction with Trustees' Association on March 29-31.

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

Dr. Hunter updated the board on NCACCT activities:

- The ACCT conference occurred in Washington DC.
 - Seventy people attended from local colleges.
 - Trustees are required to be trained when appointed and retrained when re-appointed to the board. This requirement by the General Assembly is unique to North Carolina.
 - One of the primary topics at this conference was year-around pell grants.
- March 29-31, 2017 is the Law/Legislative Seminar at Raleigh Marriott Crabtree Valley. Members are invited to participate.

- Spending time at the General Assembly. Focusing on getting the \$20 million this session that was not received last year.
- Dr. Hunter and Dr. Lamm are planning a new presidents' seminar to be held at University of North Carolina. This session will show the presidents how the North Carolina system is a hybrid between states where community colleges have total autonomy and states that have a centralized system run from a single office. This would educate the new presidents as to how the North Carolina system operates, the roles within the system, and who is responsible for what. The faculty for the sessions will be the current presidents and others that know the system well.
- Dr. Hunter spoke to the issues at Martin Community College:
 - The system is 53 years old and there have been problems, but problems have been solved by predecessors as recently as 10 years ago either by the State Board or the system staff.
 - The past resolutions were done under the existing rules. The only change in the 53 years was due to the issue at Halifax 10 years ago. The system did away with rolling contracts. Ms. Haygood said there had been conversation about not allowing rolling contracts, but it was never put into a policy or rule. Dr. Hunter stated the issues with rolling contracts is discussed in training sessions for trustees.
 - Forty years ago there were issues with instructors collecting the money for courses. The resolution was completed by putting rules in place. The solution was to create a new program which colleges suffered under. Just a few years ago, that was able to be mediated to the point that it is not as much of a burden on the colleges.
 - Requested members mull over the changes that need to be made to deal with problems. There are often times when the board considers making a change, there is concern about how the trustees and presidents will react. When anyone comes forward with change, people get antsy because what the system has had for 52 years has stood up well. The trustees will support what the board chooses to do in the best interest of the 58 colleges. The case needs to be made on why the change is needed and how the change will make the system better.
- Dr. Hunter took questions from the State Board members:
 - Mr. Irwin asked how many of the members go through training. Dr. Hunter stated all trustees go through training when they become a new trustee. If reappointed, the trustees must take advanced trustee training. The only way to not take the training is to not be on the board. The trustees take the training seriously.
 - Mr. Vaughan asked if Dr. Hunter feels if there should not be rolling contracts for Presidents, shouldn't the trustees also be limited to how long they can serve. Dr. Hunter stated the trustees have a contract in a sense that they must do the training and are all appointed.
 - Dr. Hunter stated Mr. David Sullivan, when he was here, developed a prototype contract for the colleges that Dr. Hunter still provides colleges when requested.
 - Mr. Vaughan restated concern that there are no term limits for trustees. Dr. Hunter stated trustees are limited to two terms, the same as the State Board. Ms. Austin shared there is not a term limit. Dr. Hunter stated terms are limited due to changes within local government. Dr. Hunter stated he doesn't know if there should be term limits, that is a decision for the General Assembly. With the last election, a lot of local appointing groups are setting (imposing) terms on how many terms they will reappoint a trustee.

Ms. Kirsten Stovall, President of the North Carolina Comprehensive Community College Student Government Association

Ms. Stovall updated the board on N4CSGA activities:

- Executive Board met on January 28, 2017
 - Conducted interviews to fill the last two positions on the board. Which have been filled.
 - Continued to plan the annual spring division meetings and spring conference.
- At the Central Division meeting at Rowan-Cabarrus Community College, the students will host a clothing drive for a local homeless shelter.
- The Local Interactions Chair met with Ms. Shuping to discuss the upcoming Community College Day on March 29, 2017.
- At the Spring Conference, Ms. Stovall is proposing a statewide N4CSGA service project to benefit A Child's Place in Charlotte, NC. If approved, the schools would bring baskets of supplies to the Spring Conference on April 7-9, 2017.
- Next Executive Board meeting is February 18, 2017.
- Ms. Stovall thanked the Board and System Office Employees for their hard work and dedication to the students.

COMMITTEE REPORTS

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

On behalf of the Personnel Committee, Chairman Shook recommended and moved the following item be approved by the board:

Authorization for the Personnel Committee to meet telephonically prior to March 17, 2017 if necessary to approved recommendations subject to ratification by the board.

The motion was unanimously approved by voice vote.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Decrease Purchasing Delegation Request – Johnston Community College (Attachment FC 4)

Ms. Grovenstein reviewed the delegation policy and the request to reduce the amount of purchasing delegation for Johnston Community College due to issues during their compliance review. The college is taking a number of actions to address the issues.

Mr. Pearson said it is admirable that the college is addressing the issue before it becomes a problem.

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

Decrease Purchasing Delegation Request – Johnston Community College (Attachment FC 4)

The above item was approved by voice vote.

Compensation Reserve Report FY 2016-17 (Attachment FC 5)

Ms. Grovenstein reviewed the Compensation report. The report is required by the General Assembly. The legislation provided options on how the funds could be used. The report outlines how colleges utilized the funds for both recurring and non-recurring purposes. Most colleges used the funds for across the board but merit and recruitment increases did occur also. The report is to be submitted March 1, 2017.

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

Compensation Reserve Report FY 2016-17 (Attachment FC 5)

The above item was approved by voice vote.

Contract for Enterprise Resource Planning Project (Attachment FC 10)

Mr. Raye said agenda item is tabled. Request that the state Board authorize the FC to meet prior to the March 17, 2017 meeting.

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

Authorization for the Finance Committee to meet telephonically prior to March 17, 2017 if necessary to approved recommendations subject to ratification by the board.

The motion was unanimously approved by voice vote.

Mr. Raye commented on the fact that President Pharr has hit the ground running at South Piedmont Community College. He is looking forward to what Dr. Pharr will bring to the college.

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

Cooperative Innovative High School Report (Attachment PROG 4)

Dr. Chapman reviewed the report that is submitted annually to the General Assembly. This report is worked on in conjunction with colleagues at Department of Public Instruction. The report evaluates the success of the Cooperative Innovative programs. Dr. Chapman stated this report not only includes how well the student does in the program but also how well they do once they have finished the program. North Carolina is a leader in the nation in this area. There is a lot of benefit to students, giving them a support network and a smaller environment on a college campus with a powerful academic setting for the students. Early colleges can also be found at four year institutions but the bulk of them are located at community colleges. The report is due in March.

Chairman Shook ask how many students are enrolled in the program statewide. Sneha Shah-Coltrane, Director, Advanced Learning Division at Department of Public Instruction shared that there are about 5,000 students total in the program.

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

Cooperative Innovative High School Report (Attachment PROG 4)

The above item was approved by voice vote.

Initiation of the Rulemaking Process to Amend Title 1, Chapter G – Full-Time Equivalent (FTE)
(Attachment PROG 6)

Dr. Chapman reviewed the changes reflected in the rule. This rule clarifies language as well allowing a mechanism to authorize an August 14 start date for the 2017 academic year. In the current rule, the term can only start on or after August 15. There is additional language which allows more flexibility.

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

Initiation of the Rulemaking Process to Amend Title 1, Chapter G – Full-Time Equivalent (FTE)
(Attachment PROG 6)

The above item was approved by voice vote.

Cambridge Course Weighting Request (Attachment PROG 7)

Dr. Powell stated a request came from the Charlotte Mecklenburg schools to consider allowing the Cambridge Courses to have the same GPA rating as the advance placement and international baccalaureate courses. The system of courses has been used worldwide but have only been in North Carolina for two years.

Deputy Regional Director, Ms. Sherry Reach from Cambridge International and Learning Community Superintendent, Dr. Matthew Hayes from Charlotte Mecklenburg schools presented information about the Cambridge. The program provides rigorous courses K-12 with testing as well as training for teachers. Dr. Hayes said a parent had recommended the program to the school system and upon comparing to the existing programs, it was as good or better with a better assessment program.

Dr. Powell shared that this request has already been discussed at the University of North Carolina Board of Governors meeting on October 10, 2016. The Board of Governors approved the rating. The request is for the North Carolina Community College System to also give approval of the higher rating. If approved, the students would have the opportunity to receive up to a GPA of 5.0 for their classes. In the first year of the program being offered in Charlotte there were 200 students and 600 this year. The hope is it will spread across the state.

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

Cambridge Course Weighting Request (Attachment PROG 7)

The above item was approved by voice vote.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

Dr. Saunders shared information from the article “Why engage in Strategic Planning” that President Williamson gave the committee at their meeting.

Michael Wilkinson, CEO of Leadership Strategies, Inc., proposes 5 compelling reasons that every organization should be involved in strategic planning:

1. To set directions and priorities
2. To get everyone on the same page
3. To simplify decision-making
4. To drive alignment
5. To communicate our message

For Information

UNC Strategic Plan (Attachment PLAN 1)

Ms. Haygood stated that the UNC Board of Governors reviewed and adopted their strategic plan last month. The document establishes definitions of five themes which has one or two goals associated with each theme as well as metrics to measure those goals:

- Access
- Student Success
- Affordability and Efficiency
- Economic Impact and Community Engagement
- Excellent and Diverse Institutions

Ms. Haygood drew attention to Goal 2: Improve the Transition from K-12 to College under the Access section. It envisions our cooperation and the establishment of a working group that will come up with recommended policies and strategies.

Ms. Haygood asked the board to take time to review the full document.

On behalf of the Strategic Planning Committee, Mr. Pearson recommended and moved the following item be approved by the board:

The State Board endorse the UNC Board of Governor’s goal to improve student transitions from high school to college and community college to the University through better alignment of K-12, community college, and University policies, practices, and standards. Further, I move that the State Board direct that appropriate System Office staff participate in a multi-agency working

group that would recommend to the State Board by 2018 policies and strategies designed to improve readiness and the transition to postsecondary education.

The above item was approved by voice vote.

Strategic Planning Committee Charter (Attachment PLAN 2)

Ms. Haygood reviewed the highlights of the Strategic Planning Committee Charter. The committee would stay abreast of key trends: workforce, educational, technology, etc. Focus on critical issues facing the system and how they can be used to focus the strategic plan.

On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved the following item be approved by the board:

Strategic Planning Committee Charter (Attachment PLAN 2)

The above item was approved by voice vote.

Strategic Planning Process (Attachment PLAN 3)

Ms. Haygood reviewed the outline of a five phased approach to the Strategic Planning process.

- Phase 1: Initial Definition of Plan Purposes, Scope, and Process (Why go through this process?)
- Phase 2: Environmental Scan and Early Stakeholder Engagement (Where are we currently?)
- Phase 3: System Strategic Plan Development with the Colleges (Where do we as a System want to go, how will we get there, and how will we know it?)
- Phase 4: System Office Plan Development (How will the System Office serve colleges -- and ultimately, students and businesses?)
- Phase 5: Plan Implementation, Monitoring, Evaluation, and Adjustments (How do we need to adjust based on changing circumstances and stakeholder feedback?)

On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved the following item be approved by the board:

Strategic Planning Process (Attachment PLAN 3)

The above item was approved by voice vote.

Mr. Twiddy commended the staff on presenting such a strong strategic outline.

Strategic Planning Timeline (Attachment PLAN 4)

Ms. Haygood stated staff presented both option A and option B to the committee and recommended option B based in response to feedback from the General Assembly. To be effective legislatively there needs to be a well-defined and concise plan in time for the short session. Chairman Shook stated it is imperative we look at the overall mission and how it relates to workforce development in the changing demographics of the State of North Carolina.

On behalf of the Strategic Planning Committee, Dr. Saunders recommended and moved the following item be approved by the board:

Strategic Planning Timeline (Attachment PLAN 4)

The above item was approved by voice vote.

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Jerry Vaughan, Vice-Chair

Mr. Vaughan and Mr. Richard Cowan, trustee at Martin Community College shared a conversation they had before the meeting. Mr. Vaughan asked Mr. Cowan, "could the State Board have acted sooner?" Mr. Cowan stated when appointed to the Martin Community College Board, he reviewed the performance measures and that was an early indicator that something was wrong. When applying values to each of the measures, the user can rank the colleges from 1-58. Coastal Carolina Community College ranks first. If the college analyzes the data, not only can they see where they rank, but also see trend lines showing if college is getting better or worse. The performance measures were never presented to the Martin board until he found the information and shared it.

Update on Martin Community College

Mr. Jenkins stated the board passed a motion at the January meeting to hire Dr. Linwood Powell to assist in the board and college transition at Martin Community College. Since January 31st, there have not been any calls of concern from the college. Mr. Jenkins introduced the new Board Chair, Ms. Helen Davis, and Interim President Ken Boham.

Ms. Davis thanked the board and staff for all they have done. There is so much light at the end of the tunnel. In the two weeks that Dr. Powell was there, it was like a whirlwind. Dr. Boham has been a blessing and Martin is excited.

Dr. Boham thanked the Board of Trustees at Martin Community College for hiring him to work with them, Dr. Powell for paving the way for a smooth transition, and the State Board for approving him to do the job. Dr. Herring had a great vision of placing colleges within commuting distances of communities in North Carolina, which is just as crucial today as it was fifty years ago.

A freestanding Martin Community College is important to the community. Currently the college underserves the community, but that will not be the case in the future. Martin Community College is able and capable of self-governance and serving the citizens well. President Boham commended the State Board for patience and restraint so not to erode that which makes the North Carolina colleges

great. The board may have hit on a good template for future issues. Engage people who can help move a college forward in times of trouble and a strong interim.

Chairman Shook stated the update this month is vastly different compared to last month. The State Board can be thankful the college is going in the right direction due to everyone's input. The college is on the path to become a highly functioning college again.

Chairman Shook asked President Boham what challenges Martin Community College is facing. Overall, President Boham stated he feels like he is drinking from a firehose. President Boham had the opportunity to speak to a legislative delegation to inform them about what is being done to secure the future. President Boham met with school superintendents, business owners, county commissioners, and other stakeholders. Several of the meetings were to work on image repair. The institution has great bones, the staff, faculty, and students are strong. President Boham stated there are pent up frustrations and people want solutions tomorrow. Some solutions can be done quickly but others will take time. He is working on short term changes to reassure people.

Mr. Raye asked if the current board schedule of meeting once a quarter would enable the trustees to get work done. President Boham stated Chair Davis has a plan.

Mr. Irwin asked how the students are doing. President Boham stated the students seem optimistic and he is visiting and meeting with them. He has a meeting scheduled with the SGA president next week. The students are some of the people that want instant solutions. There are things that need to be acted on immediately but others that need to be considered to see what can be done. The college is currently bleeding over 200 students to Pitt CC, Beaufort CC, and Edgecombe CC. Martin CC can provide the programs students are bypassing the college to go take somewhere else. The under 18 population is being served well but need to address the 18-24 population. The college is serving the local industry but more can be done.

Mr. Vaughan asked if the local press has been welcoming. President Boham said that he was interviewed for WITN the first day at work and that went well. The print media has been generous as well.

Mr. McBrayer asked if there has been fallout from business and industry. President Boham has been in meetings with people from business and industry and he plans to concentrate on workforce. Resources will be a challenge across the board but he is working to garner the resources to get back in the game.

Chairman Shook thanked the trustees for all their hard work and not giving up on the college.

Chairman Powell thanked the committee/task force for their hard work. He is happy that Chair Davis was willing to take on the position of Chair.

POLICY COMMITTEE, Mr. Ernest Pearson, Chair

Recommendations for Initial Proprietary School Licensure (Attachment POL 2)

Mr. Pearson reviewed the recommendation by the Proprietary School Board.

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

Recommendations for Initial Proprietary School Licensure (Attachment POL 2)

The above item was unanimously approved by voice vote.

LEGISLATIVE AFFAIRS COMMITTEE, Mr. James Rose, Chair

Legislative Update – 2017-19 Biennium

Ms. Shuping gave an update on the Legislative Session

- Community College Day is coming on March 29, 2017
- The Community College Caucus is in process with both the House and the Senate
- Budget presentations to appropriations committees beginning the week of Feb 20.
- Heads of the education sector will be participating in a meeting and will be appearing before the joint House and Senate Education committees.
- Bill filing has started. A few that staff is paying attention to:
 - HB 12 and HB 14 for Montgomery and Stanly Community College Board of Trustees. The bills would take away Governor appointees and put them in the General Assembly. System Office position is not who should appoint, but that they should all be appointed by the same authority in the same way across all 58. Currently there have been local acts making changes to a handful of schools in the past. Dr. Blackwell asked about the sponsors. Ms. Shuping stated the sponsors are Representative Burr, Representative Iler, and Representative J. Bell.

NEW BUSINESS

Mr. Vaughan stated there were a few items identified during the Governance discussion. Would like to also include page 2 option 3 about term limits.

PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES

President Williamson thanked the board for recognizing the importance of planning. It is exciting to begin the journey. All stakeholders will be included as the system moves forward with the funding initiatives.

- Have been meeting with legislative leaders in both the House and Senate. There has not been pushback on the budget priorities from the legislative body, but there have been a lot of questions.
- Attended the ACCT Summit and took the opportunity to meet with legislators. Got to know some of the education staff people in the Congress offices.

- Continues to visit the colleges and have been to 31 of the 58 colleges, some of them multiple times.
- Due to the activity in the college leadership, there is opportunity for new and creative ideas.
- President Williamson shared he has become a Rotary Club member in the area.

Mr. Raye told the presidents to remember the State Board is here to help.

Mr. Irwin shared a story about visiting several hospitals and rehab centers. Everyone he spoke to had graduated from a community college.

DATE OF NEXT MEETING

The next State Board Meeting will be held on Thursday, March 16, 2017 through Friday, March 17, 2017 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

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

ADJOURNMENT

There being no further business to come before the Board, Ms. Stovall made the motion to adjourn, seconded by Mr. Raye unanimously approved by voice vote at 11:12 a.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

James C. Williamson, PhD, System President

Mr. Scott Shook, Chair



State Board of Community Colleges

Caswell Building, 200 West Jones Street

Raleigh, North Carolina

March 03, 2017

11:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 11:03 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

Chairman Shook welcomed Ms. Whitford to the State Board. Ms. Whitford said that she is looking forward to serving on the State Board again.

ROLL CALL

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

Dr. Breeden Blackwell *

Ms. Lisa Estep

Representative Jimmie Ford

Mr. Bobby Irwin

Mr. Schorr Johnson (rep for
Treasurer Dale Folwell)

Mr. Todd Johnson *

Mr. Bill McBrayer *

Mr. Ernie Pearson

Mr. Lynn Raye

Mr. James Rose

Dr. Darrell Saunders

Mr. Scott Shook

Mr. Robert Stephens

Mr. Clark Twiddy *

Mr. Jerry Vaughan

Mr. Hal Weatherman (rep for
Lt. Governor Dan Forest) *

Mrs. Ann Whitford

Dr. Candler Willis *

*Attended by telephone

Absent: Ms. Janet Lowder, Dr. Samuel Powell, and Ms. Kirsten Stovall

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

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

APPROVAL OF AGENDA –

Representative Ford made a motion to approve the agenda, Mr. Stephens seconded the motion, and the motion was unanimously approved by voice vote.

Dr. Blackwell asked for Chairman Shook to review who was in attendance for the benefit of those on the phone. Chairman Shook reviewed there were representatives from the Presidents Association, the Trustees Association, and Senator Jackson’s office.

BUDGET UPDATE – Ms. Grovenstein reviewed highlights of the Governor’s budget in relation to the Community College System.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET TRACKING SHEET: FY 2017-18 and FY 2018-19

1	Budget Priorities				Governor			
	2017-18		2018-19		2017-18		2018-19	
2	2017-18 Base Budget	1,068,233,344		1,068,233,344		1,068,233,344		1,068,233,344
3	Enrollment Adjustment	8,396,208	R	8,396,208	R	8,396,208	R	8,396,208
4	Correct 2016 Salary Loss Error/Salary Restoration	10,000,000	R	10,000,000	R	10,000,000	R	10,000,000
		10,000,000	NR					
5	Expansion							
6	Short-Term Workforce Training Programs	15,301,375	R	15,301,375	R	15,301,375	R	15,301,375
7	Study Workforce Training Costs	98,500	NR	Based on Study	98,500	NR		
8	Start-Up Fund High-Cost Workforce Programs	3,000,000	R	4,500,000	R	3,000,000	R	3,000,000
9	Additional Career Coaches	1,100,000	R	1,840,000	R	1,100,000	R	1,840,000
10	Increase Student Completion	22,634,940	R	22,634,940	R	7,500,000	R	7,500,000
11	Reward Colleges for Outcomes	3,000,000	R	3,000,000	R	3,000,000	R	3,000,000
12	Stop-Loss Provision Colleges Significant Enrollment Declines	5,160,677	R	5,160,677	R	-		-
13	Enrollment Growth Reserve Colleges with Significant Increases	5,000,000	R	5,000,000	R	-		-
14	NC Getting Ready for Opportunities and Work (NC Grow)	-		-		-		\$19.4M from Lottery
15	Financial Assistance Students Seeking Industry Credentials	-		-		\$2.5M from Lottery	R	\$5M from Lottery
16	Expansion Subtotal	55,295,492	5.2%	57,436,992	5.4%	29,999,875	2.8%	30,641,375
17	Net Adjustments to 2016-17 Base Budget (without salary adj)	\$ 83,691,700	7.8%	\$ 75,833,200	7.1%	\$ 48,396,083	4.5%	\$ 49,037,583
18	Recommended FY 2016-17 General Fund Approp. (without salary adj)	\$ 1,151,925,044	7.8%	\$ 1,144,066,544	7.1%	\$ 1,116,629,427	4.5%	\$ 1,117,270,927
19	Salaries & Benefits							
20	Faculty & Staff Salary Increases - State Aid					22,994,204	R	22,994,204
21	Faculty & Staff Salary Increases - State Aid - Bonus					9,654,055	NR	-
22	System Office Salary Increases					294,462	R	294,462
23	System Office Salary Increases - Bonus					89,080	NR	-
24	State Retirement Contributions - System Office					13,337	R	86,082
25	State Retirement Contributions - State Aid					80,020	NR	-
26	State Health Plan - System Office					1,016,013	R	6,557,902
27	State Health Plan - State Aid					6,096,078	NR	-
28	Recommended FY 2017-18 General Fund Appropriation	\$ 1,151,925,044	7.8%	\$ 1,144,066,544	7.1%	\$ 1,162,987,476	8.9%	\$ 1,159,445,175
29	Adjustments - Recurring	\$ 73,593,200	6.9%	\$ 75,833,200	7.1%	\$ 78,736,399	7.4%	\$ 91,211,831
30	Adjustments - Non-Recurring	\$ 10,098,500	0.9%	\$ -	0.0%	\$ 16,017,733	1.5%	\$ -

- Line 2 is the base budget for the community college system which the Governor and the General Assembly will use when considering changes to the budget.
- Line 3 is the enrollment adjustment which has been updated to reflect the final fall data so this is a fully funded request in the Governor’s budget.
- Line 4 is the correction of the \$10 million salary loss from the 2016 session.
- Ms. Grovenstein reviewed details the expansion budget starting on line 5.
 - Line 8 would enable the system to provide resources to fund new programs. This is fully funded in the Governor’s budget, but did not include additional funding for FY 2018-19.
 - Line 10 was in the budget priorities funded at \$30 per student to enhance student support. The Governor’s budget funded approximately \$10 per student. This recommendation would change the funding formula a little since the community colleges are usually funded on FTE. The recommendation of the Program Evaluation Division study was for our formula to be supplemented by these funds.
 - Lines 12 and 13 were requested by the board and had been discussed in a study of funding formulas by the Legislature, but was not funded in the Governor budget. These items would provide funding for colleges with significant enrollment declines and/or with significant enrollment growth.
 - Lines 14 and Item 15 were not in the State Board’s request, but they were in the Governor’s budget.

- Line 14 funds financial aid through lottery funds to help recent high school graduates with a GPA of 2.0. The student would need to be a NC resident, a recent high school graduate, at least part time enrolled and GPA of 2.0. The student does not need to show financial need.
- Line 15 complements Line item 6. The funding comes from the lottery and the state board would determine the parameters of the scholarships. This would be students enrolled in short term programs seeking industry credentials.
- Ms. Grovenstein reviewed details the Salaries and Benefits starting on Line 19.
 - Recurring salary increase 2% or \$800.
 - Non-recurring bonus of \$500.
 - Benefit cost increases for retirement and health plan.
- Back of the sheet provides a summary as well as key items in the Governor’s recommended budget.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SUMMARY OF BUDGET PROPOSAL: FY 2017-18

	FY 2016-17 Certified Budget	FY 2017-18 Base Budget	GOVERNOR			
			FY 2017-18 Adjustments	FY 2017-18 Recommended	% Change vs. 16-17 Cert.	% Change vs. 17-18 Base
2 NCCCS State Funding						
3 Requirements*	1,480,340,859	1,465,717,504	95,451,311	1,561,168,815	5.5%	6.5%
4 Receipts	414,445,339	397,484,160	697,179	398,181,339	-3.9%	0.2%
5 GF Appropriation	\$1,065,895,520	\$1,068,233,344	\$94,754,132	\$1,162,987,476	9.1%	8.9%
6 NCCCS State Funding per FTE						
7 BFTE	224,092	225,933	-	225,933		
8 Requirements*	\$6,605.95	\$6,487.40	\$422.48	\$6,909.88	4.6%	6.5%
9 Receipts	\$1,849.44	\$1,759.30	\$3.09	\$1,762.39	-4.7%	0.2%
10 GF Appropriation	\$4,756.51	\$4,728.10	\$419.39	\$5,147.49	8.2%	8.9%

- 11 *Requirements = Spending Authority
- Other Key Items in the Governor’s Recommended Budget:
- 12 NC GROW (Getting Ready for Opportunities in the Workforce) Scholarship - Last dollar scholarship for recent high school graduates with a GPA of 2.0 or higher. \$19.4 million from lottery funds effective with 2018-19 fiscal year.
Financial Assistance for Students Seeking Industry Credentials - Financial aid of up to \$1,000 per student for students who enroll in non-credit, short-term workforce training programs that lead to an industry credential. \$2.5 million from lottery funds in 2017-18 and \$5 million in 2018-19. NOTE: \$500,000 of the \$2.5 million is to be used for marketing this and the NC GROW programs.
 - 13
 - 14 Salary increase is 2% or \$800, whichever is higher, and a \$500 NR bonus.
 - 15 No tuition increase proposed.
 - 16 The Public Schools section of the budget did NOT include any additional funding to LEAs for new Cooperative and Innovative High Schools.

This is the starting point of the budget process. It has been presented to the Full Appropriations Committee and Tuesday, March 7, 2017, the Education Appropriations Committee will hear the information and hear from the education partners.

LEGISLATIVE UPDATE – Ms. Shuping shared the current activities of the General Assembly.

- There is a firearms bill that will be introduced Monday, March 6, 2017 which will allow anyone who has a concealed carry permit or is exempt from the concealed carry law to be able to take their firearm on UNC campuses and Community College campuses. Will provide more information at the March 17, 2017 board meeting. Discussed the current laws and the impact of these changes.
- HB12 and HB14 as introduced would take the Governor’s appointing authority away and give it to the General Assembly for Boards of Trustees at Stanly Community College and Montgomery Community College. The bills were heard in the House Community Colleges’ Committee and several colleges were added to the bills in committee as well as a few added on the floor of the House. This makes a total of sixteen colleges whose appointments would be made by the General

Assembly instead of the Governor. For two of those colleges, the Board of Education appointments would be removed and given to the County Commissioners. If the bill passes, current members would continue to serve through the end of their term. It was amended on the floor to add a requirement that the President Pro Tempore and the Speaker would have to consult with the local legislative delegation on the appointments. Discussed the impact of these changes. Currently there are three colleges that the Board of Education appointees were given to the County Commissioners. Ms. Shuping said there is a long way to go, but there could be several different appointing authorities across the system. There is no specific rationale at this moment. If the bill affects fewer than fifteen counties it is considered a local bill and is not subject to veto. If it becomes a statewide bill, goes above the threshold of fifteen counties, or there are enough local bills that fifty-one counties are impacted, then under the North Carolina Constitution and it would be a public bill and subject to veto.

POLICY COMMITTEE, Mr. Ernest Pearson, Chair

NC Community College System Governance

Mr. Pearson reviewed the information that lead to this meeting. The three main topics that the Board will discuss are:

- Meeting frequency
- Term Limits
- SBCC Assumption of Duties

Chairman Shook asked for input from President Lamm, NCACCP and Dr. Hunter, NCACCT

President Lamm stated the Presidents' Association met on Wednesday, March 1, 2017 to discuss the proposed North Carolina Community College System Governance Options presented at the State Board's February meeting. The overarching desire of the presidents is to actively participate with all stakeholders to develop strategies which would resolve any shortcomings within the governance model, without summarily dismissing the local autonomy that truly makes the North Carolina Community College System the best in the world.

NCACCP submits the following two recommendations for consideration by the State Board of Community Colleges:

1. That the State Board seek legislation to create a "Study Committee" to examine and develop options, which would strengthen the governance model within the NC Community College System. Committee members would consist of members of the State Board, System Office, Trustees' Association, Presidents' Association, and perhaps other appropriate representatives. The committee would meet following the conclusion of the long session and work toward a report; any legislative proposals would be submitted prior to the convening of the short session. Presidents believe that this deliberative approach will result in a more effective and efficient solution.
2. That the State Board take no action regarding the proposed System Governance Options GS115D-13, GS115D-18, and GA115D-19. The Presidents' Association is requesting more time for all stakeholder to review and discuss the strengths and weaknesses of changes which could permanently alter the course of the Community College System's framework.

NCACCP remains committed to the success of the system, and it pledges its support in joining all stakeholders to ensure the continued success of the 58 colleges. The presidents feel strongly with all parties working together, vetting issues and solutions, sound judgements will result.

Dr. Donny Hunter, NCACCT stated the nation believes that the North Carolina Community College System is the best in the country. The reason the system is great is because of what happens across the 58 colleges and the work they do. The main reason the colleges are successful is because they are “community” colleges. They are the center of what goes on in many of the counties and service areas. One of the reasons they are so strong is the local autonomy. The local community appoints 66% of the trustees of the board. Previous State Boards have wanted authority to appoint trustees and the Trustees’ Association was opposed to the change. The control of the college should remain with the local board and the local community. The trustees don’t have an opinion about the change in appointments from the Governor to the General Assembly. The removal of the Board of Education appointments is sad because of the relationship but at least the appointment remained in the community.

In the system’s history, there have been problems with colleges, like Cape Fear forty years ago. Very seldom the situation rises to the level that the college needs outside help. History tells us the current tools the State Board has have been adequate for 52 years and the past boards have dealt with situations with the tools that exist. Maybe the State Board has not been utilizing the tools that are available to them. In past situations, the Trustees’ Association was asked to step in and help with local Board of Trustees if there were problems. With Martin Community College, NCACCT offered services and were not asked to help. SACS (Southern Association of Colleges and Schools) has helped in situations at Robeson Community College, Halifax Community College, and Central Carolina Community College with no lasting stigmatism about needing help. Colleges will ask SACS to come evaluate and give recommendations.

Dr. Hunter asked what has changed that requires the things being discussed today to happen at such a rapid pace and piled on top of what we should be doing, which is spending time in the General Assembly trying to the \$10 million lost in last year’s budget. Over the last six days, Dr. Hunter said he hasn’t spoken about the budget because he works for the Trustees of North Carolina and this Governance discussion is about the Trustees. Dr. Hunter stated the Trustees’ Association will not support any solution that includes the General Assembly as a solution to this problem. Why is the State Board responding to newspaper articles and the General Assembly rather than trying to look at the issue and figure out what the real problem is and how it can be resolved? The problem at Martin Community College existed for five years. What the State Board needs to figure out, with the help of all the stakeholders, what happened during those five years and why didn’t the college get help. The problem at Martin Community College was a mole hill that was allowed to grow into a mountain over time.

The Trustees’ position is if things are sent to the General Assembly it throws the door wide open. Legislative action is not needed on these issues. What the Trustees are willing to do is to come together as a cabinet to discuss how to work through and resolve issues. The local college governance could be in a dilemma by sending these recommendations to the General Assembly. These items will only affect the local boards not the State Board. It is the hope of the associations that the State Board will reach out to work together. There needs to be something in place when something happens. There needs to be a

diverse group to figure out what to do when there is an issue. With what the State Board has at their disposal currently, the Board has the power to do what needs to be done. The Trustees' Association will work as partners to come up with plans that will be administrated by the State Board to deal with situations.

Recess for lunch to be distributed from 11:51 am till 12:00 pm

TERM LIMITS

Mr. Pearson opened the discussion about proposed section G.S. 115D-13 which would limit consecutive terms to no more than two terms.

Ms. Whitford asked the State Board who had served on a local Board of Trustees and for how long. Mr. Raye stated he had served for twelve years and Dr. Blackwell stated he had served for four years. Ms. Whitford shared she served on a local board for sixteen years and the institutional memory was helpful to retain. Ms. Whitford recommended if the State Board recommend term limits, it should be twelve years. Mr. Raye shared he has worked with trustees who have been active for many years, but he could see where term limits could help get members that aren't doing what they need to be doing off the board and replace them with someone who will be active. Mr. Stephens stated the terms should mirror the term limits of the State Board. Dr. Blackwell stated he would not be in favor of term limits for trustees. The trustees can police themselves and take care of issues. There are some long standing trustees who have a huge impact on the local community college.

Mr. Johnson reminded the board that decisions being made about the issues at hand are not about presidents, trustees, and state board members, rather the decisions should be about how it impacts the students and the communities. Mr. Johnson stated he has an issue with any position having a lifetime appointment and agrees that the term should mimic those of the State Board. The longer term would help with the learning curve. In rural areas where the population is declining, the pool of interest to serve is declining.

Ms. Estep said that as a member of her local Board of Education, they are currently discussing the re-appointment at the local college. The Board of Education members are willing to reappoint the local college trustee with no documentation. There are no minutes, voting records, attendance records, etc. provided and no policy or process in place to determine how the trustees are functioning at the community college. If there are term limits, there are other ways to stay involved other than just serving on the board. Ms. Estep stated that she would support twelve years but after a certain amount of time there is a declining value.

Mr. Pearson stated the secret to success for the system is the autonomy, so he would not support this.

Mr. Irwin serves on the Alleghany Board of County Commissioner and is part of a three-county system that shares Wilkes Community College. All 58 colleges represent a different section of the state and have different needs. The experience is needed, but there is a need for fresh thoughts as well. If you are a trustee of any board, then you need to be an active member.

Ms. Estep asked what can be done when no one is paying attention or reviewing the materials from the local meetings. There is no mechanism to make sure the trustees are doing what they have been appointed to do. Ms. Whitford said that the issue at Martin Community College was not new. There are things that could have been done to resolve the issues by speaking to the appointing entities who didn't realize the issues.

Representative Ford stated President Lamm suggested that the people involved work on solutions and bring back recommendations to the State Board. The local people are the ones that are impacted by the decisions about term limits on trustees.

Mr. McBrayer stated the last thing the State Board wants to do is to be viewed as overstepping bounds. There are two sides to the argument. He agreed with Representative Ford it is important to not make decisions around the table without the input of the people at the local level.

Mr. Raye stated the most important thing the Board of Trustees does is hire and fire the president and assure the college is fiscally sound. Currently, the only accountability the board member has is attendance. Maybe if there was accountability required of the appointing entities it would help them make informed decisions about reappointment.

MEETING FREQUENCY

Mr. Pearson reminded the members the items that are to be discussed are all based on a request by the State Board to staff. Mr. Pearson opened the discussion about proposed section G.S. 115D-18 to address meeting frequency.

Mr. Raye stressed it is important that a board meets more often than once a quarter so members know what is going on at the college.

Mr. Stephens stated he would be in favor of local boards meeting six times a year, but would prefer the language, "Once every two months". Representative Ford stated he would like to consider the boards meet every month. The members who have served on local boards shared how the meetings were scheduled for their local colleges. Dr. Saunders stated in some rural areas it could be difficult for a Board of Trustees to meet monthly.

Mr. Rose asked Dr. Hunter if there are records of how often colleges meet. Dr. Hunter stated they need to meet enough to take care of the business of the colleges. It could be tracked by the minutes and meeting announcements, which are public record. The issue of frequency could be how to enforce such a rule. Dr. Hunter stated this issue could be addressed through training and would encourage the colleges to meet a minimum of every two months as recommended. He would be in support of enforcing this, however would not be in support of new legislation.

SBCC ASSUMPTION OF BOARD OF TRUSTEES

Mr. Pearson stated this is the most strenuous of the proposed governance items. The autonomy of the local colleges is important, but the State Board needs the ability to do something if things at a college are going poorly. This needs to be an extraordinary remedy used after consultation with NCACCP and

NCACCT. Mr. Pearson shared his thoughts and edits to the proposed language to G.S. 115D-19 for consideration. This action would only be used in extreme circumstances with findings of willful and/or gross negligence. He understands the reluctance of issues being addressed by the General Assembly and there is concern about a lack of unity. If the board recommends any of the pieces of legislation, they should be filed by the filing deadline, then the stakeholders should start consultations to discuss if there needs to be amendments or for the request to be pulled.

Mr. Pearson opened the discussion about proposed section G.S. 115D-19

Mr. Shook stated the concern of the board was self-reflective of how the board got to where it did with Martin Community College. The board needs a formalized process to make sure the tools are in place to close the open-ended options that exist currently. Chairman Shook stated that he believes in the autonomy of the colleges, but the State Board has a responsibility to the system. The board needs have a process in place to avoid getting to extreme measures. The goal of these discussions is to avoid getting close to closing a college. A school closing the impacts the students, the employees, and the tax payers. Chairman Shook hopes the board never gets into a situation like Martin CC again but needs to have options in place if it does. The discussion items are the things needing the General Assembly to change through legislation. There are other items which can be changed in rules or policy. Chairman Shook shared President Lamm and the NCACCP have suggested having task forces within the regions which could bring experienced help to colleges when problems arise.

There are a lot of stakeholders in the system, but ultimately once it gets to the point of the situation at Martin Community College, the State Board was the only one who could deal with the issue. Chairman Shook state members understood the gravity of the situation and were committed to making the change in the educational system in that area. There are differences in the order of magnitude when a college is struggling. The size and community impact of a college can change who is paying attention to issues at the college. The entire system can be impacted. The issue at Martin Community College landed in the lap of the State Board. The board is trying to take the steps to not have this situation happen again.

Ms. Austin stated she was on the Board of Trustees at Johnston Community College when the school was at risk of closing because of removal of state funds. The board figured out how to remedy the situation and did so without impacting the students. There doesn't need to be major governance changes but the stakeholders need to sit down and develop a system to use when situations arise.

Mr. Irwin asked a question about wording in the "red-line" version of the proposed bill and how it would have impacted the contract with the President's buyout. Ms. Haygood addressed Mr. Irwin's question.

Mr. Raye asked if there can be a chain of command if a college starts to have issues. What would the Trustees' Association have done if they had been asked to intervene? Dr. Hunter stated the association would have brought a team to meet with the local board to discuss the issue and encourage them to work together. Due to the nature of the association, they would not have addressed the finance or personnel issues.

The Board and staff discussed the issue of rolling contracts for presidents. Ms. Haygood shared in 2005, the State Board addressed the fact that colleges should not have rolling contracts and recommended

having general counsel review contracts. Mr. David Sullivan, VP Legal Services/Risk Management at Fayetteville Technical Community College asked to speak to the board. Mr. Sullivan served as General Counsel prior to Ms. Martin. During his tenure, a numbered memo was sent to the colleges about rolling contracts, however there was no enforcing authority behind that memo. Ms. Haygood shared the issue of rolling contracts can be dealt with by updating policy. Chairman Shook stated the biggest concern is the impact to the institutional funds. It was agreed that the contracts are ultimately between the Board of Trustees and the President but the trustees need to understand the liability.

Mrs. Whitford stated it seems that two different things are being discussed, legislation and details.

Dr. Boham stated he has lived through issues at a college like this twice. Several years ago, Governor Scott asked Dr. Boham to take over at Mayland Community College when they asked their president to leave only a few months before a scheduled SACS visit. The Board of Trustees were not working together. The SACS committee came and helped guide and strengthen the board and the school.

Dr. Boham shared not using the nuclear option at Martin showed a lot of restraint and many people respect the State Board for it. Representative Ford agrees that requesting legislation from the General Assembly could be a risk.

Mr. Stephens stated the comments have been helpful. He likes the changes that Mr. Pearson has made. It would be unlikely that the State Board would need to use this, but it would be good to have as a resource.

Mr. Pearson stated the State Board is racing against a deadline. Would it not suffice to get the input from the stakeholders once the bill is filed? The language states actions would not occur without consultation with NCACCP and NCACCT. Mr. Sullivan recommended if the board waits riders could be used later in the budget if needed to add the language.

Chairman Shook asked if members wished to move on any recommended legislative items.

Mr. Vaughan stated before calling a question on the three options, the recommendation from NCACCP and Dr. Lamm about forming a study group should be addressed. It could be a benefit to have a group in place. Ms. Estep asked if the cabinet is currently meeting. Chairman Shook shared the cabinet and the study group would not necessarily be the same people. Dr. Lamm stated she could be part of the study committee. Chairman Shook stated the recommendation is to seek legislation to form a study committee. The study group could be an action later if needed and would not have to be legislatively mandated.

Chairman Shook asked for a motion on G.S. 115D-13 Terms of Office of Trustees

Mr. Vaughan made a motion to approve G.S. 115D-13 setting the term of office of trustees a maximum of 12 consecutive years sub-divided at the discretion of local government. Mr. Stephens made a substitute motion for the term of office to two consecutive terms of 6 years. Ms. Estep seconded the

motion. Mr. Jenkins conducted a roll call vote. The motion passed with nine members for the motion and seven against.

Chairman Shook asked for a motion on G.S. 115D-18 Organization of boards; meetings
Mr. Raye made a motion to approve G.S. 115D-18 requiring boards to meet a minimum of six meetings every year, at least once every two months. Mr. Stephens seconded the motion. Mr. Jenkins conducted a roll call vote. The motion passed with fifteen members for the motion and one against.

Chairman Shook asked for a motion on G.S. 115D-19 Removal of Trustees. Discussed if the board would vote on the revised version provided by Mr. Pearson during the meeting. Ms. Martin asked if committee agrees with Mr. Pearson’s draft, she be allowed to make technical changes, if needed. There were no issues. Mr. Stephens suggested “notice” instead of “warning”.

Mrs. Estep made a motion to approve G.S. 115D-19 Removal of Trustees with the revisions recommended by Mr. Pearson and the use of wording “notice” instead of “warning” Mr. Stephens seconded the motion.

Mr. Vaughan stated this item seems more structural and asked if there would be an opportunity for feedback from NCACCT and NCACCP on the bill before given to the Legislature. Mr. Pearson stated it could be filed on the last day to allow for time for the stakeholders to discuss. Chairman Shook shared this motion would provide a remedy like the authority given to the public-schools. Ms. Martin stated that it was patterned after the language for school systems.

Mr. Jenkins conducted a roll call vote. The motion passed with twelve for the motion and three against.

Question/Comment:

Mr. Jenkins verified staff is directed to draft the approved items in bill form and submit them to the General Assembly by the bill filing deadline.

ADJOURNMENT

There being no further business to come before the Board, Mr. McBrayer made the motion to adjourn, seconded by Dr. Blackwell unanimously approved by voice vote at 1:35 p.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

James C. Williamson, PhD, System President

Mr. Scott Shook, Chair

AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
Caswell Building, A.W. North Carolina Conference Room
Thursday, March 16, 2017 – 11:30 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017

For Information

- SBCC Code Report – March 2017 (Attachment PER 1)

For Action

- Review Public Comments for 1C SBCCC 200.94 – “Local College Personnel Policies” (Attachment PER 2)

New Business

Adjourn

MINUTES
Personnel Committee
State Board of Community Colleges
February 16, 2017

PERSONNEL COMMITTEE MEMBERS PRESENT

Janet Lowder, Chair*	Samuel Powell	Darrell Saunders
Bobby Irwin	Lynn Raye	Scott Shook
Bill McBrayer		

Members Absent: Jimmie Ford, Dr. Candler Willis

* attended via phone

OTHERS IN ATTENDANCE

Jimmie Williamson	Bryan Jenkins
Jennifer Haygood	Q. Shanté Martin

WELCOME AND ETHICS STATEMENT

Mr. Shook called the meeting to order at 11:33 a.m. in the AW North Carolina Conference Room of the Caswell Building. Mr. Jenkins read the required Ethics Statement. No conflicts noted

ROLL CALL

Mr. Jenkins took the roll of the Personnel Committee members.

APPROVAL OF THE AGENDA

Mr. Shook requested a motion to approve the February 16, 2017 agenda as presented. Mr. Irwin made a motion to approve the agenda and Dr. Powell seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES

Mr. Shook asked for a motion to approve the January 19, 2017 minutes. Mrs. Lowder made a motion to approve the minutes and Dr. Powell seconded the motion. The minutes were approved by the committee.

FOR INFORMATION

SBCC Code Report – February 2017 (Attachment PER 1)

Ms. Martin presented the SBCC Code Report for information and discussion.

System Office Organizational Chart (Attachment PER 2)

Ms. Haygood reviewed the information presented.

MINUTES
Personnel Committee
State Board of Community Colleges
February 16, 2017

NEW BUSINESS

ADJOURNMENT

There being no further business to come before the committee, the committee adjourned via voice vote at 12:02 p.m. following a motion by Mr. Irwin and second by Dr. Powell.

Recording Secretary,
Bryan Jenkins

DRAFT



STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND 1C SBCCC 200.94 – “Local College Personnel Policies”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	March 16, 2017	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	March 28, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 21, 2017	
	Prospective Effective Date of Rule	May 1, 2017	
AMEND 3B SBCCC Subchapter 400 – “Temporary Rules”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	N/A	N/A
	2 nd Written Comment Period Ends (if substantive changes)	N/A	N/A
	Hearing Date (if applicable)	N/A	N/A
	Presented to SBCC for Adoption	March 17, 2017	PENDING
	Prospective Effective Date of Rule	April 1, 2017	

Attachment PER 1

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND Title 1, Chapter G – “Full-Time Equivalent (FTE)”	Initiation of Rulemaking Process	February 17, 2017	COMPLETED
	Publication on NCCCS Website	February 21, 2017	COMPLETED
	Written Comment Period Ends	March 23, 2017	PENDING
	Review Comments with SBCC Committee	April 20, 2017	
	2 nd Written Comment Period Ends (if substantive changes)	May 2, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	May 19, 2017	
	Prospective Effective Date of Rule	June 1, 2017	



STATE BOARD OF COMMUNITY COLLEGES
Public Comments

Proposed Amendment of 1C SBCCC 200.94 – “Local College Personnel Policies”
Comment Period Ending 23 February 2017

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
1.	Page 6, lines 3-6	Martin CC	<p>The commenter stated the proposed amendment allowed a community college employee to donate up to five days of sick leave to a nonfamily member employee of a community college. However, the next sentence provides the combined total of sick leave donated to a recipient from a nonfamily member donor shall not exceed 20 days per year. The commenter thought this was misleading. The commenter suggested changing the language so that a recipient can only receive a maximum of 20 sick days from all nonfamily members.</p> <p>The commenter also stated the proposed amendment did not indicate if the 20 days is within a calendar year, fiscal year, or a rolling 12-month calendar.</p> <p>Finally, Martin CC’s current policy limits the amount of leave a family member can donate to 80 hours which limits a recipient to a total of 240 hours of sick leave or 6 weeks.</p>	<p>To address the potentially misleading language and to provide clarity on the meaning of “year”, the System Office recommends to amend the proposed rule as follows: “An employee of a community college may donate up to five days of sick leave to a nonfamily member employee of a community college. The combined total of sick leave donated to a recipient from a nonfamily member donor donors shall not exceed 20 days per year year, year as defined by local college policy.”</p>

	Page and Line Number	Commenter	Public Comment	System Office Recommendation
			<p>As such, the commenter suggested the following:</p> <p>An employee of a community college may donate up to five days of sick leave to a nonfamily member employee of a community college. The combined total of sick leave donated to a recipient from all nonfamily member donors shall not exceed 20 days per calendar year. The year shall be determined by a rolling 12-month calendar from the inception of the first occurrence of sick leave taken.</p>	



1 **State Board of Community Colleges Code**
2 **Title 1 – COMMUNITY COLLEGES**

3
4 **CHAPTER C. PERSONNEL**

5
6 **SUBCHAPTER 200. PERSONNEL POLICIES**

7
8 **1C SBCCC 200.94 Local College Personnel Policies**

- 9 (a) Each local board of trustees shall adopt, publish, and implement personnel policies,
10 consistent with all applicable statutes, rules, and regulations, addressing the following
11 issues:
- 12 (1) Adverse weather;
 - 13 (2) Annual leave (vacation);
 - 14 (3) Drug and alcohol use;
 - 15 (4) Civil leave;
 - 16 (5) Communicable disease;
 - 17 (6) Compensatory leave;
 - 18 (7) Definitions of the employment categories and benefits for each:
 - 19 (A) Full-time permanent,
 - 20 (B) Part-time permanent,
 - 21 (C) Full-time temporary, and
 - 22 (D) Part-time temporary;
 - 23 (8) Disciplinary action addressing suspension and dismissal;
 - 24 (9) Educational leave (reference 1C SBCCC 400.96);
 - 25 (10) Employee evaluation process;
 - 26 (11) Employee grievance procedures;
 - 27 (12) Employee personnel file;
 - 28 (13) Hiring procedures (describing procedures used for employment of both full- and
29 part-time employees);
 - 30 (14) Leave transfer;
 - 31 (15) Leave without pay;

- 1 (16) Longevity pay plan (reference 1C SBCCC 400.98);
- 2 (17) Military leave (reference 1C SBCCC 400.97);
- 3 (18) Nepotism (reference 1C SBCCC 200.98);
- 4 (19) Non-reappointment;
- 5 (20) Other employee benefits;
- 6 (21) Political activities of employees (reference 1C SBCCC 200.99);
- 7 (22) Professional development;
- 8 (23) Reduction in force;
- 9 (24) Salary determination methods for full- and part-time employees that address at
- 10 least the following:
- 11 (A) Provisions and criteria for salary determination,
- 12 (B) Requirements for annual salary review, and
- 13 (C) Establishment of salary formulas, ranges, or schedules;
- 14 (25) Sexual harassment;
- 15 (26) Tuition exemption (reference 1E SBCCC 300.99; 800.97; and 900.98);
- 16 (27) Sick leave consistent with provisions of the State Retirement system;
- 17 (28) Secondary Employment that addresses conflict with the employee's primary
- 18 job responsibilities and institutional resources (the local board of trustees shall
- 19 approve or disapprove any secondary employment of the president; the president
- 20 or any member of the college's senior administration designated by the president
- 21 shall approve or disapprove secondary employment of all full-time employees);
- 22 and
- 23 (29) Shared leave consistent with subsection (c) of this section ~~provisions of the~~
- 24 ~~Office of State Personnel (reference 25 NCAC 01E .1301 through 25 NCAC 01E~~
- 25 ~~.1307).~~
- 26 (30) Providing a preference for veterans, as defined in G.S. 128-15, in hiring
- 27 decisions.
- 28 (b) Each local board of trustees shall submit copies of these policies, including
- 29 amendments, to the NC Community College System President's office upon adoption.
- 30 (c) Shared Leave Policy

1 (1) Purpose: The purpose of the Voluntary Shared Leave Program is to allow an
2 employee to donate leave, as allowed in this rule, to an employee who has been
3 approved to receive leave through the Voluntary Shared Leave Program because
4 of a medical condition of the employee or of a member of the employee's
5 immediate family that will require the employee's absence for a prolonged period
6 of time.

7 (2) In cases of a prolonged medical condition an employee may apply for or be
8 nominated to become a recipient of leave transferred from the vacation leave
9 account of another employee, from the sick leave or vacation account of an
10 immediate family member as defined in section of this (c)(7) of this Subchapter or
11 from the sick leave account of a non-family member as provided in (c)(10)(B) of
12 this Rule. For purposes of this Rule, prolonged medical condition means medical
13 condition that is likely to require an employee's absence from duty for a period of
14 at least 20 consecutive workdays. If an employee has had previous absences for
15 the same condition that has caused the employee to not have enough leave to
16 cover the new need for leave or if the employee has had a previous, but different,
17 prolonged medical condition within the last 12 months, the college may waive the
18 requirement that the employee be absent from duty for a period of 20 consecutive
19 workdays to participate in the program.

20 (3) An employee who receives benefits from the Disability Income Plan of North
21 Carolina (DIPNC) is not eligible to participate in the shared leave program. Shared
22 leave, however, may be used during the required waiting period and following the
23 waiting period provided DIPNC benefits have not begun.

24 (4) Participation in the voluntary shared leave program shall be limited to 1,040 hours,
25 (prorated for part-time employees), either continuously or, if for the same condition,
26 on a recurring basis. However, management may grant employees continuation in
27 the program, month by month, for a maximum of 2,080 hours, if management
28 would have otherwise granted leave without pay.

29 (5) An employee on workers' compensation leave who is drawing temporary total
30 disability compensation may be eligible to participate in the voluntary shared leave
31 program. Use of donated leave under the workers' compensation program shall

1 be limited to use with the supplemental leave schedule as described in 25 NCAC
2 01E .0707.

3 (6) The employee shall exhaust all available leave before using donated leave.

4 (7) Non-qualifying conditions: This leave does not apply to short-term or sporadic
5 conditions or illnesses that are common, expected or anticipated as determined by
6 the college president or the college president's designee. This includes such things
7 as sporadic, short-term recurrences of chronic allergies or conditions; short-term
8 absences due to contagious diseases; or short-term, recurring medical or
9 therapeutic treatments. These examples are illustrative, not all inclusive. Each
10 case must be examined and decided based on its conformity to the intent of this
11 Rule and must be applied consistently and equitably.

12 (8) For purposes of this Section, immediate family means:

13 (A) Spouse: A husband or wife;

14 (B) Parent:

15 (i) a biological or adoptive parent; or

16 (ii) an individual who stood in loco parentis (a person who is in the position or
17 place of a parent) to an employee when the employee was a child; or

18 (iii) a step-parent; or

19 (iv) in-law relationships;

20 (C) Child: A son or daughter who is:

21 (i) a biological child; or

22 (ii) an adopted child; or

23 (iii) a foster child (a child for whom the employee performs the duties of a parent
24 as if it were the employee's child); or

25 (iv) step-child (a child of the employee's spouse from a former marriage); or

26 (v) a legal ward (a minor child placed by the court under the care of a guardian);
27 or

28 (vi) a child of an employee standing in loco parentis; or

29 (vii) in-law relationships;

30 (D) Sister or brother - biological, adoptive (including step-, half- or in-law
31 relationships);

1 (E) Grandparents, great grandparents, grandchildren, great grandchildren
2 (including step relationships); and

3 (F) Other dependents living in the employee's household.

4 (9) Administration

5 (A) All colleges shall develop policies and procedures to implement the voluntary
6 shared leave program.

7 (B) Colleges shall not establish a leave "bank" for use by unnamed employees.

8 Leave shall be donated on a one-to-one personal basis.

9 (10) Qualifying to Participate in Voluntary Shared Leave Program. To participate in
10 the Voluntary Shared Leave Program, an employee shall meet the following
11 conditions:

12 (A) A donor or recipient shall have a half-time or more permanent, probationary, or
13 time-limited appointment (The limitation and leave balance for permanent part-
14 time employees shall be prorated);

15 (B) A recipient shall apply or be nominated by a fellow employee to participate in
16 the program;

17 (C) A recipient shall produce medical evidence to support the need for leave
18 beyond the available accumulated leave; and

19 (D) The parent college shall review the merits of the request and approve or
20 disapprove according to these Rules.

21 (11) Donor Guidelines

22 (A) An employee of a community college may donate vacation leave, bonus leave
23 or sick leave to an immediate family member in any State agency, public school
24 or community college. An employee of a community college may donate
25 vacation or bonus leave to a coworker's immediate family member who is an
26 employee in a state agency or public school provided the employee and
27 coworker are at the same college. An employee may donate vacation, bonus
28 or sick leave to another employee at a community college in accordance with
29 the provisions of (c)(10)(B) of this Rule.

30 (B) An employee of a community college may donate up to five days of sick leave
31 to a nonfamily member employee of a community college. The combined total

1 of sick leave donated to a recipient from a nonfamily member donor shall not
2 exceed 20 days per year. Donated sick leave shall not be used for retirement
3 purposes. Employees who donate sick leave shall be notified in writing of the
4 State retirement credit consequences of donating sick leave.

5 (C) The minimum amount of sick leave or vacation leave to be donated is four
6 hours. An employee family member donating sick leave to a qualified family
7 member under the Voluntary Shared Leave program may donate up to a
8 maximum of 1040 hours but may not reduce the sick leave account below 40
9 hours.

10 (D) The maximum amount of vacation leave allowed to be donated by one
11 individual is the amount of the individual's annual accrual rate. However, the
12 amount donated shall not reduce the donor's vacation leave balance below
13 one-half of the annual vacation leave accrual rate. Bonus leave may be
14 donated without regard to this limitation.

15 (E) An employee may not directly or indirectly intimidate, threaten, coerce, or
16 attempt to intimidate, threaten, or coerce, any other employee for the purpose
17 of interfering with any right which such employee may have with respect to
18 donating, receiving, or using annual leave under this program. Such action by
19 an employee shall be grounds for disciplinary action up to and including
20 dismissal on the basis of personal conduct. The donation of leave is
21 confidential, and only those individuals authorized under G.S. 115D-29 to
22 access employee personnel file information may view donation information
23 consistent with G.S. 115D-29. Recipients of voluntary shared leave shall not
24 have access to information about individuals who donated leave. The
25 employee donating leave shall not receive remuneration for the leave donated.

26 (12) Leave Accounting Procedures. The following conditions shall control the
27 accounting and usage procedures for leave donations in the Voluntary Shared
28 Leave program:

29 (A) The community college may establish a specific time period during which leave
30 can be donated.

1 (B) All leave donated shall be credited to the recipient's sick leave account and is
2 available for use on a current basis or may be retroactive for up to 60 calendar
3 days to substitute for advanced vacation or sick leave already granted to the
4 recipient or to substitute for leave without pay. Donated leave shall be applied
5 to advanced leave before applying it to leave without pay.

6 (C) At the expiration of the medical condition, as determined by the community
7 college, any unused leave in the recipient's donated leave account shall be
8 treated as follows:

9 (i) The recipient's vacation and sick leave account balance shall not exceed a
10 combined total of 40 hours (prorated for part-time employees).

11 (ii) Any additional unused donated leave shall be returned to active (working or
12 on leave without pay) donor(s) on a pro rata basis and credited to the leave
13 account from which it was donated.

14 (D) If a recipient separates due to resignation, death, or retirement from state
15 government, participation in the program ends. Donated leave shall be
16 returned to active donor(s) on a pro rata basis.

17
18 *History Note: Authority G.S. 115D-5; 115D-20; 115D-25.3;*

19 *Eff. September 1, 1993;*

20 *Amended Eff. May 1, 2017; May 1, 2008; May 1, 2005; January 1, 1996.*

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Conference Room 201A
March 16, 2017 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017

For Information

- Estimated Receipts – February 2017 (Attachment FC 1)
- Budget Update – March 2017 (Attachment FC 2)

For Future Action

For Action

- Allocation for Small College Prison Program Start-Up (Attachment FC 3) [CA]
- Contract for Learning Management System, Online Helpdesk and Video Conferencing (Attachment FC 4) [CA]
- Contract for North Carolina Learning Object Repository (NCLOR) (Attachment FC 5) [CA]
- State Board Reserve Funding for Demographic Analysis for Strategic Planning (Attachment FC 6)
- Construction and Property (Attachment FC 7) [CA]

New Business

Adjourn

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

Members Present:

Lynn Raye
Lisa Estep
Jim Rose

Janet Lowder (telephone)
Todd Johnson

System Office Staff and Others:

Elizabeth Grovenstein, NCCCS
Brandy Andrews, NCCCS
Debbie Batten, NCCCS
Dorrine Fokes, NCCCS
Amanda Foster, NCCCS
Cheryl Kaminski, NCCCS
Cindy Mixter, NCCCS

Joy Martin, NCCCS
Sharon Rosado, NCCCS
Debra Smith, NCCCS
Bryan Conrad, OSBM
Lynn Austin, Trustee, Johnston CC
Dr. David Johnson, Johnston CC
Darryl McGraw, Johnston CC

CALL TO ORDER

Mr. Lynn Raye called the meeting to order at 1:38 p.m. in Conference Room 201A.

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 reviewed the agenda and stated that Attachment FC 10 – Contract for Enterprise Resource Planning Project would be tabled pending additional information. Mr. Raye asked for a motion to approve the amended agenda for the meeting. Mr. Todd Johnson moved, seconded by Mr. Rose.

MINUTES

Mr. Raye asked for a motion to approve the minutes of the January 19, 2017, meeting as presented. Ms. Estep moved and Mr. Rose seconded the motion.

FOR INFORMATION

Estimated Receipts (Attachment FC 1)

Ms. Grovenstein reviewed the January 2017 Estimated Receipts. Ms. Grovenstein stated that receipts through the end of January were approximately \$211.8 million, which is about 62% of budget. Ms. Grovenstein further stated that receipts are down slightly, approximately 1%, as compared to last year's benchmark.

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

FY 2016-17 Mid-Year State Board Reserve Fund Report (Attachment FC 2)

Ms. Grovenstein reviewed the three items listed on the Mid-Year State Board Reserve Fund Report. Ms. Grovenstein further stated that as of December 31, 2016, \$70,100 remained unencumbered.

SBCC Code Report – January 2017 (Attachment FC 3)

Ms. Grovenstein presented the SBCC Code Report, stating that the first four items listed on the report have been completed. Ms. Grovenstein continued to review the report providing a brief update on the various stages of the rules that are pending.

For Action

Decrease Purchasing Delegation Request – Johnston Community College (Attachment FC 4)

Ms. Grovenstein reviewed the request and provided background information on the Purchasing Delegation process. Ms. Grovenstein introduced Dr. David Johnson, President of Johnston Community College, Ms. Lynn Austin, Chair, Johnston Community College Board of Trustees, and Darryl McGraw, Chief Financial Officer at Johnston Community College. Dr. Johnson and Ms. Austin addressed the Committee and both assured the Committee that immediate action has been taken by the college to address all the audit findings. Dr. Johnson provided details on steps taken to address the concerns. Ms. Estep stated that she had reviewed previous years audit reports for Johnston Community College and found that those audits had no findings. Ms. Estep further stated her appreciation to Dr. Johnson, Lynn Austin and Mr. McGraw for their willingness to address the committee.

After discussion, Ms. Estep motioned for approval, seconded by Mr. Todd Johnson.

Compensation Reserve Report FY 2016-17 (Attachment FC 5)

Ms. Grovenstein introduced the Compensation Reserve Report stating that this report is required by the General Assembly and SBCC approval is necessary. Ms. Grovenstein further stated the report details the use of funds from both the recurring and non-recurring reserves based on type of increase and employee type by community college, and proceeded to review the report attachments.

After discussion, Ms. Lowder motioned for approval, seconded by Mr. Rose, and the request was approved.

Annual Report to the State Building Commission of Capital Projects (Attachment FC 6)

Ms. Grovenstein stated that the State Board of Community Colleges has the authority to grant special construction delegation to colleges spending \$4,000,000 or less of state funds on construction projects with special provisions. The statute that allows the SBCC to grant special construction delegation also requires the colleges to report to the State Building Commission all contracts that have been entered into annually. Three colleges, Central Piedmont, Guilford

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

Technical and Wake Technical Community Colleges, have this authority and are detailed on the report.

The motion by Mr. Rose was seconded by Ms. Estep, and passed.

FY 2017-18 NC Community College Grant Program Payment Schedule (Attachment FC 7)

Ms. Grovenstein reviewed the request to approve the 2017-18 NC Community College Grant Program Payment Schedule. She stated that the grant program is designed to complement grants provided through the federal Pell Grant and North Carolina Education Lottery Scholarship programs.

After a short discussion, Mr. Rose motioned, seconded by Ms. Estep, and the motion passed.

FY 2017-18 State Financial Aid Allocation for the Targeted Assistance Student Program (Attachment FC 8)

Ms. Grovenstein introduced the request to approve the 2017-18 State Financial Aid Allocation for the Targeted Assistance Student Program. Ms. Grovenstein further stated that the program is administered by each college and can be used to offer financial assistance for students who 1) enroll in low-enrollment programs that prepare students for high demand occupations, 2) have disabilities and have been referred by the Division of Vocational Rehabilitation, or 3) enroll on a less than half time basis. Ms. Grovenstein also indicated that of the \$550,000 allocated last year, approximately \$417,000 went to targeted assistance programs and \$95,000 to students enrolled less than half time.

Mr. Rose motioned, seconded by Ms. Estep, and the motioned was approved.

Construction and Property (Attachment FC 9)

Ms. Grovenstein introduced the agenda item and called attention to the new consolidated report format the committee requested during the January meeting. The committee members expressed appreciation for the new reporting format.

After discussion of project details, Ms. Estep moved, Mr. Rose seconded, and the Committee approved the projects listed on Attachment A.

Adjournment

Mr. Rose motioned, seconded by Ms. Lowder and the meeting was adjourned at 2:51 p.m.

Respectfully Submitted,

Carmen Cargill
Recording Secretary

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

A. Project Approval - New (Non-State and Other State funds)									
Item	College	Campus or County	Project Number	Project Name	Description	Type of Project			
						New Construction	Repair and Renovation	Estimated Project Cost	
1	Forsyth Tech	Main Campus	2263	Oak Grove Center and Main Campus Renovations	Renovation of approximately 83,000 square feet of instructional space, site development, parking lot improvements and a maintenance storage building. Estimated cost is \$21,000,000, composed of all non-state funds.		X	21,000,000	
2	Forsyth Tech	Main Campus	2264	Aviation Center - Smith Reynolds	Construction of office, classrooms, lab, and hanger space to provide training for the aviation/aerospace manufacturing and services industries. Estimated cost is \$16,600,000, composed of all non-state funds.	X		16,600,000	
3	Wake Tech	RTP Campus	2282	Classroom Building 2	Construction of classroom building (approx 80,000 sq ft), 315 space temporary parking lot and a 200 space permanent parking lot. Estimated cost is \$43,994,800, of which \$6,599,220 (non-state) is now available for planning.	X		43,994,800	
4	Wake Tech	North Wake Campus	2283	Automotive and Collision Repair Facility	Construction of Automotive & Collision Repair Facility at the North Wake Campus (approx 90,000 sq ft). Estimated cost is \$41,800,400, of which \$6,270,000 (non-state) is now available for planning.	X		41,800,400	
5	Wake Tech	Multiple Campuses	2284	Mechanical Equipment Replacement	Replacement of HVAC equipment and systems primarily at the Southern Wake and Perry Health Sciences Campuses, but may also include work at the other campuses. Estimated cost is \$6,043,000, of which \$863,286 (non-state) is now available for planning.		X	6,043,000	
6	Wake Tech	Multiple Campuses	2285	Building Automation System Controls Upgrades	Replacement of building automation system controls at the Southern Wake and Perry Health Sciences Campuses, but may also include work at the other campuses. The replacements will include items such as head end systems, controllers, actuators, etc. as well as upgrading and replacing older pneumatic and digital control systems to newer systems. Estimated cost is \$6,014,800, of which \$217,943 (non-state) is now available for planning.		X	6,014,800	
7	Wake Tech	Multiple Campuses	2286	Elevator Modernization	Repairs to elevators at Northern Wake, Perry Health Sciences Campus, but may include other campuses. The repairs will include components such as control systems, elevator cabs, hydraulic systems, electrical systems, etc. Estimated cost is \$802,300, of which \$114,614 (non-state) is now available for planning.		X	802,300	
8	Wake Tech	Multiple Campuses	2287	Building Envelope Upgrades	Building envelope upgrades at Southern Wake, Northern Wake and Perry Health Sciences, but may include other campuses. The upgrades will include system components for roofs, windows, walls, floors, caulking, flashing, etc. Estimated cost is \$6,005,800, of which \$857,951 (non-state) is now available for planning.		X	6,005,800	

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

Attachment A

Item	College	Campus or County	Project Number	Project Name	Description	New Construction	Repair and Renovation	Estimated Project Cost
						Type of Project		
9	Wake Tech	Multiple Campuses	2288	Electrical Replacements	Upgrade to building electrical system components at Southern Wake and Perry Health Sciences Campuses, but may include other campuses. Electrical replacements will include system components such as interior and exterior lighting systems, electrical devices, panel boards, motors, switches, conduit wiring, lightning protection systems, transformers, generators, etc. Estimated cost is \$5,469,500, of which \$781,357 (non-state) is now available for planning.		X	5,469,500
10	Wake Tech	Multiple Campuses	2289	Life Safety Equipment Replacement	Replacement of life safety systems and components. This will include system components such as fire alarm systems and components, emergency lighting systems, emergency generator systems, etc. Estimated cost is \$2,024,500, of which \$289,215 (non-state) is now available for planning.		X	2,024,500
11	Wake Tech	Main Campus	2290	Library Education Building Restroom Renovation	Renovation of the restrooms in the Library Education Building, Southern Wake Campus. Renovation will bring approximately 1,500 square feet of restroom space up to current ADA Accessibility standards.		X	748,200
12	Wake Tech	Multiple Campuses	2291	Security Camera Upgrades and Additions	Upgrading of existing cameras and provide additional new security cameras across all campuses. Estimated cost is \$1,172,300, of which \$296,300 (non-state) is now available for planning.		X	1,172,300
13	Wake Tech	Multiple Campuses	2293	Cellular Signal Repeaters	Installation of additional new cellular signal repeaters to increase the signal strength in the buildings at Southern Wake, Perry Health Sciences and Western Wake, but may include other campuses. Estimated cost is \$1,847,000, of which \$263,857 (non-state) is now available for planning.	X		1,847,000
14	Wake Tech	Multiple Campuses	2295	Signage Upgrades	Replacement of existing wayfinding signage in accordance with signage standards. Estimated cost is \$1,045,700, of which \$618,700 (non-state) is now available for planning.		X	1,045,700
15	Wake Tech	Multiple Campuses	2296	Site Accessibility Upgrades	Upgrades to site pedestrian walkways at Southern Wake and Perry Health Sciences Campus, but may include other campuses. Work will include replacing sidewalks, stairs, ramps, curbs cuts, handicapped parking spaces in order to meet the new standards. Estimated cost is \$2,765,700, of which \$395,100 (non-state) is now available for planning.		X	2,765,700
16	Wake Tech	Multiple Campuses	2297	Southern Loop Road and Paving	Construction of a new road, repave existing roadways and parking lots at the Southern Wake Campus. Estimated cost is \$7,061,200, of which \$2,695,943 (non-state) is now available for planning.	X		7,061,200
17	Wake Tech	Multiple Campuses	2299	Facilities Management and Warehouse Building	Construction of a Facilities Management & Warehouse Building (approx 47,000 sq ft) at the Southern Wake Campus. Estimated cost is \$2,849,610, of which \$2,849,610 (non-state) is now available for planning.	X		2,849,610

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

B. Project Approval - Amended (Non-State and Other State funds)									
Item	College	Campus or County	Project Number	Project Name	Description	New Construction	Repair and Renovation	Undetermined	
N/A									
C. Project Approval - New (Connect NC Bond Funds)									
Item	College	Campus or County	Project Number	Project Name	Description	New Construction Connect NC	Repair and Renovation Connect NC	Undetermined	
1	Pitt	Main Campus	2280	Student Advancement Center	Construction of a Student Advancement Center (33,782 sq ft) to include space for students, medium and large classroom spaces, student and campus activities and meetings for alumni, foundation, marketing and media relations. Estimated cost is \$8,545,500, of which \$4,000,000 (Connect NC Bonds - 46620/New Construction) is now available for planning.	4,000,000		4,545,500	
2	Stanly	Main Campus	2273	Patterson Building Renovation	Renovation to replace flooring, ceiling tiles, minor HVAC repairs, electrical, data cabling and sheetrock repair due to the asbestos abatement of the facility. The building currently houses the Academic Support Center (tutoring/computer resources), One-Stop student services (financial aid, registration, advising, transcripts/records), Student Testing Center, Chemistry, Biology Labs, computer labs used for multiple classes, Business/Accounting classrooms. Estimated cost is \$250,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).		250,000		
3	Tri-County	Main Campus	2307	Campuswide Access Door Renovation	Renovation to structurally renovate all exterior and interior student and administration doors campus wide. Programs housed in these buildings include Culinary, Auto Mechanics, Allied Health, and the Book Store. Estimated cost is \$430,00, composed of all state funds (Connect NC Bonds - 46620/Repair and Renovations).		430,000		
4	Wilkes	Main Campus	2238	Culinary Laboratory Building	Construction of Culinary Laboratory Building to provide instructional lab space for culinary technology and baking/pastry arts program. Estimated cost is \$2,000,000, composed of all state funds (Connect NC Bonds - 46620/New Construction). Note: President Williamson, under the authority granted to him by the State Board, approved this project on January 27, 2017.	2,000,000			

MINUTES
FINANCE COMMITTEE
State Board of Community Colleges
February 16, 2017 - 1:30 p.m.

D. Project Approval - Amended - Connect NC Bonds									
Item	College	Campus or County	Project Number	Project Name	Description	New Construction Connect NC	Repair and Renovation Connect NC	Undetermined	
1	Beaufort County	Main Campus	2079	Public Safety and Workforce Development Complex	Project is amended for an increase in project scope. Project funding is \$105,000 (40720); and amended to increase Connect NC Bonds - 46620/New Construction by \$3,494,750, for an amended project total of \$3,599,750.	3,494,750		-	
2	Lenoir	Main Campus	2139	Elevator Replacements and Renovations.	Project is amended to revise the project scope due to an increase in project cost. Project funding is amended to increase Connect NC Bonds - 46620/Repair & Renovation by \$270,000, for an amended project total of \$720,000.		270,000	-	
3	Nash	Main Campus	2137	Vehicle Shelter for Fire/EMS Program	Project is amended to for an increase in project cost. Project funding is amended to increase Connect NC Bond - 46620/New Construction by \$12,390, for an amended project total of \$43,440.	12,390		-	
4	Wayne	Main Campus	2100	Advanced Manufacturing Center - Repairs and Renovations	Project is amended for an increase in project scope. Project funding is amended to increase Connect NC Bonds - 46620/Repair & Renovation by \$697,077, for an amended project total of \$1,708,751.		697,077	-	
E. Acquisition and Disposal of Real Property									
Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested				
1	Forsyth Tech	Main Campus	N/A	Disposal of Real Property	<p>The Board of Trustees of Forsyth Technical Community College request permission as per G.S. 115D-15 to dispose of, by demolition, the following buildings. The Board of Trustees have determined these buildings are unnecessary for college use.</p> <ul style="list-style-type: none"> -Piedmont Building - approximately 21,815 sq ft -Parkway Building - approximately 6,945 sq ft -Winston Building - approximately 15,697 sq ft -Salem Building - approximately 18,700 square feet -Carolina Annex Building - approximately 1,440 square feet 				

**STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
February 28, 2017**

	2014-15	2015-16	2016-17	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 357,932,547	\$ 350,495,365	\$ 341,978,024	-2.4%
ACTUAL NET RECEIPTS COLLECTED	290,881,334	280,922,539	273,787,467	-2.5%
BUDGETED RECEIPTS UNCOLLECTED	\$ 67,051,213	\$ 69,572,826	\$ 68,190,557	
PERCENT OF BUDGET COLLECTED	81.3%	80.2%	80.1%	

PERCENT OF BUDGET BENCHMARK (3 year average)	84.8%
COLLECTION BENCHMARK	\$ 290,064,021
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	\$ (16,276,554)
PERCENT OVER-REALIZED / (SHORTFALL)	-5.6%

PERCENT OF BUDGET BENCHMARK (last year)	83.2%
COLLECTION BENCHMARK	\$ 284,458,751
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	\$ (10,671,284)
PERCENT OVER-REALIZED / (SHORTFALL)	-3.8%

**FY 2016-17 BUDGETED RECEIPTS REFLECTS THE
FOLLOWING LEGISLATIVE ADJUSTMENTS:**

\$ (16,476,737) ENROLLMENT DECLINE ADJUSTMENT
\$ 8,069,396 TUITION INCREASE ADJUSTMENT*
\$ (110,000) IN-STATE TUITION FOR VETERAN ADJ.

\$ (8,517,341) -0.02% BUDGETED RECEIPTS DECREASE

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET TRACKING SHEET: FY 2017-18 and FY 2018-19**

Attachment FC 2

1	Budget Priorities				Governor			
	2017-18		2018-19		2017-18		2018-19	
2	2017-18 Base Budget		1,068,233,344		1,068,233,344		1,068,233,344	
3	Enrollment Adjustment		8,396,208 R		8,396,208 R		8,396,208 R	
4	Correct 2016 Salary Loss Error/Salary Restoration		10,000,000 R		10,000,000 R		10,000,000 R	
			10,000,000 NR					
5	Expansion							
6	Short-Term Workforce Training Programs		15,301,375 R		15,301,375 R		15,301,375 R	
7	Study Workforce Training Costs		98,500 NR		Based on Study 98,500 NR		-	
8	Start-Up Fund High-Cost Workforce Programs		3,000,000 R		4,500,000 R		3,000,000 R	
9	Additional Career Coaches		1,100,000 R		1,840,000 R		1,840,000 R	
10	Increase Student Completion		22,634,940 R		22,634,940 R		7,500,000 R	
11	Reward Colleges for Outcomes		3,000,000 R		3,000,000 R		3,000,000 R	
12	Stop-Loss Provision Colleges Significant Enrollment Declines		5,160,677 R		5,160,677 R		-	
13	Enrollment Growth Reserve Colleges with Significant Increases		5,000,000 R		5,000,000 R		-	
14	NC Getting Ready for Opportunities and Work (NC Grow)		-		-		\$19.4M from Lottery R	
15	Financial Assistance Students Seeking Industry Credentials		-		-		\$2.5M from Lottery R	
							\$5M from Lottery R	
16	Expansion Subtotal		55,295,492 5.2%		57,436,992 5.4%		29,999,875 2.8%	
							30,641,375 2.9%	
17	Net Adjustments to 2016-17 Base Budget (without salary adj)		\$ 83,691,700 7.8%		\$ 75,833,200 7.1%		\$ 48,396,083 4.5%	
18	Recommended FY 2016-17 General Fund Approp. (without salary adj)		\$ 1,151,925,044 7.8%		\$ 1,144,066,544 7.1%		\$ 1,116,629,427 4.5%	
							\$ 1,117,270,927 4.6%	
19	Salaries & Benefits							
20	Faculty & Staff Salary Increases - State Aid				22,994,204 R		22,994,204 R	
21	Faculty & Staff Salary Increases - State Aid - Bonus				9,654,055 NR		-	
			Salary increases in the same amount as given to State Employees.					
22	System Office Salary Increases				294,462 R		294,462 R	
23	System Office Salary Increases - Bonus				89,080 NR		-	
24	State Retirement Contributions - System Office		-		13,337 R		86,082 R	
					80,020 NR		-	
25	State Retirement Contributions - State Aid		-		1,016,013 R		6,557,902 R	
					6,096,078 NR		-	
26	State Health Plan - System Office		-		64,048 R		128,095 R	
27	State Health Plan - State Aid		-		6,056,752 R		12,113,503 R	
28	Recommended FY 2017-18 General Fund Appropriation		\$ 1,151,925,044 7.8%		\$ 1,144,066,544 7.1%		\$ 1,162,987,476 8.9%	
							\$ 1,159,445,175 8.5%	

29	Adjustments - Recurring	\$ 73,593,200	6.9%	\$ 75,833,200	7.1%	\$ 78,736,399	7.4%	\$ 91,211,831	8.5%
30	Adjustments - Non-Recurring	\$ 10,098,500	0.9%	\$ -	0.0%	\$ 16,017,733	1.5%	\$ -	0.0%

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SUMMARY OF BUDGET PROPOSAL: FY 2017-18**

		GOVERNOR					
	FY 2016-17	FY 2017-18	FY 2017-18	FY 2017-18	% Change vs.	% Change vs.	
1	Certified Budget	Base Budget	Adjustments	Recommended	16-17 Cert.	17-18 Base	
2	NCCCS State Funding						
3	Requirements*	1,480,340,859	1,465,717,504	95,451,311	1,561,168,815	5.5%	6.5%
4	Receipts	414,445,339	397,484,160	697,179	398,181,339	-3.9%	0.2%
5	GF Appropriation	\$1,065,895,520	\$1,068,233,344	\$94,754,132	\$1,162,987,476	9.1%	8.9%
6	NCCCS State Funding per FTE						
7	BFTE	224,092	225,933	-	225,933		
8	Requirements*	\$6,605.95	\$6,487.40	\$422.48	\$6,909.88	4.6%	6.5%
9	Receipts	\$1,849.44	\$1,759.30	\$3.09	\$1,762.39	-4.7%	0.2%
10	GF Appropriation	\$4,756.51	\$4,728.10	\$419.39	\$5,147.49	8.2%	8.9%

11 *Requirements = Spending Authority

Other Key Items in the Governor's Recommended Budget:

12 NC GROW (Getting Ready for Opportunities in the Workforce) Scholarship - Last dollar scholarship for recent high school graduates with a GPA of 2.0 or higher. \$19.4 million from lottery funds effective with 2018-19 fiscal year.

13 Financial Assistance for Students Seeking Industry Credentials - Financial aid of up to \$1,000 per student for students who enroll in non-credit, short-term workforce training programs that lead to an industry credential. \$2.5 million from lottery funds in 2017-18 and \$5 million in 2018-19. NOTE: \$500,000 of the \$2.5 million is to be used for marketing this and the NC GROW programs.

14 Salary increase is 2% or \$800, whichever is higher, and a \$500 NR bonus.

15 No tuition increase proposed.

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

STATE BOARD OF COMMUNITY COLLEGES
Prison Education Funds Allocation: Small College Prison Program Start-Up

Request: The State Board of Community Colleges is asked to approve the allocation of \$50,000 across each to the following four small colleges for the start-up of one or more prison education courses at prisons in their respective service areas, as specified below:

Small College/Designated Prison	Designated Course Areas	Allocation
Beaufort County CC <i>Tyrell Prison Work Farm</i>	Curriculum and/or Continuing Education	\$18,000
Montgomery Community College <i>Southern Correctional Institution</i>	Curriculum and/or Continuing Education	\$14,000
Martin Community College <i>Bertie Correctional Institutions</i>	Curriculum and/or Continuing Education	\$9,000
Piedmont Community College <i>Caswell Correctional Institution / Dan River Prison Work Farm</i>	Curriculum and/or Continuing Education	\$9,000

Background: In 1999, the NC General Assembly appropriated recurring funds in the amount of \$50,000 to assist small community colleges that could not otherwise afford it to start education and training programs for inmates housed in state prisons in their respective service areas (S.L. 1999-237). The legislative intent was to provide funds to support the initial year of instruction since community colleges have no other funds appropriated for the start-up of Basic Skills, Continuing Education, or Curriculum courses. This funding is allocated specifically for course start-up because colleges will generate FTE to support continuation of instruction.

Method of Allocation: Allocation recommendations are made by the Educational Services staff of the NC Department of Public Safety's Division of Adult Correction and Juvenile Justice (DACJJ). The System Office provided DACJJ with a list of colleges meeting the definition of "small college," defined as colleges with FY 2016-17 total FTE budgeted enrollment of less than 2,500. DACJJ officials reviewed the educational needs of inmates in the prisons served by the eligible small colleges and made the funding recommendation above. The programming recommendations are based on selection criteria consistent with priorities established by DACJJ as a result of the 2010 Legislative Continuation Review of Prisoner Education and subsequent legislation, including the Justice Reinvestment Act.

Conditions of Awards: The college must have separate captive course approval by the State Board of Community Colleges to offer the course(s) before the funds allocated through this grant may be expended. Any course taught without such captive course approval will not yield any full-time equivalent (FTE) funding, per G.S. 115D-5 (c). At the end of the fiscal year, unexpended fund balances will be reviewed by DACJJ and may be approved for carryforward if the initial program start-up phase must cross fiscal years due to operational circumstances. Funds will not be approved for carryforward beyond one fiscal year after the initial allocation

unless DACJJ and the System Office jointly determine that special circumstances have prevented the timely startup of the new prison education course(s).

The primary purpose of these funds is to cover first-year instructor costs for one or more course(s). The funds must be expended for mutually agreed upon course(s) unless conditions change at a prison and DACJJ provides the college with authorization in writing to apply funds to the start-up of other priority course(s). Use of these funds to cover typical start-up costs other than instructor salary (namely, instructional supplies and/or related instructional equipment) is not strictly prohibited; however, the college must receive explicit approval from DACJJ to do so.

Fund Source and Availability: Funding is available through the State General Fund as appropriated to the Division of Adult Correction and Juvenile Justice and subsequently transferred to the System Office. The allocation period is March 18, 2017, through June 30, 2017. Because these funds are being allocated late in the current fiscal year, DACJJ has pre-approved carryforward of these funds for FY 2017-18. Carryforward of these funds beyond June 30, 2018, requires additional approval by DACJJ and the System Office, as outlined in the conditions above.

Contact(s)

Elizabeth Grovenstein
Vice President, Chief Financial Officer

Nate Humphrey
Director, Workforce Continuing Education - Training & Standards

STATE BOARD OF COMMUNITY COLLEGES
Contract for Learning Management System, Online Helpdesk and Video Conferencing

Request: The State Board is asked to approve \$1,399,743.65 for a one-year contract with Blackboard, Inc. for licenses for the System Office and 19 community colleges for the Blackboard® Learn Learning Management System (LMS); system-wide Blackboard Student Services online helpdesk; and Blackboard Collaborate for the System Office; for the period July 1, 2017, through June 30, 2018. This is the second year of the contract with an option to renew for one additional year. The cost of Blackboard Learn LMS licenses is \$775,787.39; Blackboard Student Services (online helpdesk) is \$597,257.82; and Blackboard Collaborate is \$26,698.44.

Background: In March 2010, the System Office started supporting two learning management systems for the 58 community colleges: Blackboard, a licensed LMS, and Moodle®, an open source LMS. Each community college chooses the LMS that best suits the needs of that college and the learning community it serves. The System Office negotiates the contracts for the LMSs and provides support services through training and information resources of the Virtual Learning Community and the NC Learning Object Repository.

Blackboard Student Services online helpdesk services have been provided for the NCCCS colleges by the System Office since 2006. Blackboard Student Services provides 24/7/365 technical end user support for the Blackboard Learn, Moodle® and Sakai learning management systems. Blackboard Student Services Contact Center Solutions include Support Portal and Knowledge Base, with real time e-Chat, and toll-free phone support. Colleges use the online helpdesk for technical questions and problem resolution related to LMS and learning technologies, login assistance, student enrollment, and related technical issues.

Blackboard offers a fully hosted, web-based knowledge base designed to encourage self-service and empower users to maximize the value of their teaching and learning environment. One fully customized support service desk has been implemented for each of the community colleges utilizing the Blackboard Student Support Services for LMS.

Blackboard Collaborate is a video conferencing software platform used by the System Office for remote training, meetings, and troubleshooting for the 58 Community Colleges. The use of remote sessions has greatly reduced travel costs associated with training delivery of the Computer Information Systems (CIS) curricula to the community college staff. Additionally, Blackboard Collaborate provides 50GB of MP4 recorded sessions/training sessions.

Rationale for Contract: This contract is a system-wide master term contract negotiated by North Carolina Community College System Office personnel to realize cost savings for all colleges using Blackboard LMS products and services. Flexibility has been added to this contract to allow for the addition/deletion of colleges from the master contract at the time of each annual renewal. An annual survey each spring of the colleges determines which colleges require a Blackboard license for the following fiscal year.

The NCCC System Office and the following institutions electing to use Blackboard Learn in this contract include:

Beaufort Community College	Halifax Community College
Cape Fear Community College	Johnston Community College
Catawba Valley Community College	Martin Community College
Central Carolina Community College	McDowell Technical Community College
Central Piedmont Community College	Montgomery Community College
Cleveland Community College	Piedmont Community College
Coastal Carolina Community College	Rowan-Cabarrus Community College
Fayetteville Technical Community College	Southwestern Community College
Forsyth Technical Community College	Wake Technical Community College
Gaston College	

Method of Procurement: In accordance with the procurement practice of the State of North Carolina, approval is being sought by outside purchasing authorities. Approval of the contract by the State Board is contingent upon approval by the State Department of Information Technology Contracts and Strategic Sourcing.

Contract Amount and Time Period: The contract is for the amount of \$1,399,743.65 for the period July 1, 2017, through June 30, 2018.

Fund Source and Availability: Funding is contingent on FY 2017-18 State General Fund appropriation.

Contact:

James Parker
Senior Vice President and Chief Information Officer
Technology Solutions and Distance Learning

Katherine Davis
Director of Distance Learning and Change Management
Portfolio and Change Management

STATE BOARD OF COMMUNITY COLLEGES
Contract for North Carolina Learning Object Repository (NCLOR)

Request: The State Board is asked to approve up to \$100,000 for a one year extension of the contract with Pearson for maintenance and support for the North Carolina Learning Object Repository (NCLOR).

Background: Since the State Board of Community Colleges approval in July 2007, the NCLOR has evolved into full production in accordance with the implementation plan. There are over 190,000 learning resources available to all K-14 faculty and instructional programs via learning management systems.

In August 2010, North Carolina was named as one of the winners of the U.S. Department of Education's Race to the Top grant. The Department of Public Instruction (DPI) through Race to the Top funding joined forces with NCCCS in supporting the NCLOR. The Department of Public Instruction (DPI) formed the NC Education Cloud Initiative. The NC Education Cloud is a \$34.6 million shared services initiative designed to more efficiently and effectively deliver technology services to Local Education Agencies (LEAs) in North Carolina. In March 2011, the Education Cloud approached NCCCS with a proposed partnership to expand the NCLOR to the LEAs of North Carolina, serving 1.5 million K-12 students across our state. DPI's Instructional Improvement System (HomeBase) now uses the NCLOR as its main repository for all learning resources. Also, DPI is funding an initiative to roll-out the NCLOR directly to the LEAs. Two LEAs joined NCCCS in a pilot of NCLOR in 2014. Four additional LEAs joined the pilot in 2015. These six LEAs will be used as models for any remaining LEAs which elect to join the NCLOR hereafter.

As a result of the partnership, NCCCS and DPI were able to procure the Pearson perpetual license for the application software in the amount of \$1,189,000 in 2012; year one of the three-year contract. Each agency was solely responsible for its share of the cost, and NCCCS provided \$189,000 towards the \$1,189,000 first year cost for license, maintenance, and support. Ongoing costs are for application maintenance and support. For future years, DPI agreed to pay \$150,000 and NCCCS agreed to pay \$100,000 of the total cost of the maintenance and support.

Rationale for Contract: This NCLOR contract with Pearson provides the application software maintenance and support. The cost of maintenance and support for this agreement is \$250,000. DPI agrees to pay \$150,000 and NCCCS agrees to pay \$100,000 of the total cost of this maintenance and support.

Method of Procurement: In accordance with the procurement practice of the State of North Carolina, approval is being sought by outside purchasing authorities. Approval of the contract by the State Board is contingent upon approval by the State Department of Information Technology Contracts and Strategic Sourcing.

Contract Time & Amount: Total cost of the Pearson contract will not exceed \$250,000, July 1, 2017, through June 30, 2018. The Department of Public Instruction agrees to pay \$150,000 and NCCCS agrees to pay \$100,000 of the total cost of the maintenance and support.

Funding Availability: Funding is contingent on FY 2017-18 State General Fund appropriation for the 2+2 E-Learning Initiative.

Contact Persons:

James Parker
Senior Vice President and Chief Information Officer
Technology Solutions and Distance Learning

Katherine Davis
Director of Distance Learning and Change Management
Portfolio and Change Management

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funding for Demographic Analysis for Strategic Planning

Request: The State Board is asked to approve up to \$40,500 from State Board Reserve funds for a contract with Carolina Demography for demographic analysis to occur between March 17, 2017, and June 30, 2017. Carolina Demography is a demographic research service at the Carolina Population Center at UNC-Chapel Hill. The contract would be for a combination of database development (connecting population data to NCCCS/other data sets) and direct analysis that would support the State Board's strategic planning process.

Background: In February 2017, the State Board of Community Colleges approved a process and timeline for the development of the next North Carolina Community College System strategic plan. The second phase of the process (scheduled for March through August) focuses on environmental scanning, which requires an analysis of present conditions and trends that could impact community colleges. As a part of environmental scanning, staff wants to better understand how North Carolina demographics (population factors such as in-migration, age distribution, gender, race, ethnicity and county distribution of population) affect community colleges now and into the future. Analysis could yield insights about community college enrollment, retention and attainment.

Rationale: Rebecca Tippett with Carolina Demography presented to the SBCC Strategic Planning in February on general demographic shifts that could affect community colleges. This presentation yielded questions from committee members and SBCC leadership. Carolina Demography's assistance with database development would enable the System Office to do analysis needed for environmental scanning and quickly set up a database that could be used both for the environmental scan and for future analysis by System Office staff.

Examples of staff questions that the database and analysis would help NCCCS answer include:

- How might population factors affect community college enrollment?
- How are the populations of service areas projected to change in the next 5, 10+ years?
- Are there gaps in who is being served, comparing what we know about the populations of possible community college and university students and enrollment data?

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

Contract Period and Amount: March 17, 2017, through June 30, 2017, not to exceed \$40,500.

Fund Source and Availability: FY 2016-17 funding is available from the State Board Reserve fund.

Contact:

Jennifer Haygood, Chief of Staff

Bill Schneider, Associate Vice President, Research and Performance Management

Anne Bacon, Director of Strategic Planning and Policy

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
March 17, 2017

Attachment FC 7
(Revised 03/13/2017)

A. Project Approval - New (Non-State and Other State Funds)									
Item	College	Campus or County	Project Number	Project Name	Description	Type of Project			
						New Construction	Repair and Renovation	Estimated Project Cost	
1	Central Piedmont	Merancas Campus	2311	Merancas Parking Lot	Construct an access drive and an asphalt paved parking lot (100 space) that will be shared with the Town of Huntersville Parks and Recreation Department. Estimated cost is \$1,300,000, composed of non-state funds.	X		1,300,000	
2	Fayetteville	Main Campus	2306	Dental Assisting Labs Renovation	Renovation to expand the Dental Assisting Labs to add 7 dental chairs and cabinetry. Estimated cost is \$169,772, composed of state funds (41620).		X	169,772	
3	Mitchell	Main Campus	2253	Health Sciences Classroom Building	Construct 40,000 sq. ft. classroom facility. Estimated cost is \$11,480,000 composed of \$11,163,171 non-state funds, \$116,829 state funds (40720) and \$200,000 state funds (Special Appropriation).	X		11,480,000	

STATE BOARD OF COMMUNITY COLLEGES
 Construction and Property
 March 17, 2017

Attachment FC 7
 (Revised 03/13/2017)

B. Project Approval - Amended (Non-State and Other State Funds)									
	Item	College	Campus or County	Project Number	Project Name	Description	New Construction	Repair and Renovation	Undetermined
N/A									

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
March 17, 2017

C. Project Approval - New (Connect NC Bond Funds)									
Item	College	Campus or County	Project Number	Project Name	Description	New Construction Connect NC	Repair and Renovation Connect NC	Non-State Funds	
1	Blue Ridge	Transylvania Campus	2118	Straus Building Renovation/Addition	Renovation and addition of a classroom removing walls for larger lab space for Machining Program; addition of 900 sq. ft. classroom for Computer Integrated Machining, General Education, Accounting, Business Administration, and Criminal Justice Tech/Latent Evidence. Estimated cost is \$244,495, composed of state funds (Connect NC Bonds/46620/New Construction/Repair & Renovation) .	219,495	25,000		
2	Mayland	Main Campus	2308	Welding Building Renovation and Addition	Renovation to the existing 3,200 square foot facility to add 15 new welding booths and add an additional 1,600 square feet. This project will include adding a new exhaust system, relocating and adding electrical circuits and lighting for the welding booths. Estimated cost is \$687,750, composed of \$394,500 non-state funds (federal funds-EDA) and \$293,250 state funds (Connect NC Bonds/46620/New Construction/Repair & Renovation) .	146,125	147,125	394,500	
3	Mayland	Main Campus	2309	Vocational Building Renovation	Renovation of the first floor (approx. 6,322 sq. ft.) to provide instructional services to students through the Basic Skills Department. Estimated cost is \$210,000, composed of state funds (Connect NC Bonds/46620/Repair & Renovation) .		210,000		

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
March 17, 2017

D. Project Approval - Amended (Connect NC Bonds Funds)									
Item	College	Campus or County	Project Number	Project Name	Description	New Construction Connect NC	Repair and Renovation Connect NC	Non-State Funds	
1	Asheville-Buncombe	Main Campus	2148	Sycamore Greenhouse Wall	Project is amended for an increase in project cost. Total cost is \$100,000, composed of \$100,000 state funds (Connect NC Bonds/46620/Repair & Renovation). Project funding is amended to add \$50,000 state funds.		50,000	-	
*	2	Cleveland	Main Campus	2153	Hunt, Student Activities Center, and Paksoy Roof Replacements	Project is amended for an increase in project cost. Total cost is \$1,076,000, composed of \$371,000 non-state funds, \$5,000 state funds (41120), \$90,224 state funds (41220) and \$609,776 state funds (Connect NC Bonds/46620/Repair & Renovation). Project funding is amended to add \$371,000 non-state funds.			371,000
3	Nash	Main Campus	2180	Buildings A and B Renovations - Health Sciences and Business Technologies	Project is amended for an increase in project cost. Total cost is \$353,977, composed of \$11,977 non-state funds and \$342,000 state funds (Connect NC Bonds/46620/Repair & Renovation). Project funding is amended to add \$11,977 non-state funds.			11,977	
4	South Piedmont	Union County	2214	Center for Technology Renovation	Project is amended for an increase in project scope. Estimated cost is \$6,400,000, composed of \$4,900,000 non-state funds and \$1,500,000 state funds (Connect NC Bonds/46620/Repair & Renovation). Project funding is amended to add \$4,900,000 non-state funds.			4,900,000	

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
March 17, 2017

Attachment FC 7
(Revised 03/13/2017)

E. Project Approval - Final - Close Out (Connect NC Bonds Funds)									
Item	College	Campus or County	Project Number	Description	New Construction Connect NC	Repair and Renovation Connect NC	Non-State Funds		
1	Mayland	Avery County	2177	Avery Learning Center Roof Replacement	Project is amended for a decrease in project cost. Total cost is \$88,200, composed of all state funds (Connect NC Bonds/46620/Repair and Renovation) .		(1,800)	-	

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
March 17, 2017

F. Acquisition and Disposal of Real Property						
Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested	
1	Fayetteville	Spring Lake	2310	Acquisition of Real Property	<p>The Board of Trustees of Fayetteville Technical Community College request permission as per G.S. 115D-20 to acquire, by purchase, the following properties. These properties are located adjacent to the Spring Lake Campus. The property will be purchased for \$833,000 state funds (Connect NC Bonds/46620/New Construction).</p> <p>-1.60 acres of property with a building approximately 16,355 square feet, located at 108 McKenzie Road, Spring Lake, North Carolina. (The building will house Continuing Education and will not need any immediate renovation for use)</p> <p>-1.0 acres of property located at 31 Duncan Road, Spring Lake, North Carolina. (This property will be used for parking and will require paving at a future date)</p>	
2	Mitchell	Main	N/A	Acquisition of Real Property	<p>The Board of Trustees of Mitchell Community College request permission as per G.S. 115D-20 to acquire, by purchase, approximately 2.03 acres (three parcels) located on Cherry Street, Statesville, North Carolina. The property will be purchased for \$520,000 non-state funds. (Reference: Project #2253 - Health Sciences Classroom Building). State Board approval is contingent upon completion of a Phase II Environmental Site Assessment due to the presence of contamination.</p> <p>-704 Cherry Street Parcel No. 1 - 4734-64-9849 -644 Cherry Street Parcel No. 2 - 4734-73-0876 -640 Cherry Street Parcel No. 3 - 4734-64-7949</p>	
3	Montgomery	Main	N/A	Disposal of Real Property	<p>The Board of Trustees of Montgomery Community College request permission as per G.S. 115D-15 to transfer approximately 5.5 acres of property located at 1011 Page Street, Troy, North Carolina to Montgomery County Public Schools. The Board of Trustees has determined that the property is unnecessary for college purposes.</p>	
4	Montgomery	Main	N/A	Acquisition & Disposal of Real Property	<p>The Board of Trustees of Montgomery Community College request permission as per G.S. 115D-20 to acquire, by purchase, approximately 4 acres of property contiguous to the main campus. The Board of Trustees of Montgomery Community College request permission as per G.S. 115D-15 to dispose of two older mobile homes and a carport on the property that are undesirable for college purposes. The property will be purchased with non-state funds.</p>	

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, March 16, 2017 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017

For Information

Finance Committee

- Allocation for Small College Prison Program Start (Attachment FC 03)

Programs Committee

- Curriculum Program Application as Approved by the System President (Attachment PROG 01)
 - Johnston Community College
 - Early Childhood Administration (Certificate) (C55850)
 - Early Childhood Preschool (Certificate) (C55860)
- Curriculum Program Termination as Approved by the System President (Attachment PROG 02)
 - College of The Albemarle
 - Mechanical Engineering Technology (A40320)
 - Craven Community College
 - Computer Engineering Technology (A40160)
 - Isothermal Community College
 - Healthcare Management Technology (A25200)
 - Sandhills Community College
 - Practical Nursing (Diploma) (D45660)
 - Western Piedmont Community College
 - School-Age Care (Certificate) (C55450)
- SBCC Code Report – March 2017 (Attachment PROG 03)

For Future Action

- New Curriculum Standards – Associate in General Education Nursing and Career and College Promise Associate Degree Nursing Pathway (Attachment PROG 04)
 - Associate in General Education Nursing (A1030N)
 - New Curriculum Standard Career and College Promise Associate Degree Nursing Pathway (P1030N)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, March 16, 2017 – 1:30 p.m.

For Action

Agenda Items

- Associate in Fine Arts Uniform Articulation Agreement (Attachment PROG 05)*
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 06)
 - Guilford Technical Community College
 - Health Information Technology (A45360)
- Curriculum Standard Revision (Attachment PROG 07)
 - Cape Fear Community College
 - Chemical Technology (A20120)
 - Wilson Community College
 - Recommended Mathematics

Consent Agenda Items

- Curriculum Program Application to Captive/Co-opted Groups (Attachment PROG 08) [CA]
 - Stanly Community College – Albemarle Correctional Institution
 - Sustainability Technologies (D40370)
- Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 09) [CA]
 - Continuing Education
 - Asheville-Buncombe Technical Community College – Craggy Correctional Center
 - Quantity Food Service (Basic Culinary Skills; Advanced Culinary Skills)
 - Asheville-Buncombe Technical Community College – Swannonoa Correctional Center for Women
 - Working Smart (Working Smart)

New Business

Adjourn

***Items received in previous month's Agenda Review**

MINUTES
Programs Committee
State Board of Community Colleges
February 16, 2017

MEMBERS PRESENT:

Dr. Sam Powell, chair	Dr. Breeden Blackwell	Ms. Kirsten Stovall
Dr. Candler Willis, vice chair*	Mr. Bill McBrayer	

Absent: Lt. Governor Dan Forest
*via phone

SYSTEM OFFICE STAFF AND OTHERS:

Dr. Lisa Chapman	Dr. Porter Brannon	Ms. Sarah Humphrey
Mr. Wesley Beddard	(Mitchell CC)	(Piedmont CC)
Ms. Alexandra Doles	Ms. Kirsten Bunch	Ms. Sandra Lackner
Dr. Lisa Eads	(Blue Ridge CC)	(Isothermal CC)
Dr. Monty Hickman	Ms. Joelle Davis Carter	Ms. Natascha Lipscomb
Dr. J.W. Kelley	(Piedmont CC)	(Rowan-Cabarrus CC)
Dr. Hilmi Lahoud	Ms. Penny Cross	Mr. Peyton Lombardi
Ms. Leslie Leake	(McDowell Tech CC)	(Durham Tech CC)
Ms. Tracy McPherson	Ms. Dee-Dee Dickinson	Ms. Sheila Ann Regan
Ms. Margaret Robertson	(Roanoke-Chowan CC)	(Rockingham CC)
Dr. Frank Sculetta	Ms. Sandra Dietrich	Mr. Harry Starnes
Ms. Sneha Shah Coltrane	(Wake Tech CC)	(Edgecombe CC)
(NCDPI)	Ms. Blair Hairr (Sampson CC)	Mr. Joel D. Welch
Ms. Jenn Selby (Rowan- Cabarrus CC/AFAA)	Ms. Heather Hill (Stanly CC)	(Forsyth Tech CC)

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 1:42 p.m. in the J. Gregory Poole Conference Room in the Caswell Building. Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Dr. Powell requested a motion to approve the February 16, 2017 agenda. Dr. Blackwell made a motion to approve the agenda and Mr. McBrayer seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the January 19, 2017 minutes. Dr. Blackwell made a motion to approve the minutes and Dr. Willis seconded the motion. It was unanimously approved by the committee with a correction made for the date, noting that it should be 2017 rather than 2016.

FOR INFORMATION

Finance Committee Agenda Items

FY 2017-18 NC Community College Grant Program Payment Schedule (Attachment FC 7)

Dr. Kelley stated this is an annual request related to the payment schedule of the NCCC grant program. The intent is to supplement students who are receiving partial Pell grant funding and may need more assistance to stay in school. This additional grant creates an incentive for students to take fifteen credit hours compared to twelve credit hours. Students can receive an additional \$400 if they take the fifteen credit hour course load.

Dr. Blackwell asked if students already know about this grant and its requirements. Dr. Kelley confirmed that some colleges are already utilizing this grant therefore students are aware that the grant and its credit hour requirement is an option.

Mr. McBrayer asked if the credit hour requirement has presented a problem for non-traditional students who are only able to take one or two courses a semester. The Pell grant is not affected by this grant and the twelve credit hour requirement has not changed for the federal grant and will not affect non-traditional students. The grant in question is an additional grant that is meant to encourage students who have the academic aptitude to handle fifteen credit hours per semester.

Dr. Blackwell asked if Ms. Stovall knew of this grant or of any problems. Ms. Stovall replied that, concerning the course load, twelve credit hours is considered low while fourteen is average and fifteen to eighteen credit hours is high.

Dr. Chapman added a conversation about helping students finish a two-year program in two years. Students who are taking the minimum twelve hours per semester which still qualifies them for financial aid will not have students finishing in the two-year period even as full-time students. There also needs to be care taken when advising part-time students.

Ms. Stovall added that a semesters' credit hour course load depends on what classes are taken. Some courses like those in the sciences are four credit hours and this can also affect the course load. Dr. Powell asked if there is an extra charge for students taking more than eighteen credit hours per semester. Tuition fees do not increase above sixteen credit hours.

FY 2017-18 State Financial Aid Allocation for the Targeted Assistance Student Program **(Attachment FC 8)**

Dr. Kelley stated that the intent for this financial aid allocation is that colleges can use funding to be able to target different populations or programs that need extra incentive to attract and help students. Most colleges use this allocation for low enrollment programs to attract students but also used for students such as those who are less than part-time such as taking one or two classes per semester or are not receiving the full Pell grant but need help with books or fees. This is an allocation of \$550,000.

The committee had no questions or concerns.

Programs Committee Information Items

Curriculum Program Application as Approved by the System President (Attachment PROG 1)

- Edgcombe Community College
 - Entrepreneurship (A25490)
- Richmond Community College
 - Early Childhood Administration (Certificate) (C55400)
 - Early Childhood Preschool (Certificate) (C55860)

Dr. Chapman stated that all of the applications are in order. Mr. McBrayer asked if these two colleges have never had these certificates or degree. Dr. Eads replied that these are new to the college and other colleges are now adding these certificates to better target needs. Entrepreneurship could have been covered in other courses in the business program and colleges may now be making a separate degree to address a local need.

Curriculum Program Termination as Approved by the System President (Attachment PROG 2)

- Blue Ridge Community College
 - Manicuring/Nail Technology (Certificate) (C55400)
 - Plumbing (Diploma) (D35300)
- Caldwell Community College
 - Truck Driver Training (Certificate) (C60300)
- Gaston College
 - School-Age Care (Certificate) (C55450)
- Mitchell Community College
 - Phlebotomy (Certificate) (C45600)
 - School-Age Education (A55440)
- South Piedmont Community College
 - General Occupational Technology (A55280)

Dr. Chapman stated that colleges are continuing to review programs that show no or low enrollment in a two-year period. These colleges are meeting student needs through different means such as continuing education courses or through other programs.

The committee had no questions or concerns.

SBCC Code Report (Attachment PROG 3)

Ms. Leslie Leake reviewed the report.

The committee had no questions or concerns.

FOR FUTURE ACTION:

Cooperative Innovative High School Report (Attachment PROG 4)

Dr. Eads stated that this report for the Cooperative Innovative High Schools, better known as early college, is part of legislative requirement and is done in conjunction with the Department of Public Instruction. The report provides information on evaluating the success of students by measuring high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduations employment in career

or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.

Community college students are shown to have high GPAs and course success. The information from UNC system follows NCCCS data and for first time, there is a section from high schools with student stories and successes included in the report. This report is showing how transformative this program is and that it is an investment that is paying off for students.

Dr. Powell asked if there was trouble getting the data. Dr. Eads replied that collecting the data is becoming easier and that each institution has its own data system. Each is responsible for different parts of the data collection process and this report will be polished in the future. Dr. Powell stated that it is very encouraging seeing 90% rates on the report.

Dr. Blackwell asked how were the Cooperative Innovative High Schools created and when was this concept started. Dr. Chapman stated that there were early colleges outside of North Carolina and, during Governor Easley's period, there was a great interest in North Carolina to move forward with these types of high schools to engage students that had the academic ability but did not have a group to connect with in the large comprehensive high school. North Carolina was already strong in dual enrollment. These, combined with best practices across the nation, allowed North Carolina to set high standards and provide support while placing early colleges on site.

Dr. Eads supported this statement, stating that North Carolina is the leader in the nation for early college and is recognized nationally for Career and College Promise.

Ms. Stovall asked if all of the community colleges have early college. Dr. Eads replied that not all of the colleges have an early college, but some colleges have multiple Cooperative Innovative High Schools. There is increased interest in early colleges.

Mr. McBrayer asked if Cooperative Innovative High Schools are four-year or five-year high schools to obtain AA/AS degrees. Ms. Sneha Sha Coltrane, NCDPI Director of Gifted Education and Advanced Programs, stated that both exist and students can either attend the four-year or five-year program. Most of the early colleges are five-year to ensure completion, but some students may also feel that they can accomplish the degree in four years. There are currently ninety five-year early colleges and less than twenty early colleges that are not five-year.

Ms. Stovall asked if an institution is a five-year institution to complete the AA/AS degrees, can a student choose to complete the four-year program instead. Ms. Coltrane stated that yes, plans can change or the student may wish not to do a 5-year program.

Mr. McBrayer asked if there were costs to students to attend and complete this program. Mr. Beddard stated that there is zero cost to students.

The deadline for this report is March 15, 2017 and there is a request to suspend the rule and move forward for action to meet the deadline.

Mr. McBrayer made a motion to move the Cooperative Innovative High School Report from Future Action to Action, Dr. Willis seconded and the committee approved via voice vote.

Mr. McBrayer made a motion to approved the Cooperative Innovative High School Report, Dr. Willis seconded and the committee approved via voice vote.

Associate in Fine Arts Uniform Articulation Agreement (Attachment PROG 5)

Mr. Beddard stated that there is interest among the colleges to create an agreement where a Bachelor's in Fine Arts (BFA) aligns well with an Associate in Fine Arts (AFA). Ms. Jenn Selby, Chair in Fine and Applied Arts at Rowan-Cabarrus Community College and president of Associate in Fine Arts Association (AFAA), has been able to go to each individual university and have them agree with the AFA Articulation Agreement. This process currently works for seven university schools that have a BFA program but can be easily applied to other programs.

Dr. Powell asked that if 28 community colleges and seven universities are involved in this agreement, are private schools involved as well. Ms. Selby stated that it currently appears that a separate agreement would work best with independent colleges. Dr. Powell followed up with asking if this articulation agreement will be expanded to other universities in UNC system. Ms. Selby stated yes.

Dr. Powell asked whether the community colleges not listed offer the AFA and the Associate's in Visual Arts programs. Ms. Selby stated that those colleges are not currently approved to offer these program. Dr. Powell then asked if a community college wanted to be added on to this articulation agreement, do they need to be approved. Dr. Chapman stated that the colleges are approved to offer Associate in Arts degree but can individually apply and request to offer the AFA.

Ms. Selby stated that the reason the AFA and the BFA articulation is critical is that, if compared to an Associate's in Arts or an Associate's in Science curriculum standards, general education is smaller because studio classes are usually six contact hours which takes a lot of a student's time. Thus, students can take the practical courses at a community college and take the general education courses at universities.

FOR ACTION:

Agenda Items

Initiation of the Rulemaking Process to Amend Title 1, Chapter G – “Full-Time Equivalent (FTE)” (Attachment PROG 6) [CA]

Ms. Leslie Leake reviewed the impact of this code change. Dr. Chapman stated that the code change was initiated due to colleges who were looking at start dates for their fall semester this coming fall. The issue arose that colleges were wishing to start on a Monday to meet instructional needs but due to the current code, they cannot start the fall semester until August 15th, which falls on a Tuesday in 2017. The current code complicates this process. The code change addresses college need to allow separation of academic terms and reporting and allow colleges to start on a Monday, thus providing flexibility in the future. The rule also allows some changes in the code to improve clarification of language to FTE reporting. There is a conforming of language and definitions that match recent legislative changes that allow summer term funding.

Dr. Willis asked if there is any change in the number of hours in instruction or lab work. Dr. Chapman replied that there is no change to those

A motion was made by Dr. Blackwell to approve, seconded by Dr. Willis and approved via voice vote.

Cambridge Course Weighting Request (Attachment PROG 7) [CA]

Dr. Powell stated that the Cambridge courses are new and have only been offered in the Charlotte area for the past two years. The request is that the courses be given a weighting of 5.0 similar to Advanced Placement (AP) and International Baccalaureate (IB) courses that are currently accepted. The AP and IB courses are offered in high schools with a 5.0 weighting compared to a 4.5 weighting for honors courses and 4.0 for standard courses.

Dr. Chapman stated that this request previously went before UNCGA, which has already reviewed, and approved the suggested weighting of the courses.

Dr. Eads stated that once the process is completed in the NCCCS, the request will go to the State Board of Education to then be placed in policy.

Ms. Stovall asked if the Charlotte-Mecklenburg school district is the first and only school district to offer the Cambridge courses. Ms. Sha Coltrane stated that she was unsure. The Charlotte-Mecklenburg school district just began offering this program in their district and other states and countries offer the Cambridge course but that there will be other school districts who will be interested since Cambridge is very well known internationally.

Dr. Powell asked if there was a cost to students besides testing. Ms. Sha Coltrane stated that in the Charlotte-Mecklenburg school system, there is no cost to the student and, since the testing is part of the school system, the school covers the expense. Currently, the AP and IB tests are covered by the General Assembly for all students.

A motion was made by Mr. McBrayer to approve, seconded by Dr. Blackwell and approved via voice vote.

Items for the Consent Agenda [CA]

NC Community Colleges Career and College Ready Joint Report (Attachment PROG 8) [CA]

Dr. Chapman reviewed the report. The Career and College Ready Graduates (CCRG) program is legislatively mandated with partners in the Department of Public Instruction to develop remediation for students who do not meet prescribed requirements to be college and career ready by their junior year. The program is offered in their senior year to prepared students to move to college and career ready status. The System Office staff met with community college stakeholders, which included those working with any level of English and Math instruction and those in distance learning, to find the best delivery methods to work with partners.

This program became law on September 30, 2015 and was originally to be distributed across the state by August 2016. Additional conversations with legislators allowed for three-year soft rollout. The program is currently just about finished with its first year of the soft rollout. Wake Technical Community College is leading the program and there are seven models supported with ten to fifteen

models planned for next year with a full rollout in the third year. There is currently work on developing assessments to determine effectiveness and efficacy of models based on relationships that already existed in local community and incorporating existing successful local models into this program.

There has been communication with the National Repository of Online Courses (NROC) which is an opportunity to use technology in both formative and summative assessments to guide students with their remediation process in both Math and English.

Dr. Powell asked if this is required remediation by the state. Dr. Chapman replied yes, that any high school junior who does not meet benchmarks is ultimately approved by the Community College State Board in conjunction with the State Board of Education

Dr. Chapman stated that the report includes the Phase I models and shows which colleges are engaged, how many high schools the colleges are partnering with, and how students are evaluated for being career and college ready. Effectiveness will be evaluated through assessments with the expectation that there will be about three models to be implemented state wide.

Ms. Stovall asked that in the section concerning “Criteria for Determining Career and College Readiness”, if a student’s math score was below the benchmark but the unweighted GPA is higher than the benchmark, does the student still need to take the remediation since it is stated in the program that determination is based on an “either/or” situation. Multiple Measures would be applied in that scenario. Ms. Stovall then asked how would a school determine what subject to target as it appears that different school districts are targeting different subjects. The models may be targeting one subject now but when the Career and College Ready program is implemented statewide, all three subjects (Math, English/Reading) will be targeted for remediation.

Dr. Powell asked that, if the law states that remediation is required when a student has a GPA lower than 2.6, who set that GPA benchmark. The GPA benchmark will be brought before the Community College State Board for vote at a later date as there is a need to collect data from the models. Currently, the remediation decision is based on either ACT scores or Multiple Measures. Current models are looking at what the measure for remediation should be and may include a number of metrics which could determine the benchmarks needed for remediation.

Cooperative Innovative High School Applications (CIHS) (Attachment PROG 9) [CA]

Dr. Eads stated that this agenda item is for new Cooperative Innovative High Schools for the 2017-18 school year. The schools listed are of those seeking approval. The schools have already been approved by State Board of Education. Most are located on college campuses although there are a few that are requesting a waiver due to space or having buildings off-site that are better suited to needs.

Mr. McBrayer asked if Montgomery Community College has a location on campus. Dr. Eads stated that they do not and are requesting a waiver from placing the early college on the community college campus.

Combined Course Library – Continuing Education (Attachment PROG 10) [CA]

Dr. Chapman stated that the first request is due to a need for new courses in insurance. The rationale is based on facilitating the Continuing Education-to-Curriculum bridge within the accounting and

finance degree program, specifically to align with insurance concentration in the curriculum to improve the process in awarding credits to students.

Ms. McPherson stated that the second, third, and fourth requests are connected to each other, as they are based on a partnership at the state and local levels with the Office of State Fire Marshal (OSFM). All three requests are designed to ensure that there are courses in the Combined Library that colleges can use at the local level to train career and volunteer firefighters.

The second request is a request for two new courses to align with two new state certifications. These courses do not currently exist and are tied to new certifications that can be earned by firefighters at the local level in Mobile Water Supply and Technical Rescuer Emergency Medical Care. The course descriptions were obtained from OSFM and are tied to national standards. The request is to add these courses with a July 1, 2017, effective date. The State Board is being asked to approve the courses early so that colleges and local agencies can begin planning training with the courses going live on July 1.

The third and fourth requests are related to current state certifications and to courses already approved in the Combined Course Library. The request is to issue new course numbers for these courses. From time to time, national standards will change, and OSFM will revise courses and certifications to align with these changes. The request for new course numbers for courses that already exist is needed to be able to easily identify if firefighters are being trained under the old standards or new standards for certifications. The new numbers will clarify that difference. Request number three is a request to issue new course numbers to the series of revised Pumps Courses; and request number four is a request to issue new course numbers to the series of revised Aerial Courses. These requests also include a proposed effective date of July 1, 2017.

Dr. Powell asked if these are all new courses. The second request is for new courses as the community colleges have not had these certifications previously. For the third and fourth requests, the content of current courses is being revised, but the courses are being called “new” because of the request for new numbers.

A motion was made by Dr. Blackwell to approve, seconded by Mr. McBrayer and approved via voice vote.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 2:53 pm on a motion by Dr. Blackwell, seconded by Mr. McBrayer.

Respectfully submitted,
Alexandra Doles
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

**Curriculum Program Applications
As Approved by the System President**

The System President has approved the applications listed below.

Johnston Community College

Early Childhood Administration (Certificate) (C55850)

Early Childhood Preschool (Certificate) (C55860)

Contact:

Ms. Jennifer Frazelle
Director

STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Terminations 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.*

On December 5, 2016, the System Office sent a letter to fifty-one colleges to notify them of programs that had not demonstrated enrollment in over two years. The letter requested that they either send in a program termination request or provide justification and a request for an extension. The terminations below resulted from this request.

College of The Albemarle

Mechanical Engineering Technology (A40320)

Rationale: Declining enrollment due to limited job opportunities for program completers. The college is phasing out the program in favor of its recently added Computer-Aided Drafting program to better meet industry needs and student interest.

Termination Semester: **Fall 2017**

Craven Community College

Computer Engineering Technology (A40160)

Rationale: No enrollment for over two years: The curriculum was phased out and replaced by the Information Technology program (previously titled Computer Technology Integration).

Termination Semester: **Fall 2017**

Isothermal Community College

Healthcare Management Technology (A25200)

Rationale: Low Enrollment: The program content has been consolidated into the Medical Office Administration program.

Termination Semester: **Fall 2017**

Sandhills Community College

Practical Nursing (Diploma) (D45660)

Rationale: No enrollment for over two years: There was limited student interest due to insufficient employment opportunities within the college's service area. Resources for the program have been channeled to the Associate Degree Nursing program.

Termination Semester: **Spring 2017**

Western Piedmont Community College

School-Age Care (Certificate) (C55450)

Rationale: No enrollment for two or more years. Students are enrolling in other local certificates which are better suited to meet their needs.

Termination Semester: **Spring 2017**

Contact: Ms. Jennifer Frazelle, Director



STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND 1C SBCCC 200.94 – “Local College Personnel Policies”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	March 16, 2017	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	March 28, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 21, 2017	
	Prospective Effective Date of Rule	May 1, 2017	
AMEND 3B SBCCC Subchapter 400 – “Temporary Rules”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	N/A	N/A
	2 nd Written Comment Period Ends (if substantive changes)	N/A	N/A
	Hearing Date (if applicable)	N/A	N/A
	Presented to SBCC for Adoption	March 17, 2017	PENDING
	Prospective Effective Date of Rule	April 1, 2017	

Attachment PROG 3

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND Title 1, Chapter G – “Full-Time Equivalent (FTE)”	Initiation of Rulemaking Process	February 17, 2017	COMPLETED
	Publication on NCCCS Website	February 21, 2017	COMPLETED
	Written Comment Period Ends	March 23, 2017	PENDING
	Review Comments with SBCC Committee	April 20, 2017	
	2 nd Written Comment Period Ends (if substantive changes)	May 2, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	May 19, 2017	
	Prospective Effective Date of Rule	June 1, 2017	

STATE BOARD OF COMMUNITY COLLEGES
Associate in General Education Nursing and Career and
College Promise Associate Degree Nursing Pathway

Request:

The State Board of Community Colleges is asked to approve the following new curriculum and new pathway:

Associate in General Education Nursing (A1030N)
 Career and College Promise (CCP) Associate Degree Nursing (ADN) Pathway (P1030N)

Rationale:

- A recommendation from the Future of Community College Nursing Education ad hoc committee Report was to “develop curriculum, coding, tracking, and financial aid processes that differentiate and facilitate potential and actual nursing students in their completion of nursing program courses and RN to BSN articulation agreement pre-requisite coursework for seamless transition to BSN completion.” The Associate in General Education (AGE) Nursing and Career and College Promise (CCP) Associate Degree Nursing (ADN) Pathway would assist in the coding and tracking of potential and actual nursing students.
- Currently, there is not a standard code that all colleges are using for pre-nursing students. Some of the codes that colleges are using may include: the Associate in General Education (AGE) (A10300), General Occupational Technology (GOT) (A55280), the Health Science: Therapeutic and Diagnostic Services /Nurse Aide (Diploma) D45970 and the ADN nursing code (A45110) with an additional, local suffix. The AGE Nursing would provide a standard code that all colleges use for ADN nursing graduates who return to the community college to complete additional general education courses that are required for their Baccalaureate degree in Nursing.
- Colleges that utilize a local suffix for pre-nursing (A45110N) are able to distinguish those students from students accepted/enrolled in their primary program of study. However, Colleague software does not capture the local seventh digit in the enrollment data received in the System Office data warehouse which makes it difficult to capture accurate data.
- The current CCP Transfer Pathways leading to the Associate in Science and Associate in Arts do not contain the general education courses required in Nursing. A CCP pathway, specific to nursing, is needed which will assist high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. This Pathway is based on Blocks 1 through 3 of the *Uniform Articulation Agreement between the University of North Carolina’s Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

- The AGE Nursing is needed to assist students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

Contact Person:

Ms. Renee Batts
Associate Director

PROPOSED

**Associate in General Education Nursing
(A1030N)**

The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is *guaranteed* admission to the program of his or her choice.

GENERAL EDUCATION (52-54 SHC)

These courses are contained in the RN to BSN Articulation Agreement.

English Composition (6 SHC)

The following English composition course is required.

*	ENG	111	Writing and Inquiry	(3 SHC)
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Select one course from the following (3 SHC)

*	ENG	112	Writing/Research in the Disciplines	(3 SHC)	
*	ENG	114	Prof Research & Reporting	(3 SHC)	or

Humanities/Fine Arts (9 SHC)

Select two courses from the following (6 SHC):

*	ART	111	Art Appreciation	(3 SHC)
*	ART	114	Art History Survey I	(3 SHC)
*	ART	115	Art History Survey 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)
*	HUM	115	Critical Thinking	(3 SHC)

Select one course from the following (3 SHC)

	ENG	231	American Literature I	(3 SHC)	
	ENG	232	American Literature II	(3 SHC)	or

Social/Behavioral Sciences (15 SHC)

The following courses are required (9 SHC):

* PSY	150	General Psychology	(3 SHC)	and
* PSY	241	Developmental Psychology	(3 SHC)	
SOC	210	Introduction to Sociology	(3 SHC)	

Select one course from the following (3 SHC)

SOC	213	Sociology of the Family	(3 SHC)
SOC	220	Social Problems	(3 SHC)
SOC	225	Social Diversity	(3 SHC)
SOC	230	Race and Ethnic Relations	(3 SHC)
SOC	240	Social Psychology	(3 SHC)

Select one course from the following (3 SHC)

HIS	111	World Civilizations I	(3 SHC)
HIS	112	World Civilizations II	(3 SHC)
HIS	131	American History I	(3 SHC)
HIS	132	American History II	(3 SHC)

Natural Sciences (15-16 SHC)

Select one sequence from the following (8 SHC):

* BIO	165	Anatomy and Physiology I	(4 SHC)	and
* BIO	166	Anatomy and Physiology II	(4 SHC)	
* BIO	168	Anatomy and Physiology I	(4 SHC)	or and
* BIO	169	Anatomy and Physiology II	(4 SHC)	

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

BIO	175	General Microbiology	(3 SHC)
BIO	275	Microbiology	(4 SHC)

Select one sequence from the following (4 SHC)

CHM	151	General Chemistry I	(4 SHC)	or and
CHM	130	Gen, Org, & Biochemistry	(3 SHC)	
CHM	130A	Gen, Org, & Biochem Lab	(1 SHC)	
CHM	131	Introduction to Chemistry	(3 SHC)	or and
CHM	131A	Intro to Chemistry Lab	(1 SHC)	

Math (7-8 SHC)

The following course is required

MAT	152	Statistical Methods I	(4 SHC)
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Select one course from the following (3 or 4 SHC)

MAT	143	Quantitative Literacy	(3 SHC)	or
MAT	171	Precalculus Algebra	(4 SHC)	

Other Required Hours (7-8 SHC)**Academic Transition (1 SHC)**

The following course is required:

ACA	122	College Transfer Success	(1 SHC)
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Social Behavioral Science/Elective (6-7 SHC) *(Dependent on selection of mathematics and natural science.)*

Select two courses from either the Social Behavioral Science or Elective category or one from each.

Social Behavioral Science

ECO	251	Prin of Microeconomics	(3 SHC)
ECO	252	Prin of Macroeconomics	(3 SHC)
POL	120	American Government	(3 SHC)

Electives

Electives must be selected from the Transfer Course List in the Comprehensive Articulation Agreement which is located at:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>.

Suggested electives include foreign language, speech, culture and computer science.

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

Note: Individual UNC RN to BSN nursing programs may require a maximum of two courses totaling no more than six credits to meet school specific degree requirements that are not a part of the RN to BSN Articulation Agreement. In no case will these additional requirements necessitate completing more than 128 credits in order to earn a BSN. Each UNC RN to BSN institution will develop, publish, and maintain on their website a RN to BSN degree plan that identifies specific degree requirements that are not part of the RN to BSN AA.

For additional information about Blocks 4 and 5 (which contain nursing courses) of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/uniform-articulation-agreement-rn-bsn>.

***Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.**

PROPOSED

**Career and College Promise Associate Degree Nursing (ADN) Pathway
(P10XXC)**

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Blocks 1 through 3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the RN to BSN AA courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

GENERAL EDUCATION (23 SHC)

These courses are contained in Block 1 of the Five Block Degree Plan located within the RN to BSN Articulation Agreement.

English Composition (6 SHC)

The following English composition course is required.

*	ENG	111	Writing and Inquiry	(3 SHC)
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Select one course from the following (3 SHC)

*	ENG	112	Writing/Research in the Disciplines	(3 SHC)	or
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*	ENG	114	Prof Research & Reporting	(3 SHC)
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Humanities/Fine Arts (3 SHC)

Select one course from the following (3 SHC):

*	ART	111	Art Appreciation	(3 SHC)
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*	ART	114	Art History Survey I	(3 SHC)
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*	ART	115	Art History Survey II	(3 SHC)
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*	MUS	110	Music Appreciation	(3 SHC)
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*	MUS	112	Introduction to Jazz	(3 SHC)
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*	PHI	215	Philosophical Issues	(3 SHC)
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*	PHI	240	Introduction to Ethics	(3 SHC)
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*	HUM	115	Critical Thinking	(3 SHC)
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Social/Behavioral Sciences (6 SHC)

The following courses are required (6 SHC):

*	PSY	150	General Psychology	(3 SHC)
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*	PSY	241	Developmental Psychology	(3 SHC)
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Natural Sciences (8 SHC)

Select one sequence from the following (8 SHC):

* BIO	165	Anatomy and Physiology I	(4 SHC)	and
* BIO	166	Anatomy and Physiology II	(4 SHC)	or
* BIO	168	Anatomy and Physiology I	(4 SHC)	and
* BIO	169	Anatomy and Physiology II	(4 SHC)	

Other Required Hours (1 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA	122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 24 SHC

****Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.***

For additional information about Blocks 2 and 3 of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/uniform-articulation-agreement-rn-bsn>.

High school students in the CCP Associate Degree Nursing Pathway to the Associate in General Education Nursing (A1030N) program must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N).

STATE BOARD OF COMMUNITY COLLEGES
Associate in Fine Arts Uniform Articulation Agreement

Request: The State Board of Community Colleges is requested to approve the *Proposal for a Uniform Articulation Agreement Between The University of North Carolina Baccalaureate of Fine Arts Programs and the North Carolina Community College System Associate in Fine Arts Visual Arts Programs*, which is an agreement jointly created by the North Carolina Community College System and the University of North Carolina Baccalaureate of Fine Arts Visual Arts programs.

Background: Since 2013 community college and university visual arts faculty, department chairs, and administrators have been focused on forging productive, collaborative relationships founded on the common goal of best serving students pursuing the visual arts in North Carolina's public community colleges and universities. The implementation of the 2014 *Comprehensive Articulation Agreement* between the two systems presented motivation for visual arts programs across North Carolina's institutions of public higher education to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration in order to put student success first. There is strong evidence of the successes of these efforts, with highlights including the establishment of the NC Community College AFA Association (NCCCAFAA), the creation of the annual NC Community College Fine Arts Conference (a statewide conference for both community college and university faculty that is in its fourth year in 2017), the inaugural joint visual arts Foundations Summit of September 2016 hosted by the UNC Greensboro College of Visual and Performing Arts, and the creation of the Alliance of Visual Arts Programs (AVAP), a joint alliance of visual arts department chairs and directors from NC's community college and university programs.

The Alliance of Visual Arts Programs and the NC Community College Associate in Fine Arts Association have worked together to develop improvements in the transfer process that include the following actions: the creation, submission, and implementation of community college AFA Visual Arts curriculum standard revision; the establishment of a community college visual arts core that is closely aligned with a university foundations core; and the creation of the proposed agreement for articulation of the AFA Visual Arts to Bachelor of Fine Arts Articulation Agreement.

Rationale: The Uniform Articulation Agreement is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the UNC baccalaureate of fine arts visual arts programs.

Contact Person:
Wesley Beddard, Associate Vice President

PROPOSAL FOR A UNIFORM ARTICULATION AGREEMENT

BETWEEN

THE UNIVERSITY OF NORTH CAROLINA

BACCALAUREATE OF FINE ARTS PROGRAMS

AND

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

ASSOCIATE IN FINE ARTS IN VISUAL ARTS PROGRAMS

Effective: Fall 2017

Approved by the State Board of Community Colleges on **XXXXXXXXXX**

Approved by The UNC Board of Governors on **XXXXXXXXXX**

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I. Background

Since 2013 community college and university visual arts faculty, department chairs, and administrators have been focused on forging productive, collaborative relationships founded on the common goal of best serving students pursuing the visual arts in North Carolina's public community colleges and universities. The implementation of the 2014 Comprehensive Articulation Agreement between the two systems presented motivation for visual arts programs across North Carolina's institutions of public higher education to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration in order to put student success first. There is strong evidence of the successes of these efforts, with highlights including the establishment of the NC Community College AFA Association (NCCCAFAA), the creation of the annual NC Community College Fine Arts Conference (a statewide conference for both community college and university faculty that is in its fourth year in 2017), the inaugural joint visual arts Foundations Summit of September 2016 hosted by the UNC Greensboro College of Visual and Performing Arts, and the creation of the Alliance of Visual Arts Programs (AVAP), a joint alliance of visual arts department chairs and directors from NC's community college and university programs.

The AVAP and the NCCCAFAA have worked together to develop improvements in the transfer process that include the following actions: the creation, submission, and implementation of community college AFA VA curriculum standard revision; the establishment of a community college visual arts core that is closely aligned with a university foundations core; and the creation of AFAVA to BFA AA.

The Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts Articulation Agreement (AFAVA to BFA AA) is an agreement jointly created by the North Carolina Community College System and the University of North Carolina BFA visual arts programs. The AFAVA to BFA AA is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the UNC BFA visual arts programs. There are seven BFA-granting institutions within the UNC system whose focus is on the visual arts. While the individual names of these seven BFA degrees may vary slightly between program, for the sake of consistency and clarity we will refer to all four-year BFA [visual arts] degrees as "BFA" within this document. The specific title of each degree will be listed in Appendix A, under Participating Programs.

II. Purpose and Rationale

This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for Associate in Fine Arts in Visual Arts graduates moving between North Carolina community colleges and the constituent institutions of The University of North Carolina in order to complete Bachelor of Fine Arts degree. It describes a progression degree plan that includes required general education and prerequisite courses that are acceptable to all state-funded visual arts Bachelor of Fine Arts visual arts programs. AFA in Visual Arts graduates will meet entrance requirements at all of the North Carolina public universities and will meet entrance requirements for application directly to the Bachelor of Fine Arts programs. AFA in Visual Arts graduates must meet the portfolio submission requirements and associated timelines as published by each BFA program. Acceptance into any BFA program is not guaranteed. Each student must follow the admissions process of the specific receiving institution.

This proposal supports the mission of the North Carolina State Board of Community Colleges and Goals 1 and 2 of the University of North Carolina's strategic document *Our Time Our Future, University of North Carolina Strategic Direction*. It moves these objectives forward by creating a more seamless and rational transfer process for community college Associate in Fine Arts in Visual Arts students.

III. Policies

The AFAVA to BFA AA is made between the State Board of the North Carolina Community College System and The University of North Carolina Board of Governors. It applies to all North Carolina community colleges that offer the Associate in Fine Arts in Visual Arts program and to those constituent institutions of The University of North Carolina that operate Bachelor of Fine Arts Programs. For the list of participating programs, see Appendix A. The AFAVA to BFA AA applies to all community college students who enter the Associate in Fine Arts in Visual Arts degree program after the effective date of this agreement and who successfully complete the AFA in Visual Arts degree.

A. AFA in Visual Arts to BFA Transfer Committee (AFABFATC) Authority to interpret and make changes in the AFAVA to BFA AA rests with the AFA to BFA Transfer Committee (AFABFATC). The AFABFATC is an eight-member co-chaired committee appointed by the Presidents of the North Carolina Community College System and The University of North Carolina. Questions concerning the AFAVA to BFA AA should be directed to the appropriate system's chief academic office (CAO) with an explanation of the institutional policy that may (appear to) be in conflict with AFAVA to BFA AA. The CAO will forward unresolved questions to the AFABFATC for resolution. Each system will appoint one ex-officio non-voting member of the AFABFATC For further details, see Appendices B and C.

B. Transfer Credit Appeal

If an AFAVA to BFA AA student perceives that the terms of the AFAVA to BFA AA have not been honored, s/he may follow the AFAVA to BFA AA Transfer Credit Appeal Process as outlined in Appendix D.

IV. Regulations

A. Transfer of Credits

The AFAVA to BFA AA establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AFA in Visual Arts programs and apply to BFA [visual arts] programs at constituent institutions of The University of North Carolina. The AFAVA to BFA AA does not address admission to a specific institution or BFA program within an institution.

1. Eligibility

To be eligible for the transfer of credits under the AFAVA to BFA AA, an applicant must enter a community college AFA in Visual Arts program on or after the effective date of this agreement and must earn an AFA in Visual Arts degree in a North Carolina Community College with a GPA of at least 2.0 and a grade of C or better in all transfer courses.

In order to use the AFAVA to BFA AA effectively, students should follow the prescribed AFA in Visual Arts course list. (Appendix E)

2. Procedures governing transfer of Associate in Fine Arts in Visual Arts into Bachelor of Fine Arts

- a. The AFAVA to BFA AA enables students who have graduated from North Carolina community college AFA in Visual Arts programs to complete a common list of courses that meet the entrance requirements at all of the BFA in visual arts programs at the constituent institutions of The University of North Carolina. However, because visual arts program admissions are competitive, no student is guaranteed admission to a visual arts program. In addition to meeting entrance requirements transfer students may also be required to submit a portfolio of their creative work, depending on the portfolio requirements for each institution.
- b. A student who completes an AFA in Visual Arts with a GPA of at least 2.0 and a grade of C or better in the AFAVA to BFA AA courses listed in Appendix E will have fulfilled the BFA program entry requirements, and all courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill General Education requirements for the BFA.
- c. These students will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

3. Certification of the Associate of Fine Arts in Visual Arts degree completion

Certification of completion of the Associate of Fine Arts in Visual Arts degree is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component Courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of Courses not originated at North Carolina community colleges

Transfer courses that do not originate in a North Carolina Community College or UNC institution may be used under the AFAVA to BFA AA with the following stipulations:

- a. Courses must be completed at a regionally accredited institution of higher education;
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 hours of general education course credit.
- d. If the courses are used to complete the AFAVA degree, the courses will transfer as a part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AFAVA degree under the AFAVA to BFA AA.

B. Impact of the AFAVA to BFA AA on other articulation agreements

The AFAVA to BFA AA takes precedence over bilateral articulation agreements established between constituent institutions of The University of North Carolina and the North Carolina

Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the AFAVA to BFA AA and enhance transferability of students from community colleges to senior institutions are acceptable. Institutional agreements conflicting with the AFAVA to BFA AA are not permitted.

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Appendices

Appendix A:
Participating Programs
NCCCS Associate in Fine Arts in Visual Arts Programs
As of August 18, 2016

The following North Carolina community colleges have received approval to offer the Associate in Fine Arts in Visual Arts (A10600) degree:

Asheville-Buncombe Technical Community College	Forsyth Technical Community College
Blue Ridge Community College	Guildford Technical Community College
Caldwell Community College and Technical Institute	Mitchell Community College
Cape Fear Community College	Pitt Community College
Carteret Community College	Roanoke-Chowan Community College
Catawba Valley Community College	Rockingham Community College
Central Piedmont Community College	Rowan-Cabarrus Community College
Cleveland Community College	Sandhills Community College
Coastal Carolina Community College	South Piedmont Community College
College of the Albemarle	Southwestern Community College
Durham Technical Community College	Surry Community College
Fayetteville Technical Community College	Tri-County Community College
	Wake Technical Community College
	Western Piedmont Community College

UNC System BFA Programs with Degree Titles

Appalachian State University – BFA in Studio Art
East Carolina State University – BFA in Art
UNC Asheville – BFA in Art
UNC Chapel Hill – BFA in Studio Art
UNC Charlotte – BFA in Art
UNC Greensboro – BFA in Studio Art
Western Carolina University – BFA in Art

Appendix B:**AFAVA to BFA AA Transfer Committee Procedures**

Articulation between the North Carolina Community College System and The University of North Carolina is a dynamic process. To ensure the currency of the AFAVA to BFA AA, occasional modifications to that agreement may be necessary. The AFAVA to BFA AA Transfer Committee (AFABFATC) will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the AFABFATC will be consistent with all pertinent accreditation standards.

Appendix C**AFAVA to BFA AA Transfer Committee Membership**

AFABFATC members shall serve three-year, staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for 1 or 2 years to allow for staggering of terms.

The AFABFATC shall have co-chairs, one from the NCCCS members, and one from the UNC members. Co-chairs shall be elected by the membership, and shall serve staggered terms.

NCCCS Members:

- Four representatives including:
 - One representative from the NCCCS administration
 - One representative from the NCCC AFA Association Executive Committee (an AFA in Visual Arts representative)
 - Two representatives from the community college AFA in Visual Arts schools. This member will be nominated by their peers and appointed by the CAO of the NCCCS. Self-nomination with endorsement by peers is permitted.

UNC Members:

- Four representatives including:
 - One representative from the University of North Carolina
 - Three representatives from the university BFA institutions. These three members will be nominated by their peers and appointed by the CAO of UNC. Self-nomination with endorsement by peers is permitted.

Appendix D

AFAVA to BFA Articulation Agreement Transfer Credit Appeal Procedure

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the AFAVA to BFA AA have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the AFAVA to BFA AA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal

Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit an AFAVA to BFA AA Transfer Credit Appeal Form along with any supporting documentation to the Director of Admissions or other campus designee at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific AFAVA to BFA AA language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission or other campus designee will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission or other campus designee, he/she may appeal on the same form to the Chief Academic Officer (Provost) of the specific University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, he/she may appeal to the AFA to BFA Transfer Committee (AFABFATC) appeals subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the AFA to BFA Transfer Committee (AFABFATC) appeals subcommittee should be sent to:

UNC-GA AFA to BFA Transfer Committee (AFABFATC)
 AFAVA to BFA AA Appeal
 PO Box 2688, Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full

AFABFATC within 10 business days. The AFABFATC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

AFAVA to BFA AA Transfer Credit Appeal Form

University of North Carolina/North Carolina Community College System

Section 1: Student Information *(to be completed by the student submitting the form)*

- The completed form and any supporting documentation **must be submitted to the UNC institution's Director of Admission by the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer.**
- You must specify the nature of the appeal and cite the specific AFAVA to BFA AA language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____
(Please print or type)

Address: _____
(Number and Street) (City) (State) (Zip)

Telephone: _____ Email: _____
(Area code/Number)

Community College from which AFAVA was earned: _____

UNC institution offering admission: _____ beginning (semester/yr) _____

Section 2: Basis for your appeal: State your concern(s), citing specific language in the AFAVA to BFA AA that is applicable to your contention. Attach AFAVA to BFA AA supporting documents.

Student Signature: _____ Date _____

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Appendix E

Effective Term: Fa2016

Associate in Fine Arts in Visual Arts (A10600) Curriculum Standard*Approved by the State Board of Community Colleges on February 19, 2016; Editorial revision 06/29/2016.*

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

UNIVERSAL GENERAL EDUCATION TRANSFER (UGETC) COMPONENT*All Universal General Education Transfer Component courses will transfer for equivalency credit.***English Composition (6 SHC)**

ENG 111 Writing and Inquiry (3 SHC)

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

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

ART 111 Art Appreciation (3 SHC)

COM 231 Public Speaking (3 SHC)

ENG 231 American Literature I (3 SHC)

ENG 232 American Literature II (3 SHC)

ENG 241 British Literature I (3 SHC)

ENG 242 British Literature II (3 SHC)

MUS 110 Music Appreciation (3 SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

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

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

POL 120 American Government (3 SHC)

PSY 150 General Psychology (3 SHC)

SOC 210 Introduction to Sociology (3 SHC)

Math (3-4 SHC)

Select one course from the following:

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

Natural Sciences (4 SHC)

Select 4 SHC from the following:

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

ART (15 SHC)

Additional Universal General Education Transfer Courses: ART

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

Other Required: ART

- ART 121 Two-Dimensional Design (3 SHC)
- ART 122 Three-Dimensional Design (3 SHC)
- ART 131 Drawing I (3 SHC)

An additional 18-20 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Academic Transition (1 SHC)

- ACA 122 College Transfer Success (1 SHC)

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

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Visual Arts program of study. The transfer of this hour is not guaranteed.*

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.

Appendix F

North Carolina Public College and Universities Honoring the AFAVA to BFA AA

**The following institutions do not award BFA degrees but offer BA degrees
in the visual arts and agree to honor the AFAVA to BFA AA.**

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Appendix G

North Carolina Independent Colleges and Universities Honoring the AFAVA to BFA AA

The following institutions agree to honor the AFAVA to BFA AA.

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

Request: 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 these programs without any special allocation of funds.

Guilford Technical Community College
Health Information Technology (A45360)

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

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Guilford Technical Community College
Health Information Technology (A45360)**

Program Planning: Guilford Technical Community College is seeking approval for the Health Information Technology (A45360) program to begin Fall 2017. The planning area is defined as the college's service area of Guilford County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Guilford Technical Community College on October 20, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Guilford 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: Guilford Technical Community College (GTCC) indicates the following:

- According to the North Carolina Department of Commerce, *the job outlook for the employment of medical records and health information technicians (HIT) in North Carolina is expected to increase from 5,160 in 2014 to 6,200 in 2024 (twenty percent). This occupation is expected to average about 220 opening each year during this period.*
- According to the U.S. Bureau of Labor Statistics, employment of HITs is projected to grow fifteen percent from 2014 to 2024, much faster than the average for all occupations.
- The U.S. Bureau of Labor and Statistics associates the HIT faster growth rate to several factors: *1.) An aging population will require more medical services, and HITs will be needed to organize and manage the older generations' health information data. 2.) The number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform. 3.) Additional records, coupled with widespread use of electronic health records (EHRs) by all types of health care providers, will lead to an increased need for technicians.*

- According to the April-June Economic Modeling Report, in 2013 the twelve county Triad region had 992 HIT jobs and it is projected they will have 1,171 in 2025 (increase by eighteen percent). Currently, only one community college provides the curriculum in the area. The typical career path for HITs includes Medical and Health Services Management. Regional trends suggest an 8.6 percent growth in jobs for Health Services Managers, a position with the median earnings of \$45.66 an hour.
- The Director of Acute Care Coding at Novant Health stated they would provide remote internship opportunities for the students. By providing remote opportunities for the HIT students any class size could be accommodated in the coding internship.
- GTCC received emails of support for clinical internships from the Practice Administrator at Greensboro Dermatology Association and from Canopy Partners.

Impact of the Proposed Program on Other Programs: Twelve community colleges are approved to offer the Health Information Technology program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Guilford Technical Community College. Initially, Davidson County Community College and Edgecombe Community College did not concur with the impact assessment. This issue has been resolved. **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 Health Information Technology curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report health information. Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and non-governmental standards; facilitate research; and design system controls to monitor patient information security. Graduates of this program may be eligible to write the national certification examination to become a Registered Health Information Technician (RHIT). Employment opportunities include hospitals, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians' offices, hospice, and mental health facilities.

Contact Person:

Ms. Renee Batts
Associate Director

STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM STANDARD REVISION

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

Cape Fear Community College
Chemical Technology (A20120)

Wilson Community College
Recommended Mathematics

Contact:

Ms. Jennifer Frazelle
Director

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISION
Cape Fear Community College
Chemical Technology (A20120)

Request: The State Board of Community Colleges is asked to approve Cape Fear Community College's request to revise the Chemical Technology (A20120) curriculum standard with an effective term of Fall 2017.

Proposed Revisions:

- Remove the following courses from the required core:

<i>CTC 111 Basic Chemistry I</i>	<i>CTC 140 Organic Processes</i>
<i>CTC 112 Basic Chemistry II</i>	<i>CTC 220 Organic Chemistry II</i>
<i>CTC 120 Organic Chemistry I</i>	<i>CTC 230 Biochemistry</i>

- Add the following courses to the core:

<i>CTC 110 Chemical Safety & Technology</i>	<i>CTC 235 Food Chemistry</i>
<i>CTC 114 Wet Laboratory Techniques</i>	<i>CTC 260 Chemical Technology Capstone</i>
<i>CTC 115 Quality Control Laboratory</i>	
<i>CTC 145 Advanced Laboratory Methods</i>	
<i>CTC 150 Standards and Solutions</i>	
<i>CTC 210 Forensic Laboratory</i>	

The addition and deletion of courses to the core will result in a change of core hours from 44 SHC to 38 SHC for the associate degree program.

Note: The proposed curriculum standard revision includes new and revised courses, which were presented to the Curriculum Review Committee (CRC) on February 23, 2017.

Rationale: Cape Fear Community College (CFCC) is requesting the proposed changes in order to restructure their program. CFCC's recommendations for their program are to: 1) incorporate new technologies/equipment within the laboratory setting, 2) meet employer workforce needs, and 3) reduce the duplication of courses being taught in the chemistry department.

Vote Results:

Cape Fear Community College is the only college approved to offer the program.

Contact Person:

Ms. Renee Batts
Associate Director

PROPOSED CURRICULUM STANDARD

Effective Term

Fall 2014

Fall 2017

2014*03

2017*03

Curriculum Program Title	Chemical Technology	Program Code	A20120
Concentration	(not applicable)	CIP Code	41.0301

Curriculum Description

The Chemical Technology curriculum prepares individuals for work as analytical technicians in chemical laboratories associated with chemical production, environmental concerns, pharmaceuticals, or general analysis.

Course work includes general chemistry, organic chemistry, introductory chemical engineering, qualitative analysis, and quantitative analysis, including such instrumental techniques as spectroscopy (UV-Vis, IR, AA) and chromatography (GC, LC). Students also utilize computerized data collection, reduction, and graphic presentation.

Graduates should qualify as entry-level chemical laboratory technicians. Their duties may include chemical solution preparation; raw material, product, or environmental sampling; and/or sample testing via wet chemistry or instrumental techniques.

*Curriculum Requirements**

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

- I. General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

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

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

Proposed

Major Hours

[ref. 1D SBCCC 400.97(3)]

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Chemical Technology A20120

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree.</i>	44 SHC 38 SHC	12 SHC	
Required Courses: CTC 110 Chemical Safety & Technology 2 SHC CTC 111 Basic Chemistry I 7 SHC CTC 112 Basic Chemistry II 7 SHC CTC 114 Wet Laboratory Techniques 5 SHC CTC 115 Quality Control Laboratory 5 SHC CTC 120 Organic Chemistry I 2 SHC CTC 140 Organic Processes 7 SHC CTC 145 Advanced Laboratory Methods 6 SHC CTC 150 Standards & Solutions 2 SHC CTC 210 Forensic Laboratory 2 SHC CTC 220 Organic Chemistry II 6 SHC CTC 230 Biochemistry 5 SHC CTC 235 Food Chemistry 2 SHC CTC 240 Instru I: Spectroscopy 6 SHC CTC 250 Instru II: Chromatography 6 SHC CTC 260 Chemical Technology Capstone 2 SHC			
Required Subject Areas: None			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> BIO, CHM, CIS, CSC, CTC, CTS, HEA, ISC, MSC, PHY, SST and WBL <i>Up to two semester hour credits may be selected from ACA.</i> <i>Up to three semester hour credits may be selected from the following prefixes:</i> ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.			

STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM STANDARD REVISIONS
Wilson Community College

Request: The State Board of Community Colleges is asked to approve Wilson Community College's request to revise the *recommended** general education/mathematics list for the cluster curriculum standards in the following program areas plus the Outdoor Leadership (A55330) program under the public service technologies program area:

Agricultural & Natural Resources Technologies
Construction Technologies
Industrial Technologies

Biological & Chemical Technologies
Engineering Technologies
Transport System Technologies

**Courses listed are recommended general education courses for select curriculum standards. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs.*

Proposed Revisions: Add recommended math courses (list attached) to replace archived math courses in the *recommended* general education section of corresponding agricultural and natural resources, biological and chemical, construction, engineering, industrial, Outdoor Leadership (A55330) and transport systems technologies curriculum standards.

Rationale: The following math courses were archived by the Curriculum Review Committee as a result of the mathematical curriculum improvement project:

MAT 101 Applied Mathematics I
MAT 115 Mathematical Models
MAT 140 Survey of Mathematics
MAT 151 Statistics I
MAT 161 College Algebra
MAT 165 Finite Mathematics
MAT 210 Logic

MAT 102 Applied Mathematics II
MAT 120 Geometry and Trigonometry
MAT 145 Analytical Math
MAT 155 Statistical Analysis
MAT 162 College trigonometry
MAT 175 Precalculus
All MAT Lab (A) Courses

The following new MAT courses were approved by the Curriculum Review Committee as a result of the mathematical curriculum improvement project:

MAT 143 Quantitative Literacy

MAT 152 Statistical Methods I

MAT 143 was considered a replacement for MAT 140 and 115. MAT 152 was viewed as a replacement for MAT 151 and 155. The archived mathematics courses appear on various curriculum standards that utilize a *recommended* general education course category and therefore need to be updated. The suggested replacements will continue to support student engagement in math.

Vote Results:

Colleges approved to offer the program: 58
Colleges in favor of recommendations: 54
Colleges opposed to recommendations: 0
Colleges not responding: 4

Proposed *recommended* general education mathematics courses to be listed within the *Natural Science/Mathematics* category on *career cluster* curriculum standards* within the following program areas:

Proposed Agricultural and Natural Resources Technologies:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC
MAT 171 Precalculus Algebra	4 SHC

Proposed Biological and Chemical Technologies/Outdoor Leadership:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC

Proposed Construction Technologies:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC
MAT 171 Precalculus Algebra	4 SHC

Proposed Engineering Technologies:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC
MAT 171 Precalculus Algebra	4 SHC
MAT 223 Applied Calculus	3 SHC
MAT 271 Calculus I	4 SHC

Proposed Industrial Technologies:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC
MAT 171 Precalculus Algebra	4 SHC
MAT 223 Applied Calculus	3 SHC
MAT 271 Calculus I	4 SHC

Proposed Transport Systems Technologies:

MAT 110 Math Measurement & Literacy	3 SHC
MAT 121 Algebra/Trigonometry I	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC

**The proposed revision affects thirty (30) curriculum standards. An example curriculum standard is provided to illustrate the placement of recommended natural science/mathematics within a cluster curriculum standard.*

Contact Person: Dr. Frank Scuiletti – Program Coordinator

PROPOSED Curriculum Standard for Mobile Equipment Maintenance and Repair**Career Cluster:** Transportation, Distribution and Logistics ****Cluster Description:** The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.**Pathway:** Mobile Equipment Maintenance and Repair**Effective Term:** Spring 2017 (2017*01)**Program Majors Under Pathway**

Program Major / Classification of Instruction Programs (CIP) Code	Credential Level(s) Offered	Program Major Code
Agricultural Systems Technology	CIP Code 01.0205	AAS/Diploma/Certificate A60410
Alternative Transportation Technology	CIP Code: 47.0614	Diploma/Certificate D60420
Automotive Customizing Technology	CIP Code 47.0603	AAS/Diploma/Certificate A60190
Automotive Light-Duty Diesel Technology	CIP Code 47.0605	Diploma/Certificate D60430
Automotive Restoration Technology	CIP Code 47.0603	Diploma/Certificate D60140
Automotive Systems Technology	CIP Code 47.0604	AAS/Diploma/Certificate A60160
Collision Repair and Refinishing Technology	CIP Code 47.0603	AAS/Diploma/Certificate A60130
Construction Equipment Systems Technology	CIP Code 47.0302	AAS/Diploma/Certificate A60450
Diesel and Heavy Equipment Technology	CIP Code 47.0613	AAS/Diploma/Certificate A60460
Motorcycle Mechanics	CIP Code 47.0611	AAS/Diploma/Certificate A60260
Recreational Vehicle Maintenance and Repair Technology	CIP Code 47.0618	Diploma/Certificate D60310

Pathway Description:

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

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:

Agricultural Systems Technology: A program that prepares individuals to maintain and repair specialized farm, ranch, and agribusiness power equipment and vehicles. Includes instruction in the principles of diesel, combustion, electrical, steam, hydraulic, and mechanical systems and their application to the maintenance of terrestrial and airborne crop-spraying equipment; tractors and hauling equipment; planting and harvesting equipment; cutting equipment; power sources and systems for silos; irrigation and pumping equipment; dairy, feeding, and shearing operations; and processing systems.

**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 09/05/12; Editorial Revision 12/14/12; Editorial Revision 08/21/13; Editorial Revision 03/11/14; Revised SBCC 04/17/15; SBCC Revised (D60310) 10/21/16; Editorial Revision 11/08/16; Editorial Revision 11/30/16; SBCC Revised ____.

Alternative Transportation Technology: A program that prepares individuals to apply technical knowledge and skills to the maintenance of alternative fuel vehicles (AFV), hybrid electric vehicles and the conversion of standard vehicles to AFV status. Includes instruction in electrical vehicles, hybrid electric vehicles, liquefied petroleum gas (LPG) vehicles, compressed natural gas (CNG) vehicles, hybrid fuel technology, electrical and electronic systems, engine performance, diagnosis and repair, and conversion/installation.

Automotive Customizing Technology: A program that prepares individuals to modify existing automotive vehicle components, fabrication techniques to create custom vehicle components, non-structural damage repair, custom painting and refinishing techniques, custom upholstery and glass removal/replacement/custom modifications, and other automotive technology related systems.

Automotive Light-Duty Diesel Technology: A program that prepares individuals to apply technical knowledge and skills to diagnose, adjust, repair, or overhaul light duty diesel vehicles under one ton classification. Includes instruction in electrical systems, diesel-electric drive, engine performance, engine repair, emission systems, and all types of diesel engines related to the light duty diesel vehicle. Includes technicians working primarily with automobile diesel engines.

Automotive Restoration Technology: A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct, finish and restore automobile bodies, fenders, and external features of a wide range of classic vehicles typically from year models 1900 - 1970. Includes instruction in internal combustion engines, transmissions, brakes, restoring original sheet metal, upholstery, and wood components, rebuilding starters, generators, and painting and refinishing techniques.

Automotive Systems Technology: A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems

Collision Repair and Refinishing Technology: A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

Construction Equipment Systems Technology: A program that prepares individuals to apply technical knowledge and skills in the field maintenance and repair of construction equipment, and in the general maintenance and overhaul of such equipment. Includes instruction in inspection, maintenance, and repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, engines and in techniques of welding and brazing.

Diesel and Heavy Equipment Technology: A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as Heavy Duty Trucks over one ton classification, buses, ships, railroad locomotives, and equipment; as well as stationary diesel engines in electrical generators and related equipment.

Motorcycle Mechanics: A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain motorcycles and other similar powered vehicles. Includes instruction in lubrication and cooling systems, electrical and ignition systems, carburetion, fuel systems and adjustments of moving parts.

Recreational Vehicle Maintenance and Repair Technology: A program that prepares individuals to apply technical knowledge and skills to build, test, inspect, repair, service and maintain recreational vehicles, systems, and interior and exterior components. Includes instruction in brake, hydraulic, and towing systems; electrical systems; propane systems and propane and electric appliances; carpentry; plumbing; welding; and structural frames.

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.

Mobile Equipment Maintenance and Repair

Recommended General Education Academic Core	AAS	Diploma	Certificate
Minimum General Education Hours Required:	15 SHC	6 SHC	0 SHC
<p><i>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.</i></p> <p><i>*Recommended certificate and diploma level curriculum courses. These courses may <u>not</u> be included in associate degree programs.</i></p> <p>Communication:</p> <ul style="list-style-type: none"> * 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 <p>Humanities/Fine Arts:</p> <ul style="list-style-type: none"> 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 Logic 3 SHC <p>Social /Behavioral Sciences:</p> <ul style="list-style-type: none"> ECO 151 Survey of Economics 3 SHC ECO 251 Principles of Microeconomics 3 SHC * SOC 105 Social Relationships 3 SHC SOC 210 Introduction to Sociology 3 SHC SOC 215 Group Process 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 <p>Natural Sciences/Mathematics:</p> <ul style="list-style-type: none"> MAT 110 Math Measurement & Literacy I 3 SHC MAT 121 Algebra/Trigonometry I 3 SHC MAT 143 Quantitative Literacy 3 SHC MAT 152 Statistical Methods I 4 SHC PHY 110 Conceptual Physics 3 SHC PHY 121 Applied Physics I 4 SHC 	6 SHC	3-6 SHC	Optional
	3 SHC	0-3 SHC	Optional
	3 SHC	0-3 SHC	Optional
	3 SHC	0-3 SHC	Optional

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.

Mobile Equipment Maintenance and Repair	AAS	Diploma	Certificate																																												
Minimum Major Hours Required:	49 SHC	30 SHC	12 SHC																																												
<p>A. Technical Core: <i>Courses required for the diploma program major are designated with an asterisk (*).</i></p> <p>*Fundamental Transportation Skills. Choose one minimum:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;">TRN</td><td style="width: 10%;">110</td><td style="width: 60%;">Intro to Transport Tech</td><td style="width: 20%;">2 SHC</td></tr> <tr><td>TRN</td><td>111</td><td>Chassis Maint/Light Repair</td><td>4 SHC</td></tr> <tr><td>TRN</td><td>112</td><td>Powertrain Maint/Light Repair</td><td>4 SHC</td></tr> <tr><td>TRN</td><td>170</td><td>PC Skills for Transp</td><td>2 SHC</td></tr> <tr><td>HET</td><td>134</td><td>Diesel Fuel and Power Sy</td><td>3 SHC</td></tr> </table> <p>*Intermediate Transportation Skills. Choose one minimum:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;">TRN</td><td style="width: 10%;">120</td><td style="width: 60%;">Basic TranspElectricity</td><td style="width: 20%;">5 SHC</td></tr> <tr><td>TRN</td><td>130</td><td>Intro to Sustainable Transp</td><td>3 SHC</td></tr> <tr><td>TRN</td><td>180</td><td>Basic Welding for Transp</td><td>3 SHC</td></tr> </table> <p>Specialized Transportation Skills. Choose one minimum:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;">TRN</td><td style="width: 10%;">140</td><td style="width: 60%;">Transp Climate Control</td><td style="width: 20%;">2 SHC</td></tr> <tr><td>TRN</td><td>145</td><td>Adv Transp Electronics</td><td>3 SHC</td></tr> <tr><td>WLD</td><td>110</td><td>Cutting Processes</td><td>2 SHC</td></tr> </table>	TRN	110	Intro to Transport Tech	2 SHC	TRN	111	Chassis Maint/Light Repair	4 SHC	TRN	112	Powertrain Maint/Light Repair	4 SHC	TRN	170	PC Skills for Transp	2 SHC	HET	134	Diesel Fuel and Power Sy	3 SHC	TRN	120	Basic TranspElectricity	5 SHC	TRN	130	Intro to Sustainable Transp	3 SHC	TRN	180	Basic Welding for Transp	3 SHC	TRN	140	Transp Climate Control	2 SHC	TRN	145	Adv Transp Electronics	3 SHC	WLD	110	Cutting Processes	2 SHC	19-27 SHC	17-21 SHC	
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<p>B. Program Major(s). <i>For both AAS Degree and Diploma, select one program major plus additional courses from the prefixes listed within the same program major for a minimum of (12) semester hours of credits.</i></p> <p>Agricultural Systems Technology</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;">ELN</td><td style="width: 10%;">112</td><td style="width: 60%;">Diesel Electronics System</td><td style="width: 20%;">4 SHC</td></tr> <tr><td>PME</td><td>111</td><td>Harvest and Spraying Equip</td><td>4 SHC</td></tr> <tr><td>PME</td><td>112</td><td>Consumer Products</td><td>2 SHC</td></tr> <tr><td>PME</td><td>121</td><td>Component Controls</td><td>2 SHC</td></tr> </table> <p>Alternative Transportation Technology</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;">ATT</td><td style="width: 10%;">115</td><td style="width: 60%;">Green Trans Safety and Service</td><td style="width: 20%;">2 SHC</td></tr> <tr><td>ATT</td><td>125</td><td>Hybrid-Electric Transportation</td><td>4 SHC</td></tr> </table>	ELN	112	Diesel Electronics System	4 SHC	PME	111	Harvest and Spraying Equip	4 SHC	PME	112	Consumer Products	2 SHC	PME	121	Component Controls	2 SHC	ATT	115	Green Trans Safety and Service	2 SHC	ATT	125	Hybrid-Electric Transportation	4 SHC																							
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ATT	140	Emerging Transp Techn	3 SHC			
Automotive Customizing Technology						
AUB	111	Painting and Refinishing I	4 SHC			
AUC	111	Auto Customizing Research	3 SHC			
AUC	112	Auto Custom Fabrication	4 SHC			
Automotive Light-Duty Diesel Technology						
LDD	112	Intro Light-Duty Diesel	3 SHC			
LDD	116	Diesel Electric-Drive	4 SHC			
LDD	181	LDD Fuel Systems	4 SHC			
Automotive Restoration Technology						
ARS	112	Auto Restoration Research	3 SHC			
ARS	113	Automotive Upholstery	4 SHC			
ARS	114	Restoration Skills I	4 SHC			
Automotive Systems Technology						
AUT	141	Suspension and Steering Sys	3 SHC			
AUT	151	Brake Systems	3 SHC			
AUT	181	Engine Performance I	3 SHC			
Collision Repair and Refinishing Technology						
AUB	111	Painting and Refinishing I	4 SHC			
AUB	121	Non-Structural Damage I	3 SHC			
AUB	131	Structural Damage I	4 SHC			
Construction Equipment Systems Technology						
HYD	134	Hyd/Hydrostatic Construction	4 SHC			
PME	117	Equipment Braking Systems	3 SHC			
PME	118	Undercarriage Components	2 SHC			
PME	221	Const Equip Servicing	2 SHC			
Diesel and Heavy Equipment Technology						
HET	110	Diesel Engines	6 SHC			
HET	114	Power Trains	5 SHC			
HET	125	Preventive Maintenance Or	2 SHC			
MRN	121	Marine Engines	4 SHC			
MRN	147	Marine Power Trains	4 SHC			
MRN	150	Adv. Marine Electricity	5 SHC			
Motorcycle Mechanics						
MCM	111	Motorcycle Mechanics	7 SHC			
MCM	114	Motorcycle Fuel Systems	5 SHC			
MCM	115	Motorcycle Chassis	3 SHC			
Recreational Vehicle Maintenance and Repair Technology						
RVM	160	RV Water Systems	4 SHC			
RVM	180	Heating/Mechanical Systems	2 SHC			
TRN	140	Transp Climate Control	2 SHC			

C. Other Major Hours.

To be selected from the following prefixes:

ACC, ARS, ATR, ATT, AUB, AUC, AUM, AUT, BMS, BPR, BTB, BUS, CIS, CSC, CTS, DBA, DDF, DEA, DFT, ELC, ELN, FBG, GRA, HET, HYD, ISC, LDD, LOG, MAC, MCM, MEC, MKT, MPS, MRN, MSM, NOS, PHY, PME, RCT, RVM, SST, TDP, TRN, 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>

**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:

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

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application to Captive/Co-opted Groups

Stanly Community College
Sustainability Technologies (D40370)
Captive/Co-opted: Albemarle Correctional Institution (4580)

Program Planning: Stanly Community College (SCC) is seeking approval for the Sustainability Technologies diploma program (D40370) to begin Fall 2017 at Albemarle Correctional Institution (ACI), a state correctional facility in the college's service area.

The proposed program was approved by the Board of Trustees at Stanly Community College on October 13, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of SCC 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) with the state's Division of Adult Correction.
- 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 Sustainability Technology program, and prison officials have committed to providing appropriate classroom space and a sufficient number of students who meet the educational requirements of the program.
- The Division of Adult Correction has identified this as a high-priority educational offering and is supporting the program in the following ways: 1) ensuring the availability of a student cohort for the program; 2) paying the students' tuition; 2) providing appropriate classroom, lab, and computer resources; and 3) purchasing necessary textbooks and other instructional equipment/materials needed for program start-up.

Program Rationale: Stanly Community College indicates the following:

- This program will provide a strong complement to the college's existing Electrical Systems Technology, and Air Conditioning, Heating, and Refrigeration programs, allowing students to obtain additional marketable skills in green technology.
- The current certificate and diploma programs in Air Conditioning, Heating, and Refrigeration operate at or near capacity with 20 or more students each semester, as does the Electrical Systems Technology program. ACI has an inmate capacity of 816, so there is significant room for growth in this new program.

- The program will include training in sustainability issues, environmental science, energy use analysis, photovoltaic systems, thermal systems, green building and design concepts, and drafting. This combination of coursework will prepare students for work as Energy Auditors or as technicians in the renewable energy or construction industries.
- The Bureau of Labor Statistics (BLS) reports growing, entry-level job opportunities for energy auditors: “By increasing a building's energy efficiency, energy auditors can create a cleaner environment and help customers save money ... As more home and building owners recognize the benefits of energy audits, the number of auditors will likely grow. The lack of education and training requirements to become an energy auditor provides an excellent opportunity for workers without a college degree.” (March 15, 2012, https://www.bls.gov/green/energy_auditors/energy_auditors.htm)
- The BLS stopped tracking and reporting specifically on green jobs due to a budget sequestration in 2013 (https://www.bls.gov/bls/sequester_info.htm); however, they report the following: “If the growth of sustainability continues, more organizations will employ sustainability professionals. The benefits of this growth should be noticeable in many sectors of U.S. industries, from services, such as finance and health care, to manufacturing and construction.”
- Nearly all technical courses will be delivered in a seated classroom/lab environment with an emphasis on both theory and hands-on exercises. Some General Education courses may be taught online through a Moodle server designated for ACI classes. Students would have facilitators to assist them in ACI's computer labs. As a result of the VERA-Pathways national inmate education grant project, SCC has experience with successfully delivering this kind of online class to ACI students.
- ACI already has fully equipped labs for Air Conditioning, Heating, and Refrigeration and for Electrical/Electronics Technology. Two internet-enabled computer labs are also already available. ACI has offered to convert one of its recreational rooms to become additional educational space. Part of this space will be designated as a Sustainability Technologies lab/classroom.

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.

Curriculum Description as Designated on Curriculum Standard: *The Sustainability Technologies curriculum is designed to prepare individuals for employment in environmental, construction, renewable energy, or related industries, where key emphasis is placed on energy production and waste reduction along with sustainable technologies. Course work includes renewable energy, green building technology, and environmental technologies. Additional topics may include*

sustainability, energy management, waste reduction, renewable energy, site assessment, and environmental responsibility. Graduates should qualify for positions within the renewable energy, construction, and/or environmental industries. Employment opportunities exist in both the government and private industry sectors where graduates may function as renewable energy technicians, sustainability consultants, environmental technicians, or green building supervisors.

Contact Person:

Mr. Nate Humphrey, Director
Workforce Continuing Education – Training & Standards

CONTINUING EDUCATION COURSES**Captive & Co-opted**Month: **03/17/2017**

Community College	Facility	Matrix Class.	Course Number	Code	Master Course List Title (Local Title)	Contact Hours
Asheville-Buncombe Technical Community College	Craggy Correctional Center	3	HOS-3041	4630	Quantity Food Service (Basic Culinary Skills; Advanced Culinary Skills)	396
Asheville-Buncombe Technical Community College	Swannonoa Correctional Center for Women	2	HRD-4100	4635	Working Smart (Working Smart)	30

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, A.W. North Carolina Conference Room
March 16, 2017 - 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017

For Information

- Presentation: CIS Costing and Sizing Study: Findings and Approaches
- Demographic Analysis for Strategic Planning (Attachment FC 6)
- Initial Input: Plan Purposes, Uses, Stakeholders, Themes (Attachment PLAN1)

For Action

New Business

Adjourn

MINUTES
STRATEGIC PLANNING COMMITTEE
February 16, 2017 – 1:30 p.m.

COMMITTEE MEMBERS PRESENT:

Darrell Saunders, Chair	Ernie Pearson	Clark Twiddy
Bobby Irwin, Vice-Chair	Scott Shook	Jerry Vaughan

Members Absent: Jimmie Ford

OTHERS IN ATTENDANCE:

Jimmie Williamson	Mary Shuping	Bill Schneider
Jennifer Haygood	Chreatha Alston	Linda Suggs (Gates Fnd.)
Maureen Little	Anne Bacon	Rebecca Tippet (Carolina Demography)
Shanté Martin	Sondra Jarvis	

CALL TO ORDER

Dr. Saunders called the meeting to order at 1:32 p.m. in the AW North Carolina Conference Room of the Caswell Building.

ROLL CALL

Ms. Jarvis took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT

Mr. Irwin read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA

Dr. Saunders asked for a motion to approve the agenda for the February, 2017 meeting. Mr. Irwin moved to approve, Mr. Twiddy seconded, and the committee approved the agenda without change.

APPROVAL OF THE MINUTES

Dr. Saunders requested a motion to approve the January 19, 2017 minutes. Mr. Vaughan moved to approve, Mr. Irwin seconded, and the minutes were approved by the committee as presented.

FOR INFORMATION

Presentation by Carolina Demography

Ms. Haygood introduced Dr. Rebecca Tippet from Carolina Demography. Dr. Tippet reviewed the information behind the increased demand of skills in the NC Workforce. Sixty-two percent of North Carolinians have education past high school. There is a known limitation in determining the skilled workforce without being able to track the number of degree seeking students. The attainment of higher level degrees is not distributed evenly across the state. Many of the counties in the state have less than 50% attainment. Fifty-four percent of NC

MINUTES
STRATEGIC PLANNING COMMITTEE

February 16, 2017 – 1:30 p.m.

adults with postsecondary are immigrants to the state (not born in NC). Talent has been pulled into the state, but the postsecondary natives are not as high a number. Statistics show that 41 counties within the state have had a youth drain between 2000 and 2010. There may be educational opportunities, but not employment opportunities in the areas. There is a gap of postsecondary between genders, women have been pulling away on number of attainments by age. The gender gap is consistent across all the races/ethnicity.

Dr. Tippet reviewed various factors about postsecondary students who are American born versus foreign born, gender, ethnicity, and race. She gave an overview of types of surveys that are done with the high school students through DPI and the accuracy.

Even if nothing is done, demographic changes alone could move NC closer to the goal of 67% accomplishing postsecondary education, but could stall at 64% without some changes. Dr. Tippet reviewed changes that could occur in races, gender, and focus on older adults to help reach the goal.

Based on data provided by Mr. Schneider on Continuing Education and Curriculum, Dr. Tippet shared with the committee that CU/CE enrollment rates are at a 15-year low, especially in the 18-24-year-old age group. The share of Hispanic and Asian enrollment has increased.

Ms. Haygood said the following questions need to be addressed:

- What does each college's service area look like?
- How is the market currently being served? (NCCCS & UNC data)
- How will the market change demographically in the next 5-10+ years? And what are the implications for enrollment?

Ms. Haygood said there are uncommitted State Board Funds that could be used to have Carolina Demography do further research and give recommendations. President Williamson said there is a lot of value in looking at the demographics for planning, but also from a workforce development standpoint.

FOR FUTURE ACTION

UNC Strategic Plan (Attachment PLAN 1)

Ms. Haygood directed the committee's attention to page 2 of the UNC Plan. In discussions with the Vice President of Strategic Planning at UNC, it was recommended that the education sector come up with creating a goal. Mr. Pearson stated he would support engaging with the UNC System to work together on a strategic plan to make the pipeline better and plug the gaps in the system. Chairman Shook said that we need a true assessment of what is needed moving forward.

Ms. Haygood encouraged the committee members to review the plan and let staff know if a similar format would work for the NCCCS plan.

MINUTES
STRATEGIC PLANNING COMMITTEE
February 16, 2017 – 1:30 p.m.

FOR ACTION

Strategic Planning Committee Charter (Attachment PLAN 2)

Ms. Haygood stated that Mr. Vaughan's recommendation to pull out IT to its own bullet and one minor change were the only changes to the charter since it was presented last month.

A motion was made by Mr. Pearson to approve the Strategic Planning Committee Charter as presented, seconded by Mr. Irwin, and approved via voice vote.

Strategic Planning Process (Attachment PLAN 3)

Ms. Haygood said the Strategic Planning Process would have five phases and staff hopes to get feedback on if this is an appropriate approach.

President Williamson reviewed the process and the need for a clear idea and shared information from Michael Wilkinson, CEO of Leadership Strategies, Inc. who proposed 5 compelling reasons that every organization should be involved in strategic planning.

1. To set directions and priorities
2. To get everyone on the same page
3. To simplify decision-making
4. To drive alignment
5. To communicate our message

Ms. Haygood said that staff at the System Office, would need to know the priorities for the committee. Ms. Bacon shared that the Department of Public Instruction connects agenda items back to the strategic goals. Ms. Haygood said having an agenda driven by the strategic plan would help eliminate many current agenda items which are administratively transactional that staff could deal with.

The committee discussed the focus of the plan and the need to include focus on creating jobs.

A motion was made by Mr. Twiddy to approve the Strategic Planning Process as presented, seconded by Mr. Vaughan, and approved via voice vote.

Strategic Planning Timeline (Attachment PLAN 4)

Ms. Haygood shared that after the January 2017 meeting, staff received feedback from legislators which encouraged a briefer timeline then was presented. Staff created two options for the committee consider.

A motion was made by Mr. Pearson to approve the Strategic Planning Timeline – Option B, seconded by Mr. Twiddy, and approved via voice vote.

MINUTES
STRATEGIC PLANNING COMMITTEE
February 16, 2017 – 1:30 p.m.

NEW BUSINESS

ADJOURN

There being no other business, Dr. Saunders asked for a motion to adjourn. Mr. Twiddy motioned, seconded by Mr. Irwin and the committee adjourned at 2:55 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis
Recording Secretary

DRAFT

STATE BOARD OF COMMUNITY COLLEGES

Initial Input: Plan Purposes, Uses, Stakeholders, and Themes

Plan Purposes: Through our strategic planning process, the North Carolina Community College System will clearly define its role in a changing educational world and adopt a plan to reassert its role in workforce development. The plan will serve the following purposes:

- To set directions and priorities
- To get everyone on the same page
- To simplify decision making
- To drive alignment
- To communicate our message

Plan Uses: The strategic plan will have multiple uses. Some of the most important ones include:

- Promoting a clear and consistent message about NC Community Colleges
- Guiding NCCCS budget development
- Guiding thinking for legislative priorities and share our vision with policy makers
- Promoting accountability (e.g., tracking implementation of plan priorities)
- Aiding in making decisions and focusing on priorities
- Inspire our community college “family” and promote cohesion

Key Stakeholders: While stakeholders will necessarily have varying degrees of engagement, this process will seek to engage, at minimum, the following groups:

- State Board of Community College and System Office leadership
- Community college leadership, leveraging community college associations and leader networks (NCACCP, NCACCT, other community college associations, Student Success Center)
- Students, including NC4SGA leadership
- Business and industry, building off recent industry association engagement efforts
- General Assembly and Governor
- Education partners (Public schools, UNC, NC Independent Colleges and Universities, etc.)
- Economic and workforce development community
- Foundation partners (Gates, JFF, Lumina, Belk Endowment, etc.) and nonprofits
- Local government (NC Association County Commissioners) and community partners

Scope: To organize and facilitate deliberation on key issues, the planning process will be structured around four, mutually-reinforcing themes:

- 1) Student Interest and Access: Overcome various barriers to higher education access, including cost, debt, fear, and lack of information or lack of interest in community colleges or careers requiring a community college education. Increase the reach of community colleges and the share of the population seeking post-secondary education.

- 2) Clear and Supported Pathways for Student Progress and Success: Through a “One Door” approach, support students through their attainment of a degree/credential and successful transfer to a four-year institution or successful entrance into the workforce. Provide top-notch instruction and clear career pathways. Align instruction with K-12 and university education.
- 3) Economic and Workforce Impact: Supply the volume and type of talent needed by business and industry, as defined by business and industry. Enable individuals to achieve their economic potential and navigate a changing economy.
- 4) Organizational Effectiveness: Support a cohesive system of nimble, community-driven colleges and empowered college faculty and staff. Improve institutional capacity to support and reduce operational risk that could undermine the System’s mission.

DRAFT

AGENDA
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 16, 2017 – 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017

For Information

- College Financial Audit Findings 5 Year Summary (Attachment AUD 1)
- Staff Response to State Board Direction re: System Governance Options (Attachment POL 2) (in conjunction with Policy Committee)
- South Piedmont Community College Update

New Business

New Business

Adjourn

**This will be a joint discussion between the Policy Committee and the Accountability and Audit Committee.

MINUTES
Accountability and Audit Committee
State Board of Community Colleges
February 16, 2017

ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS PRESENT:

Jerry Vaughan, Vice-Chair	Lisa Estep	Darrell Saunders
Breeden Blackwell	Samuel Powell	Scott Shook

Absent: Jimmie Ford, Candler Willis

POLICY COMMITTEE MEMBERS PRESENT:

Ernie Pearson, Chair	Janet Lowder*	Jim Rose
Bobby Irwin	Bill McBrayer	Clark Twiddy
Todd Johnson	Lynn Raye	

* Attended via phone

OTHERS IN ATTENDANCE:

Jimmie Williamson	Scott Corl	Lyn Austin (NCACCT)
Jennifer Haygood	Sondra Jarvis	David Johnson (Johnston CC)
Lisa Chapman	Bryan Jenkins	Lawrence Rouse
Elizabeth Grovenstein	Shanté Martin	(James Sprunt CC)
Maureen Little	Bill Schneider	Linda Suggs (Gates Fnd)
Chreatha Alston	Elizabeth Self	Thomas Walker (Wayne CC)
Anne Bacon	Mary Shuping	

WELCOME AND ETHICS STATEMENT

Mr. Vaughan and Mr. Pearson called the Accountability and Audit Committee meeting as well as the Policy Committee meeting to order at 3:07 p.m. in the Dr. W. Dallas Herring State Board Room. Mr. Vaughan read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts with either committee. None were noted.

APPROVAL OF THE AGENDA

Mr. Vaughan requested a motion to approve the February 16, 2017 Accountability and Audit meeting agenda. Dr. Blackwell moved to approve, Mr. Raye seconded, and the committee approved the agenda without change.

Mr. Pearson requested a motion to approve the February 16, 2017 Policy meeting agenda. Mr. Raye moved to approve, Mr. McBrayer seconded, and the committee approved the agenda without change.

APPROVAL OF THE MINUTES

Mr. Vaughan requested a motion to approve the January 19, 2017 Accountability and Audit minutes. Dr. Blackwell moved to approve, Dr. Saunders seconded, and the minutes were approved by the committee as presented.

MINUTES
Accountability and Audit Committee and Policy Committee
State Board of Community Colleges
February 16, 2017

Mr. Pearson requested a motion to approve the January 19, 2017 Policy minutes. Mr. Irwin moved to approve, Mr. Twiddy seconded, and the minutes were approved by the committee as presented.

FOR INFORMATION (ACCOUNTABILITY AND AUDIT)

Update on QAR (Quality Assurance Review)

Mr. Jenkins reminded the Committee the System Office's Internal Audit department is required to undergo a Quality Assurance Review every five years. The review will be conducted by the Office of Internal Audit, specifically Ms. Barbara Baldwin. Much of the preliminary work has been done and the field work will start on February 23, 2017. Once the audit is complete, Mr. Jenkins will present the report to the Committee.

Update on Wayne Community College

Mr. Jenkins stated the Accountability and Audit Committee and the State Board had questions about the audit of Wayne Community College conducted by the State Auditor's office when presented to the board in January, 2017. When staff followed up with President Walker, he offered to come speak to the committee.

President Walker shared the timing of the audit. Some disciplinary actions had already occurred and President Walker drafted an initial response the State Auditor's office in consultation with the college's general counsel. After submitting the response, President Walker conducted an investigation and assessment of the situation. It was decided that both employees would be disciplined. At this time, all funds are returned or in the process of being returned and all grades/credits have been expunged. President Walker is reviewing policies and training in reference to secondary employment and employees taking classes at the college to help prevent future issues. Dr. Blackwell thanked President Walker for attending the meeting and addressing the Committee. President Walker stated he feels the disciplinary action and probation was appropriate for the employees based on history.

Update on Martin Community College

Mr. Jenkins gave an update on changes to the Board of Trustees and the Interim President starting at Martin Community College. Representatives from Martin Community College will attend the full State Board meeting on Friday to give a more detailed update. The presidential search has not begun at this time. Based on information from Interim President Boham and staff of Martin Community College, President Williamson has not talked to SACS about getting an extension. President Williamson stated President Boham and staff feel they will be ready for the SACS review when scheduled.

MINUTES
Accountability and Audit Committee and Policy Committee
State Board of Community Colleges
February 16, 2017

FOR INFORMATION (POLICY)

SBCC Code Report – February 2017 (Attachment POL 1)

Ms. Martin reviewed the SBCC Code Report.

FOR FUTURE ACTION (POLICY)

Recommendations for Initial Proprietary School Licensure (Attachment POL 2)

Mr. Corl presented the information about the Shades of Purple school to be approved as recommended.

Mr. Raye made a motion to move Recommendations for Initial Proprietary School Licensure from Future Action to Action, Mr. Johnson seconded and the committee approved via voice vote.

FOR ACTION (POLICY)

Recommendations for Initial Proprietary School Licensure (Attachment POL 2)

Mr. Johnson motioned to approve Recommendations for Initial Proprietary School Licensure, Mr. Twiddy seconded and the committee approved via voice vote.

FOR DISCUSSION (ACCOUNTABILITY AND AUDIT / POLICY)

NC Community College System Governance

Mr. Vaughan reminded the members that the conversation began during the earlier board meeting.

There are three main areas:

- Relationship between the President and the local Board of Trustees
- The State Board's relationship to the local Board of Trustees
- Ways to address the State Board's authority

Mr. Vaughan asked if members felt that there was an area that is more important and whether the items should be prioritized based on what would result in the most effective response.

Mr. Pearson recommended the State Board consider the following items:

- Page 1:1a – Require contracts of local presidents to be on file with System Office.
- Page 1:1b – Establish parameters for length and renewal of contracts of local presidents.
- Page 1:1f – SBCC adopt rule to require that leave payouts be consistent with the State Human Resources Act.

If president contract parameters are defined, System Office Legal could certify if a local college contract fit within those parameters prior to it the local college offering the contract and before the candidate is presented to the State Board.

Mr. Pearson also recommended considering the following:

MINUTES
Accountability and Audit Committee and Policy Committee
State Board of Community Colleges
February 16, 2017

- Page 3:1a – SBCC authority to assume local board duties under prescribed conditions

Adopting this could enable the State Board to act without having to remove state funds. There is precedent with school boards and local governments. It would enable the State Board to have an appropriate measure that would not risk elimination of the college.

Chairman Shook stated there are items being considered that the State Board has the authority to move forward without legislation. Other items may require a change in legislation.

Dr. Powell recommended the State Board talk to the Presidents' Association prior to adopting rules, especially surrounding hiring and firing of presidents. Chairman Shook stated the State Board does not intend to oversee the day to day operations of a local college. Local presidents are not employed directly by the State Board. The Board of Trustees is the employer of the college president. Mr. Vaughan mentioned certification of a contract could be overbearing. Chairman Shook stated he would rather provide parameters and the State Board should not be involved in negotiating a local president's contract.

Mr. Raye recommended that local colleges should submit Southern Association of Colleges and Schools (SACS) compliance reviews for the State Board to review. The Committees discussed if some of the rules will be seen as punishment or trying to prevent major issues from occurring again. The idea is to put parameters in place to avoid a desperate situation. The State Board should work with the Trustees' Association to increase communication and training potential.

Ms. Estep said that she would like to see the following included:

- Page 1:1c – BOT oversight of vacancy /turnover rates
- Page 1:1d – Require College President Evaluations to be approved and signed by full local board

The members discussed the need for the State Board to look at things globally.

Mr. Vaughan noted support for every item on page one. Discussed how much can be accomplished pursuant to G.S. 115D-5 -SBCC authority to adopt and execute policies, regulations, and standards related to the operation of community colleges as the SBCC "deems necessary". Ms. Martin stated changes could be made utilizing the rule making process.

The members discussed the importance of making decisions prior to the General Assembly making changes.

Ms. Haygood stated staff needs guidance on how the State Board would like to proceed.

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Accountability and Audit Committee and Policy Committee
State Board of Community Colleges
February 16, 2017

Mr. Vaughan The State Board would like to continue to work with the Trustee Association and the President Association. While working together, issues at colleges should not be allowed to go on for several years without being addressed.

Chairman Shook stated BOT are tasked with overseeing the colleges, the State Board is tasked with overseeing the system. Some of the changes may have to be done by legislative change or SBCC Code rule change. Input is needed from all the vested bodies, but ultimately the State Board is responsible for the system. When things occur system wide, the questions and responsibility will come to the State Board. The State Board is not responsible for the day-to-day operation of a college.

Mr. Raye stated any actions taken should be taken to protect the presidents and protect the colleges. Chairman Shook stated having parameters will help mitigate future issues. The motion, if taken, would need to ask for staff to move forward with providing outlines of procedures to come through the Policy Committee. Mr. Vaughan recommended that we seek input from vested parties.

Ms. Austin stated when one school has a problem, 57 schools should not suffer for it, not only by changes to rules and regulations, but also in the court of public opinion. Each member should be able to acknowledge the individual problem, acknowledge the problem is being fixed. Issues can be handled in a way that does not hurt the other colleges. The structure of the community college system is set up in a specific and unique way to serve North Carolina. Ms. Austin encouraged all of the State Board members to participate in a trustee training. It is hard on the State Board because of the attention focused on the current issue at Martin Community College. Past issues have all been dealt with without hurting the whole system. Any fights with the General Assembly could result in no winners.

Mr. Pearson stated unfortunately one college having a problem can affect all 58 colleges. All the colleges have a stake in making sure that all colleges are successful. Ms. Austin shared other presidents were begging for something to be done about the situation.

Ms. Stovall stated as a student, the Martin CC situation upset her. Concerned students at Martin CC were dismissed without being heard. Unfortunately, the student body has not been active in N4CSGA since 2015.

Dr. Blackwell stated if the presidents and the trustees are doing their jobs, any changes the State Board decides to take will have no effect.

Mr. Vaughan stated the members need to decide how to proceed. There needs to be a consensus. Chairman Shook reminded members of there areas to concentrate on:

- Preventing colleges from getting into trouble.
- What additional steps do we have to get a college out of trouble?

MINUTES
Accountability and Audit Committee and Policy Committee
State Board of Community Colleges
February 16, 2017

Chairman Shook asked for a motion to be made for staff to expound on the following items that the State Board members have discussed. Ms. Haygood reviewed those items would be:

- Staff draft language for rules:
 - Page 1:1a – Require contracts of local presidents to be on file with System Office
 - Page 1:1b – Establish parameters for length and renewal of contracts of local presidents
 - Page 1:1c – BOT oversight of vacancy/turnover rates
 - Page 1:1d – Require College President Evaluation to be approved and signed by full local board
 - Page 1:1e – Codifying the SBCC vetting process for hiring community college presidents
 - Page 1:1f – SBCC adopt rule to require that leave payouts be consistent with the State Human Resources Act.
 - Page 3:2b – College send SCAC reviews to SBCC
- Staff language for legislation:
 - Page 3:1a – SBCC authority to assume local board duties under prescribed conditions.

Additional actions requested of staff:

- Process of steps to deal with a problem be codified.
- Local Board of Trustee meeting schedule be codified with more meetings required. Ms. Martin stated codifying the meeting schedule will take legislation.
- Obtain a copy of the trustee training and the curriculum standards from the Trustees' Association.

Ms. Austin stated early detection is needed to help mitigate issues. There needs to be a way to move things in the right direction.

Ms. Estep stated early detection could be difficult due to the lack of resources at the System Office. Ms. Haygood reminded members that Mr. Jenkins, as Internal Auditor, does not support the 58, but his role is Internal Auditor of the System Office. If there needs to be an auditor assisting the 58, the System Office will need additional resources.

Ms. Haygood stated staff is clear on the action items from the meeting -

- Staff draft language for rules:
 - Page 1:1a – Require contracts of local presidents to be on file with System Office
 - Page 1:1b – Establish parameters for length and renewal of contracts of local presidents
 - Page 1:1c – BOT oversight of vacancy/turnover rates
 - Page 1:1d – Require College President Evaluation to be approved and signed by full local board
 - Page 1:1e – Codifying the SBCC vetting process for hiring community college presidents
 - Page 1:1f – SBCC adopt rule to require that leave payouts be consistent with the State Human Resources Act.
 - Page 3:2b – College send SCAC reviews to SBCC

MINUTES
Accountability and Audit Committee and Policy Committee
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February 16, 2017

- Staff draft language for potential legislation:
 - Page 3:1a – SBCC authority to assume local board duties under prescribed conditions.
 - Require a change in the meeting schedule to a minimum of 6 times per year

Chairman Shook reminded the board of the appointing authorities for trustees. Ms. Lowder stated at Stanly Community College, legislation has been introduced (HB 12 and HB 14) which could change the makeup of appointing authorities which would impact Stanly and Montgomery Community Colleges.

Ms. Haygood reminded the board there are various bill filing deadlines in March.

NEW BUSINESS

ADJOURNMENT

Mr. Vaughan, asked for a motion to adjourn. Mr. Johnson moved to adjourn, Mr. McBrayer seconded. and the committee agreed at 4:31 p.m. via voice vote.

Respectfully submitted,
Sondra Jarvis, Recording Secretary

AGENDA
State Board of Community Colleges
POLICY COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 16, 2017 - 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 16, 2017 (see AUD – POL Minutes – February 2017)

For Information

- SBCC Code Report – March 2017 (Attachment POL 1)
- Staff Response to State Board Direction re: System Governance Options (Attachment POL 2) (in conjunction with Accountability and Audit Committee)

For Action

- Amend 3B SBCCC Subchapter 400 – “Temporary Rules” (Attachment POL 3)

New Business

Adjourn



STATE BOARD OF COMMUNITY COLLEGES

SBCC Code Report

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND 1C SBCCC 200.94 – “Local College Personnel Policies”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	March 16, 2017	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	March 28, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 21, 2017	
	Prospective Effective Date of Rule	May 1, 2017	
AMEND 3B SBCCC Subchapter 400 – “Temporary Rules”	Initiation of Rulemaking Process	January 20, 2017	COMPLETED
	Publication on NCCCS Website	January 24, 2017	COMPLETED
	Written Comment Period Ends	February 23, 2017	COMPLETED
	Review Comments with SBCC Committee	N/A	N/A
	2 nd Written Comment Period Ends (if substantive changes)	N/A	N/A
	Hearing Date (if applicable)	N/A	N/A
	Presented to SBCC for Adoption	March 17, 2017	PENDING
	Prospective Effective Date of Rule	April 1, 2017	

Attachment POL 1

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMEND Title 1, Chapter G – “Full-Time Equivalent (FTE)”	Initiation of Rulemaking Process	February 17, 2017	COMPLETED
	Publication on NCCCS Website	February 21, 2017	COMPLETED
	Written Comment Period Ends	March 23, 2017	PENDING
	Review Comments with SBCC Committee	April 20, 2017	
	2 nd Written Comment Period Ends (if substantive changes)	May 2, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	May 19, 2017	
	Prospective Effective Date of Rule	June 1, 2017	

**Staff Response to State Board Direction re: System Governance Options
March 17, 2017**

On February 17, 2017, per the direction of the State Board of Community Colleges (SBCC), System Office staff provided a summary list of options for revising system governance to the SBCC for its consideration. Of the list of options provided to the SBCC, the SBCC directed System Office staff to draft language addressing the following subset of challenges and opportunities for resolving those challenges. Staff's response is italicized below.

1. The SBCC is limited in its ability to exercise its authority to prospectively ensure the officials of an institution are maintaining prescribed standards of administration or instruction because the SBCC is not aware of personnel issues that would signal a problem. To potentially address this issue, the SBCC directed staff to draft language related to the following:
 - a. Requiring contracts of local presidents to be on file with System Office – *See Attachment POL 2A.*
 - b. Establishing parameters for length and renewal of contracts of local presidents – *See Attachment POL 2A.*
 - c. Local boards of trustees having oversight of vacancy/turnover rates - *Staff recommends that this be covered as part of trustee training.*
 - d. Requiring college president evaluations to be approved and signed by full local board – *See Attachment POL 2B*
 - e. Codifying the SBCC vetting process for hiring community college presidents – *Staff plans to consult with community college stakeholders to develop this process.*
 - f. SBCC adopting rule requiring that leave payouts be consistent with the State Human Resources Act – *See Attachment POL 2C*
2. College accountability could be undermined without a healthy balance between institutional knowledge and new talents and contributions on local boards. To potentially address this issue, the SBCC directed staff to draft language related to trustee term limits. **Legislation is required to address this challenge.** – *The SBCC approved draft language for legislative consideration at its March 3, 2017 special-called meeting.*
3. If a local board, after SBCC warning, persists in willfully or negligently failing or refusing to comply with law or maintain prescribed standards of administration or instruction, there is no recourse for the citizens served by that community college. To potentially address this issue, the SBCC directed staff to draft language related to the SBCC having the authority to assume local board duties under prescribed conditions. **Legislation is required to address this challenge.** – *The SBCC approved draft language for legislative consideration at its March 3, 2017 special-called meeting.*

4. The SBCC is limited in its ability to exercise its authority to prospectively ensure the officials of an institution are maintaining prescribed standards of administration or instruction because the SBCC is not aware of certain compliance reviews or reports that would signal a problem. To potentially address this issue, the SBCC directed staff to draft language related to colleges sending SACS reviews to the SBCC. - *See Attachment POL 2D*

5. Local boards of trustees may have issues that warrant meeting more frequently than once every three months. To potentially address this issue, the SBCC directed staff to draft language related to local boards of trustees meeting at least six times per year. **Legislation is required to address this challenge.** – *The SBCC approved draft language for legislative consideration at its March 3, 2017 special-called meeting.*

The SBCC also directed staff to obtain information about the type of trustee training provided to local boards of trustees.

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**State Board of Community Colleges Code
TITLE 1 - COMMUNITY COLLEGES**

CHAPTER C. PERSONNEL

SUBCHAPTER 300. EMPLOYMENT/HIRING PRACTICES

1C SBCCC 300.98A Presidential Contracts

If a local board of trustees enters into an employment contract with a community college president, the initial term of that employment contract shall not exceed four years. Local boards of trustees have the option to renew the employment contract for periods not to exceed four years without limitation. Local boards of trustees shall not include in the employment contract a provision enabling the employment term to automatically renew or extend. Local boards of trustees who enter into employment contracts with community college presidents shall submit a copy of the employment contract and all subsequent amendments to the NC Community College System President's office upon adoption.

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

Eff. _____.



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State Board of Community Colleges Code
TITLE 1 - COMMUNITY COLLEGES

CHAPTER C. PERSONNEL

SUBCHAPTER 300. EMPLOYMENT/HIRING PRACTICES

1C SBCCC 300.98 Evaluation of Presidents

(a) Methodology and Instrumentality. Each local board of trustees shall evaluate the performance of its president annually. The evaluation instrument and methodology shall be selected by the local board, but the evaluation shall, at a minimum, include the following categories:

- (1) General administration;
- (2) Relationships including:
 - (A) Internal relationships with faculty, staff, students, and trustees; and,
 - (B) External relationships with business and industry, the media, governmental bodies, and the general public;
- (3) Personal attributes;
- (4) Personnel administration;
- (5) Fiscal and facilities administration; and,
- (6) Academic administration.

(b) Reporting Requirements. Prior to June 30 of each year, each college board of trustees shall, in writing, notify the State Board of the following:

- (1) The time period for which its president was evaluated and the date the evaluation was completed;
- (2) Description of the methodology used for the evaluation;
- (3) Certification that the evaluation included a written assessment of the president's performance in each of the categories identified in Paragraph (a) of this Rule;
- (4) Certification that the full board received a copy of and discussed the evaluation results and the results were discussed with the president; and,

1 (5) Certification that appropriate action, as defined by the local board, has been taken
2 if the president's performance is less than satisfactory in any of the categories
3 identified in Paragraph (a) of this Rule.
4

5 *History Note: Authority G.S. 115D-5; 115D-20;*

6 *Eff. September 1, 1993;*

7 *Amended Eff. _____; October 1, 2006.*

DRAFT



1 **State Board of Community Colleges Code**
2 **TITLE 1 – COMMUNITY COLLEGES**

3
4 **CHAPTER C. PERSONNEL**

5
6 **SUBCHAPTER 200. PERSONNEL POLICIES**

7
8 **1C SBCCC 200.94 Local College Personnel Policies**

- 9 (a) Each local board of trustees shall adopt, publish, and implement personnel policies,
10 consistent with all applicable statutes, rules, and regulations, addressing the following
11 issues:
- 12 (1) Adverse weather;
 - 13 (2) Annual leave (vacation);
 - 14 (3) Drug and alcohol use;
 - 15 (4) Civil leave;
 - 16 (5) Communicable disease;
 - 17 (6) Compensatory leave;
 - 18 (7) Definitions of the employment categories and benefits for each:
 - 19 (A) Full-time permanent,
 - 20 (B) Part-time permanent,
 - 21 (C) Full-time temporary, and
 - 22 (D) Part-time temporary;
 - 23 (8) Disciplinary action addressing suspension and dismissal;
 - 24 (9) Educational leave (reference 1C SBCCC 400.96);
 - 25 (10) Employee evaluation process;
 - 26 (11) Employee grievance procedures;
 - 27 (12) Employee personnel file;
 - 28 (13) Hiring procedures (describing procedures used for employment of both full- and
29 part-time employees);
 - 30 (14) Leave transfer;
 - 31 (15) Leave without pay;

- 1 (16) Longevity pay plan (reference 1C SBCCC 400.98);
- 2 (17) Military leave (reference 1C SBCCC 400.97);
- 3 (18) Nepotism (reference 1C SBCCC 200.98);
- 4 (19) Non-reappointment;
- 5 (20) Other employee benefits;
- 6 (21) Political activities of employees (reference 1C SBCCC 200.99);
- 7 (22) Professional development;
- 8 (23) Reduction in force;
- 9 (24) Salary determination methods for full- and part-time employees that address at
- 10 least the following:
 - 11 (A) Provisions and criteria for salary determination,
 - 12 (B) Requirements for annual salary review, and
 - 13 (C) Establishment of salary formulas, ranges, or schedules;
- 14 (25) Sexual harassment;
- 15 (26) Tuition exemption (reference 1E SBCCC 300.99; 800.97; and 900.98);
- 16 (27) Sick leave consistent with provisions of the State Retirement system;
- 17 (28) Secondary Employment that addresses conflict with the employee's primary
- 18 job responsibilities and institutional resources (the local board of trustees shall
- 19 approve or disapprove any secondary employment of the president; the president
- 20 or any member of the college's senior administration designated by the president
- 21 shall approve or disapprove secondary employment of all full-time employees);
- 22 and
- 23 (29) Shared leave consistent with subsection (c) of this section ~~provisions of the~~
- 24 ~~Office of State Personnel (reference 25 NCAC 01E .1301 through 25 NCAC 01E~~
- 25 ~~.1307).~~
- 26 (30) Providing a preference for veterans, as defined in G.S. 128-15, in hiring
- 27 decisions.
- 28 (31) Leave payouts consistent with policies adopted under the State Human
- 29 Resources Act.
- 30 (b) Each local board of trustees shall submit copies of these policies, including
- 31 amendments, to the NC Community College System President's office upon adoption.

Commented [QSM1]: This proposed provision is staff's draft language to respond to the SBCC's directives on 17 February 2017.

1 (c) Shared Leave Policy

2 (1) Purpose: The purpose of the Voluntary Shared Leave Program is to allow an
3 employee to donate leave, as allowed in this rule, to an employee who has been
4 approved to receive leave through the Voluntary Shared Leave Program because
5 of a medical condition of the employee or of a member of the employee's
6 immediate family that will require the employee's absence for a prolonged period
7 of time.

8 (2) In cases of a prolonged medical condition an employee may apply for or be
9 nominated to become a recipient of leave transferred from the vacation leave
10 account of another employee, from the sick leave or vacation account of an
11 immediate family member as defined in section of this (c)(7) of this Subchapter or
12 from the sick leave account of a non-family member as provided in (c)(10)(B) of
13 this Rule. For purposes of this Rule, prolonged medical condition means medical
14 condition that is likely to require an employee's absence from duty for a period of
15 at least 20 consecutive workdays. If an employee has had previous absences for
16 the same condition that has caused the employee to not have enough leave to
17 cover the new need for leave or if the employee has had a previous, but different,
18 prolonged medical condition within the last 12 months, the college may waive the
19 requirement that the employee be absent from duty for a period of 20 consecutive
20 workdays to participate in the program.

21 (3) An employee who receives benefits from the Disability Income Plan of North
22 Carolina (DIPNC) is not eligible to participate in the shared leave program. Shared
23 leave, however, may be used during the required waiting period and following the
24 waiting period provided DIPNC benefits have not begun.

25 (4) Participation in the voluntary shared leave program shall be limited to 1,040 hours,
26 (prorated for part-time employees), either continuously or, if for the same condition,
27 on a recurring basis. However, management may grant employees continuation in
28 the program, month by month, for a maximum of 2,080 hours, if management
29 would have otherwise granted leave without pay.

30 (5) An employee on workers' compensation leave who is drawing temporary total
31 disability compensation may be eligible to participate in the voluntary shared leave

Commented [QSM2]: The SBCC initiated the rulemaking process to amend 1C SBCCC 200.94 to add this subsection (c) on 20 January 2017. The proposed additions that were initiated for rulemaking are underlined. However, these proposed additions are not effective as of 17 March 2017, and are subject to change. As such, the proposed language here in subsection (c) should not be taken as final in this draft.

1 program. Use of donated leave under the workers' compensation program shall
2 be limited to use with the supplemental leave schedule as described in 25 NCAC
3 01E .0707.

4 (6) The employee shall exhaust all available leave before using donated leave.

5 (7) Non-qualifying conditions: This leave does not apply to short-term or sporadic
6 conditions or illnesses that are common, expected or anticipated as determined by
7 the college president or the college president's designee. This includes such things
8 as sporadic, short-term recurrences of chronic allergies or conditions; short-term
9 absences due to contagious diseases; or short-term, recurring medical or
10 therapeutic treatments. These examples are illustrative, not all inclusive. Each
11 case must be examined and decided based on its conformity to the intent of this
12 Rule and must be applied consistently and equitably.

13 (8) For purposes of this Section, immediate family means:

14 (A) Spouse: A husband or wife;

15 (B) Parent:

16 (i) a biological or adoptive parent; or

17 (ii) an individual who stood in loco parentis (a person who is in the position or
18 place of a parent) to an employee when the employee was a child; or

19 (iii) a step-parent; or

20 (iv) in-law relationships;

21 (C) Child: A son or daughter who is:

22 (i) a biological child; or

23 (ii) an adopted child; or

24 (iii) a foster child (a child for whom the employee performs the duties of a parent
25 as if it were the employee's child); or

26 (iv) step-child (a child of the employee's spouse from a former marriage); or

27 (v) a legal ward (a minor child placed by the court under the care of a guardian);

28 or

29 (vi) a child of an employee standing in loco parentis; or

30 (vii) in-law relationships;

1 (D) Sister or brother - biological, adoptive (including step-, half- or in-law
2 relationships);

3 (E) Grandparents, great grandparents, grandchildren, great grandchildren
4 (including step relationships); and

5 (F) Other dependents living in the employee's household.

6 (9) Administration

7 (A) All colleges shall develop policies and procedures to implement the voluntary
8 shared leave program.

9 (B) Colleges shall not establish a leave "bank" for use by unnamed employees.
10 Leave shall be donated on a one-to-one personal basis.

11 (10) Qualifying to Participate in Voluntary Shared Leave Program. To participate in
12 the Voluntary Shared Leave Program, an employee shall meet the following
13 conditions:

14 (A) A donor or recipient shall have a half-time or more permanent, probationary, or
15 time-limited appointment (The limitation and leave balance for permanent part-
16 time employees shall be prorated);

17 (B) A recipient shall apply or be nominated by a fellow employee to participate in
18 the program;

19 (C) A recipient shall produce medical evidence to support the need for leave
20 beyond the available accumulated leave; and

21 (D) The parent college shall review the merits of the request and approve or
22 disapprove according to these Rules.

23 (11) Donor Guidelines

24 (A) An employee of a community college may donate vacation leave, bonus leave
25 or sick leave to an immediate family member in any State agency, public school
26 or community college. An employee of a community college may donate
27 vacation or bonus leave to a coworker's immediate family member who is an
28 employee in a state agency or public school provided the employee and
29 coworker are at the same college. An employee may donate vacation, bonus
30 or sick leave to another employee at a community college in accordance with
31 the provisions of (c)(10)(B) of this Rule.

1 (B) An employee of a community college may donate up to five days of sick leave
2 to a nonfamily member employee of a community college. The combined total
3 of sick leave donated to a recipient from a nonfamily member donor shall not
4 exceed 20 days per year. Donated sick leave shall not be used for retirement
5 purposes. Employees who donate sick leave shall be notified in writing of the
6 State retirement credit consequences of donating sick leave.

7 (C) The minimum amount of sick leave or vacation leave to be donated is four
8 hours. An employee family member donating sick leave to a qualified family
9 member under the Voluntary Shared Leave program may donate up to a
10 maximum of 1040 hours but may not reduce the sick leave account below 40
11 hours.

12 (D) The maximum amount of vacation leave allowed to be donated by one
13 individual is the amount of the individual's annual accrual rate. However, the
14 amount donated shall not reduce the donor's vacation leave balance below
15 one-half of the annual vacation leave accrual rate. Bonus leave may be
16 donated without regard to this limitation.

17 (E) An employee may not directly or indirectly intimidate, threaten, coerce, or
18 attempt to intimidate, threaten, or coerce, any other employee for the purpose
19 of interfering with any right which such employee may have with respect to
20 donating, receiving, or using annual leave under this program. Such action by
21 an employee shall be grounds for disciplinary action up to and including
22 dismissal on the basis of personal conduct. The donation of leave is
23 confidential, and only those individuals authorized under G.S. 115D-29 to
24 access employee personnel file information may view donation information
25 consistent with G.S. 115D-29. Recipients of voluntary shared leave shall not
26 have access to information about individuals who donated leave. The
27 employee donating leave shall not receive remuneration for the leave donated.

28 (12) Leave Accounting Procedures. The following conditions shall control the
29 accounting and usage procedures for leave donations in the Voluntary Shared
30 Leave program:

1 (A) The community college may establish a specific time period during which leave
2 can be donated.

3 (B) All leave donated shall be credited to the recipient's sick leave account and is
4 available for use on a current basis or may be retroactive for up to 60 calendar
5 days to substitute for advanced vacation or sick leave already granted to the
6 recipient or to substitute for leave without pay. Donated leave shall be applied
7 to advanced leave before applying it to leave without pay.

8 (C) At the expiration of the medical condition, as determined by the community
9 college, any unused leave in the recipient's donated leave account shall be
10 treated as follows:

11 (i) The recipient's vacation and sick leave account balance shall not exceed a
12 combined total of 40 hours (prorated for part-time employees).

13 (ii) Any additional unused donated leave shall be returned to active (working or
14 on leave without pay) donor(s) on a pro rata basis and credited to the leave
15 account from which it was donated.

16 (D) If a recipient separates due to resignation, death, or retirement from state
17 government, participation in the program ends. Donated leave shall be
18 returned to active donor(s) on a pro rata basis.

19
20 *History Note: Authority G.S. 115D-5; 115D-20; 115D-25.3;*

21 *Eff. September 1, 1993;*

22 *Amended Eff. June 1, 2017; May 1, 2008; May 1, 2005; January 1, 1996.*



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**State Board of Community Colleges Code
TITLE 1 - COMMUNITY COLLEGES**

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 400. PROGRAM ACCOUNTABILITY

**1B SBCCC 400.96 Accreditation by the Southern Association Association of
Colleges and Schools Commission on Colleges**

All colleges shall obtain and maintain regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Each college shall submit electronic copies of its most current SACSCOC Compliance Certification, the Focused Report, the Quality Enhancement Plan, Fifth-Year Interim Report, and any required Monitoring Report to the Chief Academic Officer at the System Office. The System President, when requested, will provide assistance to colleges seeking regional accreditation.

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

Eff. February 1, 1976;

Readopted Eff. January 5, 1978;

Amended Eff. _____; September 1, 1993; December 1, 1984;

July 1, 1980.



1 **State Board of Community Colleges Code**
2 **TITLE 3 – RULEMAKING PROCESS AND CODIFICATION SYSTEM**

3
4 **CHAPTER B. RULEMAKING PROCESS**

5
6 **SUBCHAPTER 400. TEMPORARY RULES**

7
8 **3B SBCCC 400.1 Temporary Rule Standard**

9 The SBCC has the authority to adopt a temporary rule or amend or repeal an existing rule
10 on a temporary basis for the following reasons: ~~to comply with federal or state law, and~~
11 ~~federal or state law requires adoption in a time period less than the rulemaking time period~~
12 ~~allotted by the SBCC Code.~~

13 (a) To comply with federal or state law, and federal or state law requires adoption,
14 amendment, or repeal in a time period less than the rulemaking time period allotted
15 by the SBCC Code;

16 (b) To address a serious or unforeseen threat to the public health or safety; or

17 (c) To address an unforeseen circumstance where the State Board finds that adherence
18 to the notice and hearing requirements in the SBCC Code would be contrary to the
19 public interest of students or other community college stakeholders.

20
21 *History Note: Authority G.S. 115D-5;*

22 *Eff. ~~June 1, 2014.~~ June 1, 2014;*

23 *Amended Eff. April 1, 2017.*

24
25 **3B SBCCC 400.2 Adoption of Temporary Rules**

26 (a) The SBCC has the authority to adopt a temporary rule or amend or repeal an existing
27 rule on a temporary basis without prior notice or hearing or upon any abbreviated
28 notice or hearing the SBCC finds practical at the SBCC meeting immediately following
29 the event precipitating the need for a temporary rule.

30 (b) The SBCC shall publish the temporary rule on the NCCCS website within five
31 business days after the SBCC adopts the temporary rule or amend or repeal an

1 existing rule on a temporary basis. A statement specifying the basis for adopting a
2 temporary rule or amending or repealing an existing rule on a temporary basis rather
3 than following the process for a permanent rule shall accompany the temporary rule
4 when it is published on the NCCCS website.

- 5 (c) The temporary rule expires 60 calendar days from the date it was published on the
6 NCCCS website. If the temporary rule is to be effective beyond 60 calendar days from
7 the date it was published on the NCCCS website, the process for the permanent rule
8 must be initiated at the same time the SBCC adopts the temporary rule or amends or
9 repeals an existing rule on a temporary basis.

10
11 *History Note: Authority G.S. 115D-5;*

12 *Eff. ~~June 1, 2014~~. June 1, 2014;*

13 *Amended Eff. April 1, 2017.*

1 § 115D-13. Terms of office of trustees

2 (a) The regular terms of trustees appointed in 1981 and trustees appointed in 1987
3 shall be extended for one year. The term of one or more trustees, as appropriate,
4 elected pursuant to G.S. 115D-12 may be extended for one year so that these terms will
5 be staggered, unless they are already staggered.

6 (b) Except for the one year extensions of terms set forth in subsection (a) of this
7 section, and for the ex officio member, as the terms of trustees currently in office expire,
8 their successors shall be appointed for ~~four-year~~six-year terms.

9 (c) No person may be appointed to more than two consecutive terms of six years on
10 the board of trustees.

11 All terms shall commence on July 1 of the year.

DRAFT

1 § 115D-18. Organization of boards; meetings

2 At the first meeting after its selection, each board of trustees shall elect from its
3 membership a chairman, who shall preside at all board meetings, and a vice-chairman,
4 who shall preside in the absence of the chairman. The trustees shall also elect a
5 secretary, who may be a trustee, to keep the minutes of all board meetings. All three
6 officers of the board shall be elected for a period of one year but shall be eligible for
7 reelection by the board.

8 Each board of trustees shall meet as often as may be necessary for the conduct of the
9 business of the institution but shall meet at least once every ~~three~~two months. Meetings
10 may be called by the chairman of the board, a majority of the trustees, or the chief
11 administrative officer of the institution.

DRAFT

1 § 115D-19. Removal of trustees

2 (a) Should the State Board of Community Colleges have sufficient evidence that any
3 member of the board of trustees of an institution is not capable of discharging, or is not
4 discharging, the duties of his office as required by law or lawful regulation, or is guilty of
5 immoral or disreputable conduct, the State Board shall notify the chairman of such
6 board of trustees, unless the chairman is the offending member, in which case the other
7 members of the board shall be notified. Upon receipt of such notice there shall be a
8 meeting of the board of trustees for the purpose of investigating the charges, at that
9 meeting a representative of the State Board of Community Colleges may appear to
10 present evidence of the charges. The allegedly offending member shall be given proper
11 and adequate notice of the meeting and the findings of the other members of the board
12 shall be recorded, along with the action taken, in the minutes of the board of trustees. If
13 the charges are, by an affirmative vote of two-thirds of the members of the board, found
14 to be true, the board of trustees shall declare the office of the offending member to be
15 vacant.

16 Nothing in this section shall be construed to limit the authority of a board of trustees to
17 hold a hearing as provided herein upon evidence known or presented to it.

18 (b) A board of trustees may declare vacant the office of a member who does not attend
19 three consecutive, scheduled meetings without justifiable excuse. A board of trustees
20 may also declare vacant the office of a member who, without justifiable excuse, does
21 not participate within six months of appointment in a trustee orientation and education
22 session sponsored by the North Carolina Association of Community College Trustees.
23 The board of trustees shall notify the appropriate appointing authority of any vacancy.

24 (c) The State Board of Community Colleges is responsible for assuring that boards of
25 trustees comply with State laws, regulations, and sound fiscal and management
26 practices. When a board of trustees willfully or through gross negligence fails or refuses
27 to comply with these laws, regulations, and sound fiscal and management practices, the
28 State Board of Community Colleges may issue a written notice to the board of trustees
29 and direct it to take remedial action.

30 (d) If a board of trustees, after written notice, persists in willfully or through gross
31 negligence fails or refuses to comply with any laws regulations, or sound fiscal and
32 management practices, the State Board of Community Colleges may, after consultation
33 with the local board's appointing authorities, representatives of the North Carolina
34 Association of Community College Presidents and of the North Carolina Association of
35 Community College Trustees, by resolution approved by at least two-thirds of the State
36 Board of Community College members voting, vacate the terms of the local board of
37 trustees. ~~assume the duties of the board of trustees and may appoint an administrator to~~
38 ~~exercise the powers assumed. The adoption of a resolution shall have the effect of~~
39 ~~divesting the board of trustees of its powers conferred upon the board of trustees by~~
40 law. To preserve local autonomy, the State Board of Community Colleges shall appoint

1 an interim five-member board of trustees for a period not to exceed 12 months. At the
2 conclusion of the interim board's period of service, the respective appointing authorities
3 shall appoint individuals to the board of trustees as provided by G.S. 115D-12 to serve
4 out any unexpired, vacated terms and any new terms as applicable. This authority is an
5 extraordinary remedy and should only be utilized in the most extreme circumstances.
6 The State Board of Community Colleges shall adopt policies to implement this section.

DRAFT

AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, March 16, 2017 – 3:45 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 19, 2017

For Information

- Legislative Update – 2017-19 Biennium

New Business

Adjourn

MINUTES
LEGISLATIVE AFFAIRS COMMITTEE
January 19, 2017 – 3:30 p.m.

COMMITTEE MEMBERS PRESENT:

Jim Rose, Chair	Lynn Raye	Jerry Vaughan
Breeden Blackwell	Darrell Saunders	
Lisa Estep	Scott Shook	

Members Absent: Todd Johnson and Clark Twiddy

OTHER BOARD MEMBERS PRESENT:

Jimmie Ford	Samuel Powell
Bill McBrayer	Candler Willis

OTHERS IN ATTENDANCE:

Jimmie Williamson	Maureen Little	Scott Corl
Lisa Chapman	Mary Shuping	Bryan Jenkins
Elizabeth Grovenstein	Shanté Martin	Sondra Jarvis
Jennifer Haygood	Chreatha Alston	Margaret Robertson

CALL TO ORDER

Mr. Rose called the meeting to order at 3:43 p.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

ROLL CALL

Ms. Jarvis 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 January 19, 2017 meeting as amended. Mr. Raye made the motion, seconded by Dr. Saunders, and approved via voice vote.

APPROVAL OF THE MINUTES

Mr. Rose asked for a motion to approve the minutes for the meetings on October 20, 2016 and November 17, 2016 as presented. Dr. Saunders made the motion, seconded by Dr. Blackwell, and approved via voice vote.

FOR INFORMATION

Proposed Proprietary School Legislation

Ms. Martin shared with the Legislative Affairs committee that the Policy committee approved supporting the separation of the Proprietary Schools with representation (appointment) from the System President and continuing to receive information on licensure.

MINUTES
LEGISLATIVE AFFAIRS COMMITTEE
January 19, 2017 – 3:30 p.m.

Legislative Guest

Ms. Shuping introduced Representative Hugh Blackwell to the Board. Rep. Blackwell shared his concerns going into the current legislative session.

- College or Credentials completion. The workforce needs 60-67% of adults with the post high school credential. In NC we have a long way to go. The community colleges are going to be needed to meet that goal.
- Would like to look at the funding formula and no long fund in arrears.
- Leviton is having a big problem in finding qualified employees. One of the issues raised was marketing. The Community College System isn't viewed as a good option versus the University system by students and parents. The system needs to recruit students to choose the community college.
- Community Colleges have to give courses that complete with certification that are recognized within the job force of North Carolina. There needs to be students and faculty that are lifelong learners.
- Guidance work to direct students in the high schools will be important to show students what is available.
- Need to continue work on salary increases for faculty.
- Career and College Readiness – there is a role to play by the community colleges. A few years ago, one of the first bills signed by Governor McCrory, each high school diploma lists whether a student is career, college, or both ready. There are not parameters defining how that is determined. He plans to introduce legislation to define career or college ready. He would like to get input on how that should be defined.

Mr. Raye commented said he agrees that there needs to be a requirement that a student should be able to read when they come out of school. The Community colleges are always picking up the pieces.

Mr. Vaughan said the fact that Rep. Blackwell connected NC GAP to marketing is wonderful. The momentum needs to be there for the marketing. Rep. Blackwell said the air is out of the NC GAP balloon and left in limbo. Money would need to be moved from one area to another to support the marketing.

Mr. Raye agreed that the career coaching is important, but there needs to be parent coaching also.

Chairman Shook said that we were ready for NC GAP, but the University system was not excited. He would like to see an incentive program for students that choose to go to the Community College System.

MINUTES
LEGISLATIVE AFFAIRS COMMITTEE

January 19, 2017 – 3:30 p.m.

Rep. Blackwell would like to see NC partner with Complete College America group which encourage accelerate student's completion schedule by taking a full load of classes by taking 15 credit hours per semester. It could mean less receipts but there would be an overall savings.

Looking 2-4 years ahead, you have to adjust based on what is happening during the year. Don't wait, be flexible to make internal adjustments. There needs to be agility like a profitable business would be.

Mr. McBrayer said the community colleges have to be cognizant of the audience. Not every student is right out of high school. Rep. Blackwell said that the mature student would benefit as well. Colleges need to offer the information in a way that allows the student to be flexible. Maybe a college could take a survey to see when it would be best for the students, not what time is good for the college.

Rep. Blackwell shared some hot button topics that will be addressed during the legislative session.

Mr. Rose thanked Rep Blackwell for bringing up the important things that are needed. We need to remember to focus on reading and mathematics. Rep Blackburn said that reading is the most important building block. Unfortunately, there are problems in K-12 that schools are trying to address.

Dr. Blackwell said there needs to be program in the public schools that address the needs of all the students, not just the "average students". Legislators need to be cognizant of the kids that are going to fall between the cracks because of special needs or the social limitations. Rep. Blackwell said that he has been an advocate for smaller class sizes to individualize help for each student. One of the expectations was better or more communication with the parents. Ms. Estep said that there also needs to be for support for special needs in the community college system. The smaller class sizes work, but there needs to teachers in that specialized training and specialized programs.

The committee thanked Representative Blackwell.

AACC Federal Legislative Agenda (Attachment LEG 1)

Ms. Shuping asked the members to review the attached AACC agenda and let her know if they have any questions.

FOR FUTURE ACTION

Additional Special Provisions – 2017-19 Biennium (Attachment LEG 2)

Ms. Haygood reviewed the additional special provisions recommended by staff.

- Ensure a Highly-Skilled Workforce Pipeline: allow high school students to enroll in courses leading to a state or industry credential

MINUTES
LEGISLATIVE AFFAIRS COMMITTEE

January 19, 2017 – 3:30 p.m.

- Youth Apprenticeship Tuition Waiver Clarification – will include “pre-apprenticeship” waivers.
- ERP Planning and Design Funding and Reporting
- Agency Exemptions from DIT Oversight

Chairman Shook motioned to move Additional Special Provisions from Future Action to Action, Mr. Raye seconded the motion and the committee approved via voice vote.

Ms. Estep motioned to approve the Additional Special Provisions for the 2017-19 Biennium. Chairman Shook seconded the motion and the committee approved via voice vote.

NEW BUSINESS

ADJOURN

There being no other business, Mr. Rose asked for a motion to adjourn. Mr. Vaughan motioned, seconded by Mr. Raye and the committee adjourned at 4:54 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis
Recording Secretary