STATE BOARD OF COMMUNITY COLLEGES  
Mr. Scott Shook, Chair  
May 20, 2016

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

Thursday, May 19, 2016  
COMMITTEE MEETING  
Personnel Committee  
11:30 a.m.  AW North Carolina Conference Room

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

North Carolina Student Success Center  
Enhancing Support of Colleges As They Support Their Students  
Presenters: Dr. Kim Sepich and Dr. Lisa Chapman

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

Friday, May 20, 2016  
BOARD MEETING  
9:00 a.m.  Dr. W. Dallas Herring State Board Room

❖ Call to Order
❖ Roll Call
❖ Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
❖ Approval of Minutes from April 15, 2016 Meeting
❖ Approval of Agenda
❖ Approval of Consent Agenda (Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda)

Reports:  
❖ NC Association of Community College Presidents, Dr. Robert Shackleford, President  
❖ NC Association of Community College Trustees, Dr. Donny Hunter, President & CEO  
❖ NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Priya Balakrishnan, President
COMMITTEE REPORTS

PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair

For Ratification
Candidate for Interim Vice President for Technology Solutions
Candidate for Executive Director of Student Success

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Information
Estimated Receipts – April 2016 (Attachment FC 1)
Budget Update – May 2016 (Attachment FC 2)

For Action
State Board Reserve Funds: Compliance Services Expertise (Attachment FC 3)
Allocation for NC Motorcycle Safety Education Program (Attachment FC 4) [CA]
Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 5) [CA]
Service Agreement for Adult Basic Skills Professional Development (Attachment FC 6) [CA]
Service Agreement for Systemwide Diagnostic Assessment System (Attachment FC 7) [CA]
Contract for Environmental, Safety, and Health Compliance (Attachment FC 8) [CA]
Construction and Property (Attachment FC 9) [CA]

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair

For Information
2015 Passing Rates for Nursing Graduates in the North Carolina Community College System
(Attachment PROG 1)
Curriculum Program Application as Approved by the System President (Attachment PROG 2)
SBCC Code Report – May 2016 (Attachment PROG 3)

For Future Action
Curriculum Program Applications (New to System) (Attachment PROG 4)

For Action
Curriculum Standard Revisions (Attachment PROG 5) [CA]
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 6) [CA]
Combined Course Library – Continuing Education (Attachment PROG 7) [CA]
Review Public Comments for 1D Subchapter 300 – “Continuing Education” (Attachment PROG 8)

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair

For Information
Measuring Student Success (Attachment PLAN 1)
Align4NCWorks Update:
  Taste of Industry
  Student Design Competition
  Career Awareness
  Career Development Facilitator Training
NC GAP (Guaranteed Admission Program); Career and College Ready-12th Grade Remediation
Transitions in Workforce Development and Education
POLICY COMMITTEE, Mr. Ernie Pearson, Chair

For Information
SBCC Code Report – May 2016 (Attachment POL 1)
Denial of Petition for Rulemaking (Attachment POL 2)

For Future Action
Recommendations for Initial Proprietary School Licensure (Attachment POL 3)
Recommendations for Renewal of Proprietary School Licensure (Attachment POL 4)

For Action
Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” (Attachment POL 5)

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair

For Information
Budget Update – May 2016 (Discussion only)

NEW BUSINESS

PRESIDENT’S REPORT

BOARD MEMBERS QUESTIONS/COMMENTS

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

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

ADJOURNMENT

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 NC Motorcycle Safety Education Program (Attachment FC 4)
Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 5)
Service Agreement for Adult Basic Skills Professional Development (Attachment FC 6)
Service Agreement for Systemwide Diagnostic Assessment System (Attachment FC 7)
Contract for Environmental, Safety, and Health Compliance (Attachment FC 8)
Construction and Property (Attachment FC 9)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Curriculum Standard Revisions (Attachment PROG 5)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 6)
Combined Course Library – Continuing Education (Attachment PROG 7)
CALL TO ORDER
Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building. Mr. Bryan Jenkins called the roll and the following members were present:

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

*Attended by telephone  
Absent: Mr. Todd Johnson

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

APPROVAL OF THE MINUTES
Mr. Raye made a motion to approve the minutes of the March 18, 2016 and March 31, 2016 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, Ms. Lowder, Chair
Ms. Lowder stated Personnel Committee has no changes.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair
Mr. Raye asked on behalf of Finance Committee to table items H-L on FC 6 – Construction and Property on the Consent Agenda.

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

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

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

LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair
Mr. Rose stated Legislative Affairs Committee has no changes.

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

APPROVAL OF THE CONSENT AGENDA
Mr. Raye made a motion to approve the consent agenda as recommended, Dr. Powell 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
Allocation for Virtual Learning Community Centers (Attachment FC 4)
Construction and Property (Attachment FC 6)

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (Attachment PROG 5)
Associate in Engineering (A10500) Program Application (Attachment PROG 6)
Lenoir Community College
Curriculum Standard Revisions (Attachment PROG 7)
   Blue Ridge Community College – Early Childhood Education (A55220)
   Carteret Community College – Aquaculture Technology (A15120)
   Guilford Technical Community College – Aviation Electronics (Avionics) Technology (A60150)
Curriculum Program Applications (Fast Track for Action) (Attachment PROG 8)
   Johnston Community College – Mammography (Certificate) (A45830)
Mitchell Community College – Computer-Integrated Machining (A50210)
Richmond Community College – Nonprofit Leadership and Management (A25410)
Combined Course Library – Continuing Education (Attachment PROG 9)
New Course Approvals, Modifications, and Tier Designations

REPORTS:

Dr. Robert Shackleford, President of North Carolina Association of Community College Presidents
President Shackleford congratulated the board on the recently-concluded search for a new President for the NC Community College system. The presidents are grateful to Interim President Fouts, and look forward to working with the new System President, Dr. Jimmie Williamson.

The joint meeting at Randolph CC between NCACCP and state superintendents went well. Thirty presidents and thirty-eight superintendents attended. Issues of common concern were discussed.

Many presidents attended the AACC convention in Chicago. A number of NC colleges made presentations. At the national meetings, presidents find that North Carolina colleges are ahead on a national level with programs. It is encouraging to know that people still look to NC for best practices.

As we start into budget season, presidents and staff are starting to speak to legislators. It is important to not just look at enrollment, but the success of the colleges. Colleges need to be funded on completion initiatives.

President Shackleford commented on the level of engagement and commitment of State Board members.

Dr. Donny Hunter, President, North Carolina Association of Community College Trustees
Dr. Donny Hunter thanked the board for reforming the Legislative Committee as part of the lobbying process. The association will be contacting board members when there is a call for action within local areas. This would reaffirm the calls from the trustees.

Congratulated the board on the successful presidential search. It was a fair process and people were duly considered. He thanked Mr. Vaughan for his hard work.

Dr. Hunter shared session information for the NCACCT meeting.

- NCACCP Executive Board Meeting
- Ethics training
- NCACCT Meetings
- NC Community College Attorneys will be conducting a few different sessions.
  - Public records law
  - Student Code of Conduct policies
  - Employee Free Speech
- Session about the primaries and the impact of the upcoming election cycle
- Jimmie Williamson meet and greet will be Thursday afternoon
- Reception on Thursday, April 21st at 5:30pm
Dr. Hunter thanked Interim President Fouts for all of his hard work.

Chairman Shook asked about the effect of the President turnover on NCCAT and the local trustees. Dr. Hunter stated there is a great supply of people who want to be community college presidents.

**N4CSGA, Ms. Priya Balakrishnan, President**

Ms. Balakrishnan shared the Spring Conference in Durham was very successful. There were 350 attendees from approximately 35 community colleges. On behalf of the N4CSGA Executive Board, Ms. Balakrishnan thanked executive staff and Ms. Stith for attending.

During the conference, the following items were addressed:

- N4CSGA Local Interactions Committee, requested the N4CSGA work with local community colleges to educate students on the impact House Bill 2, the Public Facilities Privacy and Security Act will have on their education, safety and future through the use of published materials provided by the N4CSGA executive board. When brought to general session the motion passed.
- N4CSGA Local Interactions Committee is working to advocate for ‘Staff and Teacher Pay’. At the conference, the N4CSGA presented a petition in support of this issue and already have over 300 signatures. This petition will be presented to the General Assembly during the short session later this month.
- N4CSGA elections for 2016-17 Executive Board were held. The positions filled are: Parliamentarian, Local Interactions Chair, Public Information Office, Intramural/Extramural Chair, and Western Division Chair.

**COMMITTEE REPORTS**

**PERSONNEL COMMITTEE, Ms. Janet Lowder, Chair**

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

Ms. Lowder moved to go back into open session with second from Mr. Twiddy, approved via voice vote.

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

Authorize the Personnel Committee to meet prior to the board’s May meeting to take action on time sensitive system office personnel matters subject to the ratification by the full board in May.

The motion was unanimously approved by voice vote.

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

On behalf of the Finance Committee, Mr. Raye recommended and moved that the following item be approved by the board:
Allocation for Align4NCWorks Pilot: Taste of Industry (Attachment FC 3)

Dr. Matthew Meyers shared this is an initiative from Strategic Planning. The project helps identify what industry is needed in local areas. The RFP had nineteen applicants and the top thirteen are recommended for funding. The project will target groups to participate in activities that train them to support local industries.

The above item was approved by voice vote.

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

Service Agreement for College Information Systems Enhancement and Support Services (Attachment FC5)

Dr. Saundra Williams stated that this is an annual contract with Ellucian. The board is asked to approve the ongoing maintenance for all 58 colleges for Finance, Student, Registration, etc. Mr. Vaughan asked how this contract compares to last year. Dr. Williams said the increase is approximately 5.1% increase, which includes the cost of a module added at the request of the colleges.

The above item was approved by voice vote.

PROGRAMS COMMITTEE, Dr. Sam Powell, Chair
No items for discussion on the agenda.

STRATEGIC PLANNING COMMITTEE, Dr. Darrell Saunders, Chair
No items for discussion on the agenda.

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

Initiation of the Rulemaking Process to Amend Title 1, Chapter A, “State Board Governance” (Attachment POL 2)

The above item was unanimously approved by voice vote.

LEGISLATIVE AFFAIRS COMMITTEE, Mr. James Rose, Chair
Mr. Rose shared that the committee is excited about the upcoming session. Ms. Shuping stated that system office staff are starting to talk to legislators about the initiatives. Each member received a one
page list of community college priorities. Meetings are being scheduled and board members are welcome to join.

Ms. Shuping provided a follow up on the NCGAP Program Evaluation Study. The report was delivered to the General Assembly as received with the addendum from the March 2016 board meeting.

NEW BUSINESS

PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES
Interim President Fouts recognized Patrick Fleming as MVP for the month of April 2016.

Interim President Fouts shared a video from 1963 with the board which included an interview with Dr. W. Dallas Herring. The footage was discovered by Cape Fear Community College.

BOARD MEMBERS QUESTIONS/COMMENTS
Dr. Williams was recognized for her service to the system.

DATE OF NEXT MEETING
The next State Board Meeting will be held on Thursday, May 19, 2016 through Friday, May 20, 2016 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

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

ADJOURNMENT
There being no further business to come before the Board, Representative Ford made the motion to adjourn, seconded by Ms. Balakrishnan at 10:37 a.m., unanimously approved by voice vote.

RESPECTFULLY SUBMITTED BY:                APPROVED BY:
Secretary

_________________________________________                _______________________________________
Mr. George Fouts, Interim System President           Mr. Scott Shook, Chair

SBCC
05/20/2016
AGENDA

State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building
Conference Room 201A
May 19, 2016 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
  • April 14, 2016

For Information
  • Estimated Receipts – April 2016 (Attachment FC 1)
  • Budget Update – May 2016 (Attachment FC 2)

For Future Action

For Action
  • State Board Reserve Funds: Compliance Services Expertise (Attachment FC 3)
  • Allocation for NC Motorcycle Safety Education Program (Attachment FC 4) [CA]
  • Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 5) [CA]
  • Service Agreement for Adult Basic Skills Professional Development (Attachment FC 6) [CA]
  • Service Agreement for Systemwide Diagnostic Assessment System (Attachment FC 7) [CA]
  • Contract for Environmental, Safety, and Health Compliance (Attachment FC 8) [CA]
  • Construction and Property (Attachment FC 9 ) [CA]

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
FINANCE COMMITTEE
April 14, 2016 - 1:30 p.m.

Members Present:
Lynn Raye
Lisa Estep
Lee Roberts
Scott Shook
Janet Lowder
Todd Johnson (Telephone)
Jim Rose

System Office Staff and Others:
Jennifer Haygood, NCCCS
Brandy Andrews, NCCCS
George Fouts, NCCCS
Arthur Hohnsbehn, NCCCS
Joy Martin, NCCCS
Rondra McMillan, NCCCS
Matt Meyer, NCCCS
Cindy Mixter, NCCCS
Sharon Rosado, NCCCS
Saundra Williams, NCCCS
Katherine Davis, NCCCS
Dorrine Fokes, NCCS
Danny Gilchrist, NCCS
Bruce Humphrey, NCCCS
Walter Dalton, Isothermal CC
L. Steve Thornburg, Cleveland CC
Bryan Conrad, OSBM
Brett Altman, FRD
Ken Ramos, Ellucian

CALL TO ORDER
Mr. Lynn Raye called the meeting to order at 1:33 p.m.

ROLL CALL
Carmen Cargill took the roll of the Finance Committee members.

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

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

MINUTES
Mr. Raye asked for a motion to approve the minutes of the March 17, 2016, meeting as presented. Ms. Estep moved and Mr. Rose seconded the motion.

Mr. Raye introduced newly appointed Board member, Mr. Lee Roberts.
FOR INFORMATION
Estimated Receipts – March 2016 (Attachment FC 1)
Ms. Haygood provided a brief overview of the March 2016 Estimated Receipts. Ms. Haygood stated that receipts continue to fall short of the benchmarks. Collections through the end of March are approximately $296 million, which is about 8% lower than projected. Ms. Haygood further stated that a contingency plan has been in place for several months in anticipation of the shortfall.

Budget and Bond Update – March 2016 (Attachment FC 2)
Ms. Haygood stated that starting with this meeting a Budget and Bond Update would be provided to the SBCC at each meeting until the General Assembly adjourns. Ms. Haygood proceeded to discuss one of the community college budget strategies, Increase Student Enrollment and Completion By Investing In Student Supports, and the report provided. Funding for the initiatives listed would come from retaining the $26.2 million that would otherwise be cut due to enrollment declines. Colleges would be able to use these monies to fund locally-determined student supports that promote student completion. The report provided details on specific initiatives at the community colleges.

Mrs. Haygood advised that she and other system office staff recently attended the Association of Community College Business Officers (ACCBO) conference and provided college business officers with guidance on the the Connect NC Bond initiative. Ms. Haygood stated that the purpose of the bonds, and authorized expenses related to the bond, were emphasized with the conference attendees, by highlighting specific language from the legislation. Ms. Haygood shared bullet points from her ACCBO presentation with the Board.

- Purpose: Community colleges are “in need of new and renovated facilities to educate and prepare students and workers for the 21st century for the purpose of enhancing the economic attractiveness of the State.”
- Authorized expenses: “The cost of constructing, reconstructing, enlarging, acquiring, and improving facilities and acquiring equipment and land therefor.”

Ms. Haygood advised that the first bond sale is not expected until mid-August. She further advised that the State Construction Office has indicated that it may not allow any contracts dependent on bond funds to be signed until bonds are sold. In addition, the Office of State Budget Management has indicated that it will not allow the use of bond funds to reimburse expenses incurred prior to July 1 or, at the earliest, prior to the Council of State approval of bonds in June. Ms. Haygood specified that colleges have been advised not to incur costs associated with informal projects that require reimbursement with bond funds until July 1, unless the System office advises otherwise.
For Action

Allocation for Align4NCWorks Pilot: Taste of Industry (Attachment FC 3)
Ms. Haygood presented the request to increase the amount of State Board Reserve funds available for the Taste of Industry programs by $34,000, stating that the original request for $42,000 was presented and approved during the March SBCC meeting. Ms. Haygood further requested the approval of the allocations of State Board Reserve funds in the amount of $76,000 to 13 colleges for Taste of Industry activities. Ms. Haygood introduced Dr. Matt Meyer who provided a summary of the Taste of Industry program and activities.

Mr. Rose motioned, seconded by Ms. Estep, and the motion passed.

Allocation for Virtual Learning Community Centers (Attachment FC 4)
Ms. Haygood reviewed the request for approval of $650,000 to renew funding for three existing Virtual Learning Community (VLC) Centers for 2016-2017. Ms. Haygood introduced Kathy Davis and Dr. Saundra Williams who were available to discuss the request.

Dr. Williams described the VLC stating that the centers provide course development for all 58 colleges. She stated that the three centers; the Professional Development Center at Wake Technical Community College, the Technology Center at Fayetteville Technical Community College, and the Quality and Assessment Center at Surry Community College, provide services that are compliant with Federal regulations and eliminate the need for each college to develop courses individually.

Mr. Raye requested a motion to approve. Mr. Lee Roberts moved, seconded by Mrs. Lowder. The motion passed.

Service Agreement for College Information Systems Enhancement and Support Services (Attachment FC 5)
Ms. Haygood introduced the request for approval of $6,120,456 for a new Enhancement and Support Services Agreement (ESSA) with Ellucian, Inc. for software maintenance, enhancements, and support services to support the College Information System (CIS). Ms. Haygood stated that this contract represents the single largest contract administered by the NCCCS.

Dr. Saundra Williams provided an overview of the service agreement and the components of the contract which covers all 58 community colleges and the system office. Ms. Haygood further highlighted that the current year cost represents a 5.16% increase, which is in line with industry standards.

Mr. Rose motioned for the approval, seconded by Mr. Roberts. The motion passed.

Construction and Property (Attachment FC 6)
Ms. Haygood began the discussion of the Construction and Property items by calling the committee’s attention to the list of new projects being presented for approval. Ms. Haygood
introduced Sharon Rosado and the committee asked for additional details and specifics related to the projects requesting approval for the use of Connect NC Bond funds. Mr. Rose expressed concerns that Bond funds would be used for purposes not directly impacting students or instruction. Additionally, Mr. Roberts voiced concerns that some of the projects to not appear to comply with the objective of the Connect NC Bond funds to further STEM and Workforce of the Future improvements.

Following a lengthy discussion, Mr. Rose motioned that all projects submitted for approval by Piedmont Community College be tabled pending the receipt of additional information. Mrs. Lowder seconded, and the motion to table the following projects was passed.

H. Piedmont Community College – Project No. 2121 – Administration Building Renovations and Expansion – Main Campus – Estimated cost is $1,399,500, composed of all state funds (Connect NC Bonds).

I. Piedmont Community College – Project No. 2122 – Student Center E Building Renovations – Main Campus – Estimated cost is $638,000, composed of all state funds (Connect NC Bonds).

J. Piedmont Community College – Project No. 2123 – Auditorium D Building Renovations – Main Campus – Estimated cost is $675,000, composed of all state funds (Connect NC Bonds).

K. Piedmont Community College – Project No. 2124 – Business Development and Entrepreneurial Center Renovations – Main Campus – Estimated cost is $886,600, composed of all state funds (Connect NC Bonds).

L. Piedmont Community College – Project No. 2125 – Mechanical Room Boiler Replacement – Main Campus – Estimated cost is $172,000, composed of $72,000 local funds and $100,000 state funds (Connect NC Bonds).

Ms. Haygood provided additional guidance on the rules governing capital improvement and equipment funds. Additional discussion of the remaining projects requesting approval followed. Mr. Raye requested a motion to approve new projects. Ms. Estep motioned, seconded by Mr. Roberts, and the following new projects were approved.

1. Project Approval – New

A. Central Piedmont Community College – Project No. 2044 – Advanced Technology Center Building – Main Campus – Estimated cost is $25,500,000, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

B. Central Piedmont Community College – Project No. 2045 – Educational Center Building – Main Campus – Estimated cost is $56,100,000, composed of all local funds. (Note:
Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

C. Central Piedmont Community College – Project No. 2046 – Student Services Building – Main Campus – Estimated cost is $30,606,500, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 30, 2016.)

D. College of the Albemarle – Project No. 2115 – Biology Laboratory Renovation – Regional Aviation and Technical Training Center – Estimated cost is $22,562, composed of all state funds (41520). (Approval funding requires the transfer of $22,562 state equipment funds to capital improvements; the transfer will leave a balance of $589,639 for state equipment funds.)

E. Johnston Community College – Project No. 2116 – Tart Building – Infrastructure Repairs – Main Campus – Estimated cost is $665,000, composed of all local funds. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on March 11, 2016.)

F. Mayland Community College – Project No. 2110 – Gwaltney Hall Biology Lab Renovation – Main Campus – Estimated cost is $302,500, composed of all state funds (Connect NC Bonds).

G. Mayland Community College – Project No. 2111 – Auto Body Repair Shop Renovation – Main Campus – Estimated cost is $313,500, composed of $25,000 local funds, and $288,500 state funds (Connect NC Bonds).

M. Richmond Community College – Project No. 2120 – Lindsey-Petris Building Expansion and Renovation – Main Campus – Estimated cost is $6,095,000, composed of $475,000 local funds and $1,000,000 state funds (Connect NC Bonds – New) and $4,620,000 state funds (Connect NC Bonds – Repair and Renovations).

N. Wayne Community College – Project No. 2100 – Advanced Manufacturing Center Repairs and Renovations – Estimated cost is $1,011,674, composed of all state funds (Connect NC Bonds).

Mr. Rose moved, seconded by Ms. Estep, and the following projects were approved.

2. **Project Approval - Amended**

   A. Western Piedmont Community College – Project No. 2001 – Campus Repairs and Renovations – Estimated cost is $380,624.42 composed of $42,282.47 local funds and $338,341.95 state funds (41220). Project is amended to transfer $88,489.61 to Project No. 2073.
B. Western Piedmont Community College – Project No. 2073 – Industrial and Engineering Building Renovation – Total cost is $1,768,486, composed of $729,996.39 local funds, $750,000 Golden Leaf funds, $88,489.61 state funds (41220), and $200,000 state funds (41520). Project is amended to increase local funds of $729,996.39, Golden Leaf funds of $750,000, and the transfer of $88,489.61 state funds (41220) from project number 2001 (Campus Repairs and Renovations to project number 2073. (Approval funding requires the transfer of $200,000 state equipment funds to capital improvements; the transfer will leave a balance of $121,461 for state equipment funds.)

3. Acquisition and Disposal of Real Property

A. The Board of Trustees of Fayetteville Technical Community College requests permission as per G.S. 115D-15 to lease approximately 9,900 square feet of space located in the College’s Continuing Education Building to the Cumberland County Public School System (School System). The purpose of this three year lease is to allow the School System to provide high school classes to students participating in Fayetteville Technical Community College’s early college program. In consideration for this space the School System has provided two vacant public schools to house the College’s Auto Collision and Body Repair program and the College and Career Readiness program.

Adjournment
The meeting was adjourned at 2:54 p.m.
## ESTIMATED TUITION AND FEES COLLECTED THROUGH April 30, 2016

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<td>$316,340,912</td>
<td>$304,318,877</td>
<td>-3.8%</td>
</tr>
<tr>
<td>BUDGETED RECEIPTS UNCOLLECTED</td>
<td>$35,332,634</td>
<td>$41,591,635</td>
<td>$46,176,488</td>
<td></td>
</tr>
<tr>
<td>PERCENT OF BUDGET COLLECTED</td>
<td>90.4%</td>
<td>88.4%</td>
<td>86.8%</td>
<td></td>
</tr>
<tr>
<td>PERCENT OF BUDGET BENCHMARK (3 year average)</td>
<td>94.5%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>COLLECTION BENCHMARK</td>
<td>$331,114,772</td>
<td></td>
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</tr>
<tr>
<td>DIFFERENCE BETWEEN ACTUAL &amp; BENCHMARK (3 year average)</td>
<td>$26,795,895</td>
<td></td>
<td></td>
<td>-8.1%</td>
</tr>
<tr>
<td>PERCENT OVER-REALIZED / (SHORTFALL)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PERCENT OF BUDGET BENCHMARK (last year)</td>
<td>93.3%</td>
<td></td>
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<tr>
<td>COLLECTION BENCHMARK</td>
<td>$327,085,404</td>
<td></td>
<td></td>
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<tr>
<td>DIFFERENCE BETWEEN ACTUAL &amp; BENCHMARK (last year)</td>
<td>$22,766,527</td>
<td></td>
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<td>-7.0%</td>
</tr>
<tr>
<td>PERCENT OVER-REALIZED / (SHORTFALL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- $13,506,579 ENROLLMENT DECLINE ADJUSTMENT
- $8,069,397 TUITION INCREASE ADJUSTMENT
- $2,000,000 IN-STATE TUITION FOR VETERAN ADJ.
- $23,575,976 -0.07% BUDGETED RECEIPTS DECREASE
<table>
<thead>
<tr>
<th></th>
<th>Budget Priorities</th>
<th>Governor</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>2016-17 Base Budget</strong></td>
<td>1,065,895,520</td>
<td>1,065,895,520</td>
</tr>
<tr>
<td>3</td>
<td><strong>Enrollment Adjustment</strong></td>
<td>(26,208,276)</td>
<td>(26,208,276)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Expansion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student Completion Rates/Student Supports</td>
<td>26,208,276</td>
<td>16,672,454</td>
</tr>
<tr>
<td>6</td>
<td>Restore Management Flexibility Reduction</td>
<td>2,000,000</td>
<td>500,000</td>
</tr>
<tr>
<td>7</td>
<td>Close the Interest Gap: Marketing &amp; Labor Market Data Tools</td>
<td>500,000</td>
<td>NR</td>
</tr>
<tr>
<td>8</td>
<td>Competency-Based Education (CBE)</td>
<td>7,500,000</td>
<td>NR</td>
</tr>
<tr>
<td>9</td>
<td>New Multi-Campus Locations (MCC, DTCC)</td>
<td>1,035,822</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Improve IT transparency rates - System Office</td>
<td>81,300</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Local Government Finance Officer Training</td>
<td>25,000</td>
<td>NR</td>
</tr>
<tr>
<td>12</td>
<td><strong>Expansion Subtotal</strong></td>
<td>43,708,276</td>
<td>26,289,576</td>
</tr>
<tr>
<td>13</td>
<td><strong>Net Adjustments to 2016-17 Base Budget (without salary adj)</strong></td>
<td>$17,500,000</td>
<td>$81,300</td>
</tr>
<tr>
<td>14</td>
<td>Recommended FY 2016-17 General Fund Approp. (without salary adj)</td>
<td>$1,083,395,520</td>
<td>$1,065,976,820</td>
</tr>
<tr>
<td>15</td>
<td><strong>Salaries &amp; Benefits</strong></td>
<td></td>
<td>IN STATEWIDE RESERVE</td>
</tr>
<tr>
<td>16</td>
<td>Faculty &amp; Staff Salary Increases</td>
<td>24,000,000</td>
<td>22,501,870</td>
</tr>
<tr>
<td>17</td>
<td>System Office Salary Increases</td>
<td>367,629</td>
<td>NR</td>
</tr>
<tr>
<td>18</td>
<td>Bonus - System Office</td>
<td>29,076,613</td>
<td>NR</td>
</tr>
<tr>
<td>19</td>
<td>Bonus - Colleges</td>
<td>42,435</td>
<td>NR</td>
</tr>
<tr>
<td>20</td>
<td>Increase in TSERS rate - System Office</td>
<td>3,232,769</td>
<td>NR</td>
</tr>
<tr>
<td>21</td>
<td>Increase in TSERS rate - Colleges</td>
<td>31,114</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Increase SHP Employer Contribution - System Office</td>
<td>3,340,572</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Recommended FY 2016-17 General Fund Appropriation</td>
<td>$1,107,395,520</td>
<td>$1,098,696,266</td>
</tr>
<tr>
<td>24</td>
<td>Adjustments - Recurring</td>
<td>26,000,000</td>
<td>(4,643,496)</td>
</tr>
<tr>
<td>25</td>
<td>Adjustments - Non-Recurring</td>
<td>15,500,000</td>
<td>37,444,242</td>
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</tbody>
</table>
### NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
### SUMMARY OF BUDGET PROPOSAL: FY 2015-16

#### GOVERNOR

<table>
<thead>
<tr>
<th>FY 2016-17 Adjustments</th>
<th>FY 2016-17 Recommended</th>
<th>% Change vs. 15-16 Cert.</th>
<th>% Change vs. 16-17 Base</th>
<th>FY 2016-17 Adjustments</th>
<th>FY 2016-17 Recommended</th>
<th>% Change vs. 15-16 Cert.</th>
<th>% Change vs. 16-17 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 NCCCS State Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Requirements*</td>
<td>16,324,009</td>
<td>1,496,664,868</td>
<td>1.4%</td>
<td>20,086,418</td>
<td>1,500,427,277</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>4 Receipts</td>
<td>(16,476,737)</td>
<td>397,968,602</td>
<td>-2.1%</td>
<td>(16,476,737)</td>
<td>397,968,602</td>
<td>-2.1%</td>
<td>-4.0%</td>
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<tr>
<td>5 GF Appropriation</td>
<td>$32,800,746</td>
<td>$1,098,696,266</td>
<td>2.8%</td>
<td>$36,563,155</td>
<td>$1,102,458,675</td>
<td>3.1%</td>
<td>3.4%</td>
</tr>
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</table>

#### HOUSE

<table>
<thead>
<tr>
<th>FY 2016-17 Adjustments</th>
<th>FY 2016-17 Recommended</th>
<th>% Change vs. 15-16 Cert.</th>
<th>% Change vs. 16-17 Base</th>
<th>FY 2016-17 Adjustments</th>
<th>FY 2016-17 Recommended</th>
<th>% Change vs. 15-16 Cert.</th>
<th>% Change vs. 16-17 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 NCCCS State Funding per FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 BFTE</td>
<td>(8,578)</td>
<td>224,494</td>
<td></td>
<td>(8,578)</td>
<td>224,494</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Requirements*</td>
<td>$315.41</td>
<td>$6,666.84</td>
<td>3.8%</td>
<td>$332.16</td>
<td>$6,683.60</td>
<td>4.0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>9 Receipts</td>
<td>($5.45)</td>
<td>$1,772.74</td>
<td>0.2%</td>
<td>($5.45)</td>
<td>$1,772.74</td>
<td>0.2%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>10 GF Appropriation</td>
<td>$320.86</td>
<td>$4,894.10</td>
<td>5.1%</td>
<td>$337.61</td>
<td>$4,910.86</td>
<td>5.5%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

*Requirements = Spending Authority

**Other Key Items in House Committee Report:**

12 No tuition increase proposed.

13 The Public Schools section of the budget includes funding to LEAs for eight Cooperative and Innovative High Schools in the following counties: Alamance, Alexander, Camden, Chatham, Gaston, Northampton, Person, and Wayne. Each CIHS would receive $316,646.

14 The Reserves section includes funding to provide most State-funded employees, including community college employees, a 2% salary increase and a $500 bonus.

15 The Reserves section includes funding to support increases to employer contribution rates for retirement and health insurance.

16 The Reserves section includes $985,682 R and $156,585 NR to support implementation of Connect NC Bond. The description indicates that a portion of these funds would be allocated to our System, but it does not itemize the amount or specific purposes of those funds.
House Budget Special Provisions Summary

Community College Section

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

Section 10.2: Clarify Use of Career Coach Funds
Clarifies that Career Coach funds may be used for the direct operating costs of the positions (i.e. travel, etc.) in addition to salaries and benefits.

Salaries and Benefits Section

Section 36.10: Community College Personnel
- Provides a 2% salary increase to all faculty and non-faculty employees effective July 1.
- Increases the minimum salaries for nine-month, full-time curriculum faculty by 2% for FY 2016-17.
- In addition to the 2% salary increase, colleges retain the additional $10 million for compensation increases already appropriated for FY 2016-17. However, colleges must use at least $8 million on faculty salary increases and may use up to $2 million for compensation increases for other community college personnel. Further, this additional $10 million may not be used for across-the-board increases.

Section 36.16: Compensation Bonus Awarded for FY 2016-17
Provides a $500 bonus to individuals employed full-time in State-funded positions on September 1, 2016. The bonus is not compensation for retirement purposes and must be paid out separately in October. For part-time employees, the bonus shall be pro rata based on the number of hours worked. (Essentially this bonus would be implemented like the $750 bonus in FY 2015-16.)

Section 36.18: Study Special Bonus Leave/Incentives
Directs OSBM to study the development of a voluntary bonus leave incentive program to encourage employees to use or to cash in accrued special bonus leave benefits.

Section 36.19: Extend Voluntary Shared Leave to Community College Employees
Allows community college employees to voluntarily donate sick leave with a nonfamily member who is an employee of a community college, subject to certain limitations.

Section 36.20: Salary-Related Contributions
The TSERS employer contribution rate would increase to 16.55% (currently 15.32%). The maximum annual employer contribution rate for State Health Plan coverage would increase to $5,659 for non-Medicare-eligible employees (currently $4,251) and $4,397 for Medicare-eligible employees (currently $4,251).
Other Sections

Section 7.10 Enterprise Resource Planning Design and Implementation
- Directs the System Office to begin planning and design of a replacement ERP for the State’s 58 community colleges, addressing student information, core financial management, grants, HR, and payroll.
- A RFP for a replacement system implementation shall be prepared for release no later than October 1, 2017.

Section 8.11 Certain CIHS Operating Without Additional Funds
Authorizes colleges to earn BFTE for instruction provided at the following CIHSs, but no additional funding (055 funds) will be provided to the LEA:
- Cabarrus Early College of Technology
- Johnston County Career and Technical Academy
- Stanly County School of Engineering and Design
- City of Medicine Cooperative Innovative High School
- Hillside New Tech Cooperative Innovative High School

Section 8.20 Joint Legislative Study on CIHS
Establishes the Joint Legislative Study Committee on Cooperative Innovative High Schools and directs the Committee to review and make recommendations on CIHS policies and funding models.

Section 8.21 Pilot Program to Raise HS Dropout Age
- Establishes a 5-year pilot program in Hickory Public Schools, Newton-Conover City Schools, and Rutherford County Schools to increase the HS dropout age from 16 to 18.
- Directs these LEAs to partner with CVCC and Isothermal CC in administering the pilot program.

Section 11.2 Modify NC Guaranteed Admission Program (NCGAP)
- Directs the Board of Governors and SBCC to evaluate other measures currently in place designed to improve completion rates and consider any potential overlap with NCGAP. Report by January 1, 2017.
- Delays implementation of NCGAP until FY 2017-18 and shall apply to the admission process for the 2018-19 academic year.
STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funds: Compliance Services Expertise

**Request:** The State Board is asked to approve up to $24,900 for use in securing assistance for the development of an updated sampling methodology for Compliance Services.

**Rationale:** During the 2013 Legislative Session, the General Assembly directed a legislatively established committee, the Program Audit Study Committee, to study the program audit function and provide recommendations for improvement by way of a report to the Joint Legislative Education Oversight Committee. The aforementioned report was finalized on December 1, 2014. One recommendation contained in the report suggested acquiring external expertise to provide guidance on sampling and materiality.

The reserve monies will be utilized to pay for a contractor with specialized expertise to assist Compliance Services with the development of updated sampling procedures to identify a statistically-valid, risk-based sample of curriculum, continuing education, and basic skills course section records submitted by colleges to the System Office to document student enrollment.

**Fund Source and Availability:** FY 2015-16 and FY 2016-17 funding is available from the State Board Reserve fund.

**Funding Amount and Time Period:** The $24,900 is for the period of May 20, 2016, through August 1, 2016.

**Contact:**
Bryan Jenkins
Executive Director of Accountability and State Board Affairs
STATE BOARD OF COMMUNITY COLLEGES
Allocation for the North Carolina Motorcycle Safety Education Program
Fiscal Year 2016-2017

Request: The Board is asked to approve an allocation not to exceed $542,742 to Lenoir Community College to provide administrative support for the North Carolina Motorcycle Safety Education Program (NCMSEP).

Background: The NCMSEP was created by the NC General Assembly in 1989 to establish and fund a program of motorcycle safety instruction to be delivered through the North Carolina Community College System. Students who graduate from the program may receive a discounted insurance rate.

Lenoir Community College has been the host college since 1998 and operates the program in conjunction with the Governor’s Highway Safety Program in accordance to G.S. 115D-72. The program began with 17 community college sites; to date, there are 36 community college sites and 3 mobile units. The program is offered through Continuing Education as a community service course offering; as such, students pay a self-support registration fee. The NCMSEP offers six courses: Basic RiderCourse (BRC), Experienced RiderCourse (ERC), Advanced RiderCourse (ARC), 3-Wheel Basic RiderCourse (3WBRC), Returning Rider Basic RiderCourse (RRBRC) and RiderCoach Training (Transitional – T-RCP). The curricula were developed by the Motorcycle Safety Foundation (MSF). Course description and eligibility requirements can be found at www.ncmotorcyclesafety.org.

Rationale for Allocation: As the host college for NCMSEP, Lenoir CC provides the following services: 1) program staffing, administrative support, programming support, recruitment and training of qualified instructors; 2) equipment necessary to support the training and driving range facilities; 3) support to local community colleges approved to offer the program; 4) monitor and evaluate the instructors and the driving ranges of other training providers in North Carolina; and 5) submit an annual report as a condition of continued funding (see Attachment 4A).

Allocation Amount and Time Period: The allocation is not to exceed $542,742 for the FY July 1, 2016, to June 30, 2017.

Fund Source and Availability: The NCMSEP is funded by a three-dollar tax imposed on each private motorcycle registered in the state pursuant to G.S. 115D-72 and 20-87(6). The NCMSEP may also receive funding as described in G.S. 20-79.7, “Fees for special registration plates and distribution of fees.” There is no general fund appropriation involved.

Contact Person:
Margaret Roberton
Associate Vice President, Workforce Development – Continuing Education

SBCC
05/20/2016
The North Carolina Motorcycle Safety Education Program continues to have an excellent reputation and relationship with the Motorcycle Safety Foundation, (MSF), The National Association of State Motorcycle Safety Administrators, State Motorcycle Dealers, the Governor’s Highway Safety Program and various other agencies across the state and nation.

PROGRAM OVERVIEW

North Carolina Motorcycle Safety Program staff works diligently to facilitate the training of motorcyclists and potential motorcycle riders throughout the state. We strive to provide this training in the safest environment possible to save lives, prevent injury and property damage. We work to promote safe riding habits and do our best to model good motorcycling skills and to ensure that our RiderCoaches are the best teachers that they can be. Courses offered include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic RiderCourse (BRC)</td>
<td>22</td>
<td>The Basic RiderCourse (BRC) is designed for new riders who have never ridden a motorcycle, and for re-entry riders who have not ridden in a long time</td>
</tr>
<tr>
<td>Experience RiderCourse (ERC)</td>
<td>8</td>
<td>The Experienced RiderCourse (ERC) is designed for students who have been riding for at least 6 months or 3,000 miles. It’s a great way to learn more about your riding abilities and the capabilities of your motorcycle.</td>
</tr>
<tr>
<td>Advanced RiderCourse (ARC)</td>
<td>8</td>
<td>The Advanced RiderCourse will complement a rider’s basic skills and helps with personal risk assessment. It includes a fast-paced classroom segment with several interactive activities to improve perception and hazard awareness. Range exercises enhance both basic skills and crash avoidance skills. Improving braking and cornering finesse is emphasized. The course is beneficial for riders on any type of street motorcycle.</td>
</tr>
</tbody>
</table>
3-Wheel Basic RiderCourse (3WBRC)  16

The 3-Wheel Basic RiderCourse is an entry-level, learn-to-ride 3-wheel motorcycle training and education course. It provides the same fundamental skills as the Basic RiderCourse, but on 3-wheel motorcycle (not sidecars).

Returning Rider Basic RiderCourse (RRBRC)  9

The Returning Rider Basic RiderCourse (RRBRC) is a one-day (9 hour) class for riders who have not been riding for some time or who have been riding on a permit for a time and wish to renew/refresh their basic skills and /or earn a skill test (endorsement or license) waiver for a motorcycle. The course is not intended for a novice rider who is learning to ride for the first time. Goals for the course include refining basic motorcycle skill, improving techniques and gaining more knowledge of risk, including how to manage risk while riding.

RiderCoach Training  88

The RiderCoach Training is the preparation course for those individuals interested in teaching the MSF Basic RiderCourse (BRC).

Within our classes, we require that students wear full safety gear when riding the motorcycles. RiderCoaches are also required to wear all the gear, whether teaching or riding their own motorcycles. It is a matter of credibility and of practicing what we preach. This “all the gear, all the time” approach works well to promote safety among our RiderCoaches and students.

RiderCoaches must be on the NC approved list to teach in North Carolina. RiderCoaches are required to teach at least three classes per year to maintain their position on this list. This requirement is more stringent than the MSF requirement that an RC teaches two classes every year. We expect our RiderCoaches to teach more frequently as we believe that long periods of inactivity cause lapses in the quality of instruction. We try to ensure a balance that allows us to have enough people to teach the necessary classes without causing difficulty in RC’s maintaining their approved status due to an overabundance of RiderCoaches.

To maintain a place on the NC approved list to teach in North Carolina, all RiderCoaches must attend a mandatory update meeting that is commonly offered in January or February of each year. Attendance is necessary to ensure that RiderCoaches have the latest information.

2015 - 2016 PROGRAM IMPROVEMENT ACTIVITES

- In 2015 it was necessary to update our training site listings with MSF to align our programs with their system. Formerly, all of our sites were listed under the same Rider Education Recognition Program number (RERP). After the required update each site has its own RERP which is overseen by the state program. This brings North Carolina in line with other state structures and the MSF system. This new system provides a distinction RBCC 05/20/2016
between the individual training sites such that the state program as a whole is not in
danger if a single training site is experiencing an issue. Also, it allows each site to
purchase directly from the MSF which streamlines the purchasing process. All of our
sites were assigned unique RERP numbers in 2015.

Each site remains under the oversight of the state program and our day-to-day
processes were not significantly impacted due to this change. Sites still report their
classes to our office and the NCMSEP continues to oversee classes and have approval
responsibilities concerning RiderCoaches and Ranges.

• In 2015 we also transitioned the entire state to offering the new Motorcycle Safety
  Foundation Basic RiderCourse curriculum. This new curriculum is a hybrid style course
  that includes a 3-4 hour online “eCourse” as a prerequisite for the range exercises. We
  began updating the RiderCoaches and painting ranges with the new exercise markings
  last year and have mandated the new program at all sites beginning with the first class
  of the 2016 training year.

To accomplish the transition to the new BRC curriculum we offered 16 Transitional
RiderCoach Preparation courses. These 24 hour courses were taught by the 3 North
Carolina Trainers to move all of our RiderCoaches to the new course. These classes are
not listed above as they are temporary classes that won’t be offered after everyone is
updated.

Of our 36 community college sites, 34 sites were painted with the new BRC range
markings, the remaining 2 sites will be painted prior to their first class of 2016. In
addition, there are 3 ranges to be painted at sites with multiple ranges.

The move to the new curriculum required new “site kits” and larger cones be purchased
at each site. All community college sites have done so.

The new BRC allows for flexibility in offering the online portion of the curriculum. A
common schedule follows though a few sites are doing the eCourse on Thursday night
to allow more time to finish prior to the range work:

6-10 Friday Night: e-Course: Online in Computer Lab with Students
8-6 Saturday: Orientation, Level I range + Level II classroom
8-6 Sunday: Level II range & skill test + classroom, knowledge test & wrap up

Many sites have opted for the eCourse to be done by the students at home prior to
attending the class on Saturday morning. This has been working well for the sites that
use this option.
We worked hard, at every level, to make the transition to the updated BRC as quick and painless as practical. I am confident that the new curriculum is better for our students and that it makes more sense in “real world” riding situations.

- The MSF was listed on eProcurement for 2015. This has been a huge improvement as they had been listed as a reluctant provider, making purchases a complicated process.

- The NCMSEP Policy and Procedure Manual was updated and distributed to Site Coordinators and RiderCoaches with a revision date of January, 2016. This revision was reviewed by many people, from past and present Trainers, RiderCoaches and Quality Assurance personnel, prior to its implementation.

### COURSES

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Community Colleges</th>
<th>Military Sites</th>
<th>Other NCMSEP Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses Offered</td>
<td>Students</td>
<td>Courses Offered</td>
</tr>
<tr>
<td>Basic RiderCourse (BRC)</td>
<td>622</td>
<td>5442</td>
<td>155</td>
</tr>
<tr>
<td>Experienced RiderCourse (ERC)</td>
<td>15</td>
<td>85</td>
<td>14</td>
</tr>
<tr>
<td>Advanced RiderCourse (ARC)</td>
<td>3</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>3-Wheel Basic RiderCourse (3WBRC)</td>
<td>5</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Returning Rider BasicRider Course (RRBRC)</td>
<td>5</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Rider Coach Training (Transitional, T-RCP)</td>
<td>16</td>
<td>159</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>666</strong></td>
<td><strong>5,741</strong></td>
<td><strong>186</strong></td>
</tr>
</tbody>
</table>

Overall the Basic RiderCourse remains the core training program. These numbers reflect a mixture of the old BRC curriculum and the updated BRC. Demand for BRC classes was 11% lower than 2014. Lower fuel prices may be part of the reason as motorcycle usage seems to fluctuate with gas prices. Anecdotally, this seems to be consistent with national trends.

The other training programs including the Experienced Rider, Advanced Rider and 3-Wheel Basic Rider continue to have strong curricula and are well regarded by graduates as successful training courses. It continues to be very difficult to recruit to the upper level classes. As a result, the new BRC curriculum includes many elements from the more advanced classes to allow us to introduce topics in the classes that we are more successful in filling.
The 3-Wheel Basic RiderCourse is being updated currently and we are planning to move to this new offering as soon as it is available to us. Additional MSF offerings will be updated in the near future as well and NCMSEP will make those available as they are released.

In addition to community college sites, NCMSEP monitors and evaluates the Harley Davidson Rider’s Edge program. The various Harley Davidson retail sites use this program to promote safety as well as utilizing it as a promotional tool for individuals purchasing equipment or apparel from the dealership.

Harley Davidson Motor Company instituted a program to offer free Basic RiderCourses through participating Harley Davidson Riding Academy programs in 2015. These classes were offered to active and former military members through a system of reimbursement from the motor company. As a result, the HD training numbers were considerably stronger for 2015 (1718) over 2014 (1282). HD has expanded the program for 2016 to include first responders, such as police, firefighters and emergency medical personnel.

The NCMSEP also monitors and evaluates military programs offered within the state. By providing oversight from NCMSEP, both the military sites and Harley Davidson dealerships are allowed to issue DMV skills waivers card.

All sites overseen by NCMSEP have been required to move to the new BRC curriculum to issue the DMV skills waiver card. The exception will be the Marine bases, as their agreement with the contractors doing their training allows only for the old curriculum. The DMV has agreed to allow them to issue skills waivers for the old curriculum until the contract can be renewed.

We currently have 187 RiderCoaches. This number will grow with the necessity to train new RiderCoaches to the new BRC curriculum. We are offering a RiderCoach Preparation course in May and have plans to offer another in October, if demand warrants it.

**TRAINING SITES**

Currently, the NCMSEP offers motorcycle classes through the following community colleges:

- A-B TECH COMMUNITY COLLEGE
- ALAMANCE COMMUNITY COLLEGE
- BLUE RIDGE COMMUNITY COLLEGE
- BRUNSWICK COMMUNITY COLLEGE COLLEGE
- CALDWELL COMMUNITY COLLEGE
- CAPE FEAR COMMUNITY COLLEGE
- GUILFORD TECHNICAL COMMUNITY COLLEGE
- JOHNSTON COMMUNITY COLLEGE
- LENOIR COMMUNITY COLLEGE
- MCDOWELL TECHNICAL COMMUNITY COLLEGE
- MITCHELL COMMUNITY COLLEGE
- NASH COMMUNITY COLLEGE
Wilkes Community College, Edgecombe Community College and Roanoke Chowan Community College are mobile training sites, meaning that we bring motorcycles and equipment to them on trailers to be used in the class. All three of these schools are gauging demand to become permanent training sites.

NCMSEP currently has 618 motorcycles for student use in the program. Our sites report that these bikes were ridden 103,416 miles in 2015.

**PERSONNEL**

In late November, 2015, Susan Andrews joined the program as our new Staff Assistant. She has jumped in with both feet and is already making her contribution to the program known. She is very efficient and has learned the office procedures quickly. She has streamlined our communications and purchasing capabilities.

Randy Carlisle left the program as the NCMSEP Range and Equipment Manager on August 6, 2015 to accept a job in his hometown of Mt. Airy. Randy did much over the past three years in organizing and streamlining our procedures. His efforts to be fair in the distribution of parts, motorcycles, and support brought credibility to that process. He researched and implemented our ability to sell old motorcycles on GovDeals.com; and his talent for Computer Aided Design has significantly improved our records concerning ranges. The MSF is very appreciative of the professional manner with which he submitted range drawings and information. Most recently he was instrumental in the transition to the new BRC curriculum. He has left the position much better than he found it and his successor will have clear processes to follow going forward. He will continue with the program as a RiderCoach in Surry County.

Jake Heis began as the new NCMSEP Range and Equipment Manager on November 2, 2015. Jake is retired from the United States Air Force following 26 years of service, where he
specialized in Aircraft Maintenance and Avionics. He brings with him an impressive record of service and achievements. He is very detail oriented and will fit in to the program very well.

**CONFERENCES AND TRAINING**

In January 2015, the NCMSEP offered three iterations of the mandatory RiderCoach update for North Carolina RiderCoaches. These meetings occurred at McDowell Community College, Davidson Community College and at the NCMSEP office in Snow Hill. All RiderCoaches are required to attend one of these meetings to ensure that they have the latest information.

Throughout the year, we offered 16 Transitional RiderCoach Preparation courses. These 24 hour courses were taught by the 3 North Carolina Trainers to move all of our RiderCoaches to the new course. These classes were offered at 9 community college campuses in the NCMSEP program.

In July, 2015 we offered a Midsummer Update/Retreat in Maggie Valley, NC. The NCMSEP director covered many of the changes in the new BRC (updated). We discussed issues and tips in offering the new curriculum. This update is paid for with utilizing a NHTSA grant that pays for 100% of the targeted activities.

In September 2015, the NCMSEP director attended a Regional Rider Education Training System meeting in Lynchburg, VA.

The program director participates regularly in conference calls with other state administrators within the State Motorcycle Safety Administrators (SMSA) organization.

**GRANTS**

A NHTSA 100% grant was awarded to the program through the Governors Highway Safety Program. This grant was used for training and quality control purposes. This grant pays for Quality Assurance visits and our summer update/retreat with our RiderCoaches.

A continuation grant was approved from the NC Governor’s Highway Safety Program to assist with the purchase of new motorcycles and for the training of our RiderCoaches. This grant helped us to purchase new RiderCoach Guides for the Transitional RiderCoach Preparation Courses. This is a 50/50 matching grant that augments our budget.

These grants run from October 1 to September 30 each year. Both grants were cut drastically for the 2015-16 fiscal year. Our 100% grant was cut by $10,000 and the 50/50 grant was cut by $45,000. The 50/50 cut is especially hard on us, as it significantly effects our ability to purchase motorcycles. This impacts our ability to efficiently replace machines as they age and become less reliable which has a negative consequence on the viability of the program. It is my
understanding that these cuts were a small part of the cuts that the Governor’s Highway Safety Program had for the same period.

QUALITY AND ACCOUNTABILITY

The NCMSEP QA Team made ninety (90) Quality Assurance Visits in 2015. This team is made up of seventeen RiderCoaches overseen by former state director, David Galloway. Every team member is an MSF Quality Assurance Specialist with extensive training from the Motorcycle Safety Foundation. Our NHTSA 100% grant funds a stipend paid to these auditors. They are each assigned several sites to monitor.

The QA team ensures that RiderCoaches and ranges are in compliance with Motorcycle Safety Foundation requirements and NCMSEP recommendations. This system has been in place for four years and is working very well. Each auditor submits a report online, the State Director reviews them, “closes” them and emails the reports to the RiderCoaches and community college representatives involved for any necessary responses. This system allows quick feedback and a record of any issues.

NCMSEP offered three RiderCoach updates at the following locations, McDowell Technical Community College in Marion, Davidson Community College in Lexington at the NCMSEP office in Snow Hill. Although any topic may be discussed at these updates, the emphasis was on RiderCoach conduct and impending changes to the Motorcycle Safety Foundation Basic RiderCourse, currently referred to as the BRC (updated).

MARKETING AND COMMUNICATION

The program staff continues to promote the program through visits to rallies, dealerships, motorcycle organizations and motorcycle gatherings. The Staff Assistant, Susan Andrews, also maintains a website that offers information to potential students with special areas for RiderCoach and Site Coordinator information (http://ncmotorcyclesafety.org/).

Our program Facebook page continues to grow in popularity (https://www.facebook.com/North-Carolina-Motorcycle-Safety-Education-Program-194192920627378/).

BUDGET

Travel remains a major part of the function of the North Carolina Motorcycle Safety Education Program. Our staff travels many miles during the year to paint ranges, transfer motorcycles, and to attend and conduct meetings. During the past year 8,729 miles were logged on the state truck and 594 miles were logged on the staff motorcycles, (Buell Ulysses).
In 2015, we continued selling surplus program motorcycles on GovDeals.com. Although this slowed temporarily as we changed Range and Equipment managers, we expect it to pick up considerably as the new person learns the procedures. This site works very efficiently and we are seeing a much larger return on the equipment. The funds generated from these sales will be used by the program as is mandated by the grant parameters as these motorcycles were originally purchased with those grant dollars.

Our budget has been affected greatly by cuts to our Governor’s Highway Safety Program (GHSP) grants. The previously mentioned cuts to both the 100% and 50/50 grants equates to a total operating budget loss of $50,000 for the 2015 – 2016 fiscal year. We hope that these grant dollars are restored in future grant budget allocations as the impact is significant to the ability of the program to efficiently cycle new motorcycles through the training sites.

Respectfully submitted by
Bob Wagner, Director
North Carolina Motorcycle Safety Education Program
STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Resources for Career and Technical Education Faculty

Request: The State Board is requested to approve an amount not to exceed $200,000 for a one year contract with the Center for Occupational Research and Development (CORD) of Waco, Texas, for the purposes of maintaining and refining the North Carolina Network for Excellence in Teaching (NC-NET), delivering six NC-NET academies, facilitating a faculty practicum, supporting network websites, providing support for pathway projects, providing support for career counselors, and establishing a professional learning community developed by CORD and additional resources around career pathways to enhance the online delivery of professional development to career and technical education faculty and staff.

Background: Established in 2004, the NC-NET website serves as a clearinghouse of professional development resources. CORD acquires and develops content suitable for career and technical education faculty. CORD also hosts the project on its server, catalogs, and disseminates quality programming shared by all North Carolina Community Colleges.

Rationale for Contract: In 2007 and 2013, the U. S. Department of Education, Office of Vocational and Adult Education monitoring team commended NCCCS for providing a “high-quality, comprehensive, and readily available” method for career and technical education faculty to obtain professional development through the NC-NET initiative.

By continuing the partnership with CORD, NCCCS receives access to resources on occupational research around career pathways, employability skills, stackable credentials and industry certifications, as well as expertise in career and technical education that would not be readily available to NCCCS without purchasing expensive memberships, confronting complex copyright issues, and purchasing expensive hardware and software.

For 2016-2017, tasks are proposed for development, delivery, and support by CORD in the areas of professional development delivery, content development, technical assistance, marketing/dissemination, and technology support including hosting of NC Perkins Moodle.

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 Administration, Division of Purchase and Contract.

Contract Amount and Time Period: The total contract for the period July 1, 2016, through June 30, 2017, shall not exceed $200,000.


Contact Persons: Robert J. Witchger, Director, Career and Technical Education
STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Adult Basic Skills Professional Development

**Request:** The State Board is asked to approve a service agreement with Appalachian State University for $206,225 for the period of July 1, 2016, through December 31, 2016, to improve the professional development of Basic Skills trainers, administrators, instructors, and volunteers.

**Background Information:** Appalachian State University (ASU) and NCCCS have collaborated since 1988 on the Adult Basic Skills Professional Development (ABSPD) project to improve the quality and effectiveness of Basic Skills (ABE, ASE and ELA) instruction in North Carolina through focused, evidence-based professional development. During the 2015-2016 year, ABSPD developed, planned, and delivered professional development including: CEU-bearing courses at locations across the state and follow-up instructional support to colleges and community-based organizations.

**Rationale for the Project Funding:** Title II of the Workforce Innovation and Opportunity Act, Section 223 (a) (1) (B) requires that professional development programs be established to improve the quality of instruction. ASU has a long history of working with the College and Career Readiness staff to provide professional development linked to the North Carolina Community College System content standards and the most current research. This training, now offered as part of a comprehensive credentialing system, enables instructors to implement best practices with their students.

**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 Amount and Time Period:** The project will cover the period from July 1, 2016, through December 31, 2016, at a total cost of $206,225.

**Fund Source and Availability:** Funding is contingent upon the award of the Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act grant to North Carolina from the US Department of Education.

**Contact Persons:**
Nancye Gaj
Director, Program and Professional Development
STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Systemwide Diagnostic Assessment System

**Request:** The North Carolina Community College System (NCCCS) received approval from the Division of Purchase and Contract on February 1, 2012, and from the State Board of Community Colleges on March 16, 2012, to contract with College Entrance Examination Board (College Board) for the delivery of a comprehensive diagnostic placement testing system. This contract will expire on June 30, 2016. NCCCS requests approval for an extension to the current contract with College Board for the period of July 1, 2016, through June 30, 2018.

The extension of this contract will maintain the cost of the test units purchased from the College Board at a discounted price of $1.35 per unit from July 1, 2016, through December 31, 2016. The price per test unit in the 2017-2018 contract period will shift to the state-approved pricing of $1.50 per test for the remaining 18 months (January 1, 2017, through June 30, 2018.)

Research and evaluation is needed to determine the effectiveness of the North Carolina Diagnostic Assessment and Placement (NC DAP) test. Although the test has been in use for 3 years, we do not yet have enough student data to complete valid research on its effectiveness. Therefore, we request to extend the College Board contract for 2 additional years for the following reasons:

- As part of the existing contract, College Board will shortly begin a study of the NC DAP math test modules to determine the validity of cut scores. A validity study of reading and English cut scores will follow.
  - The Community College System needs to generate enough data to validate cut scores. We currently have enough student data for math but need 2 additional academic years to generate enough data for reading and English, as these tests were implemented after math was implemented.
  - Failure to approve the current contract extension will result in loss of student data that will determine the effectiveness of the NC DAP test.

**Background:** In 2010, the NCCCS Developmental Education Initiative State Policy Team began its work to redesign developmental math, reading, and English courses. It established two faculty-driven task forces to create the new curricula. The first task force redesigned developmental math; as a result, the Curriculum Review Committee approved eight new developmental math modules in February 2012.

In February 2012 the State Board of Community Colleges adopted a policy to approve a new single diagnostic placement test for North Carolina Community Colleges. Prior to that approval, the Presidents’ Association positively reviewed this policy change. All colleges implemented the new developmental math curriculum and diagnostic placement assessment by August 1, 2013.
College Board, the chosen vendor, also created an English/Reading diagnostic assessment after it received the redesigned curriculum from the NCCCS DEI English/Reading Task Force.

**Rationale:** Because it is customized to NCCCS modules/courses, the statewide diagnostic assessment system supports proper student placement into the new developmental curricula. Diagnostic assessment is an improvement over past placement tests, which assess students based on fairly large skill domains, because it identifies more discrete and narrow areas of skills and deficits. The assessments have helped students move into their curriculum courses more quickly, improved student success, and reduced student financial aid resources allocated to developmental education.

**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 Administration, Division of Purchase and Contract.

**Contract Amount and Time Period:** The contract amount is $1.35 per test for the period July 1, 2016 through December 31, 2016 and $1.50 per test for the period January 1, 2017 through June 30, 2018.

**Fund Source and Availability:** Funds come from the community colleges based on the number of tests administered to their respective students. The College Board will invoice each community college separately based upon their usage. Funds are contingent on availability.

**Contacts:**
Kim Sepich
Academic Programs & Student Services
STATE BOARD OF COMMUNITY COLLEGES
Contract for Environmental, Safety, and Health Compliance
Fiscal Year 2016-2017

Request: The State Board is requested to approve a one year contract with Blue Ridge Community College (BRCC), not to exceed $280,000, to fulfill the state and federal regulations as per Occupational Safety and Health Administration (OSHA) Standards Part 1910 for environmental, safety and health compliance programs, to include, but not limited to chemical laboratories, blood borne pathogens and hazardous materials.

Background: Since November 1992, the Community College System has had a contract to assist the colleges in fulfilling this requirement. Since 2001, BRCC has provided the assistance through the Environmental Safety Training Program.

Rationale for Contract: In order to fulfill the state and federal regulations as per OSHA Standards Part 1910 for environmental, safety and health compliance programs, BRCC was originally selected through a proposal and evaluation process to provide the following services to all fifty-eight Community Colleges.

- Provide a minimum of three days of service annually to each of the 58 colleges
- Audit the college’s environmental and safety compliance programs and documentation, to include Material Safety Data Sheet (MSDS) files and the inventory of chemicals/hazardous materials
- Follow-up the previous audit findings
- Develop instructor presentations and/or training plans for colleges to become compliant in environmental and safety standards
- Continually provide updates to the environmental and safety compliance programs applicable to each individual college as required by specific regulations
- Prepare annual updates of Superfund Amendments and Reauthorization Act (SARA) Title III, Tier II reports
- Assist in development of safety policies and procedures for the community colleges
- Develop and maintain a web page pertinent to this contract for use by the community colleges
- Evaluate and inform each college of requirements for the disposal of hazardous waste for each facility owned or used by the college (Disposal costs are not a part of this contract.)
- Provide additional training in other areas identified by the colleges within the funds available and as time permits
- Participate in the Association of Community College Facility Operations’ semi-annual meetings, as requested, and provide training on a relevant environmental, safety, or health topic
Method of Procurement: In accordance with the procurement practice of the State of North Carolina, there is no requirement for approval by outside purchasing authorities. This contract is between an institutional agency of the community college system and the System Office.

Contract Amount and Time Period: The contract period will be from July 1, 2016, through June 30, 2017, for an amount not to exceed $280,000, which reflects a three percent increase in this year’s contract. The FY 2015-2016 contract with BRCC for these services was for $272,000.

Fund Source and Availability: The funding is contingent upon availability of fiscal year 2016-2017 State General Fund Appropriations.

Contact Person:
Clarence Rogers
Associate Director, Procurement Services
Environmental Health and Safety Institute

Summary of Services for July 2015-March 2016

Prepared for the NC State Board of Community Colleges
Introduction

Since 2001, The Environmental Health and Safety Institute (EHSI), has provided a variety of occupational health and safety related services to the NC Community Colleges. Over that period, EHSI has developed a reputation as the go to resource for information and training regarding occupational health and safety in the community college setting. In addition to our role as safety consultants, EHSI also provides a wide variety of services to the colleges in order to help them maintain safe and healthy working and learning environments.

Background

The Environmental Health and Safety Institute is headquartered at Blue Ridge Community College in East Flat Rock, NC. Their staff consists of accredited safety professionals who participate in continuing education opportunities annually in order to stay current with trends and techniques within the Health and Safety field. All three members of the EHSI full time staff are accredited OSHA Outreach Trainers, as well as Certified Environmental and Safety Compliance Officers. EHSI staff are also members of The National Environmental, Safety, and Health Training Association (NESHTA), The National Partnership for Environmental Technology Education (PETE), and The Hazardous Materials Training Research Institute (HMTRI).

EHSI continues to provide a wide variety of services to the 58 NC Community Colleges including:

- OSHA Required Employee Training
  - Onsite
  - Offsite using the EHSI “SafetyNet” online meeting room
- On-site Safety Inspections of campuses and centers
- Fume Hood Testing in Science Labs
- Tier 2 EPCRA form preparation
- Indoor Air Quality Assessments and Mold Testing
- Asbestos Inspections and Sampling
- Maintains safety resource website www.blueridge.edu/ehsi
- Publishes quarterly newsletter for NC CCs “Safety Measures”
- Annual Safety Leadership Conferences
Summary

OSHA required employee training

EHSI provides OSHA training to NC CC employees both onsite and online. Classes include but are not limited to slip trip & fall prevention, ladder safety, hazard communication, bloodborne pathogens awareness, arc flash awareness, and personal protective equipment. In addition, EHSI has begun developing classes that are more specific for certain jobs including Safety for Groundskeepers, Safety for Custodians, and Office Safety.

EHSI's online safety training website “SafetyNet” allows EHSI to offer training at times that are convenient to a college’s schedule. By offering classes that are scheduled on certain days of the month, or by setting up classes specifically for CCs, EHSI is able to greatly expand our training reach for a minimal expense. Training numbers have been going up consistently since the inception of SafetyNet and have continued to do so over the past year.

Our total number trained this year has nearly doubled compared to last year and as of April 7, 2016, 1401 CC employees have received a total of 1884 training hours. We project that by the end of fiscal year 2015-16, we will have trained a total of 1600 employees for a total of 2894 training hours.

On Site Safety Inspections

EHSI performs on-site safety inspections at NC CC Campuses and Centers in order to identify existing hazards as well as to follow up on hazards recognized in prior inspections. Findings are then summarized and sent to the College President and Primary Safety Contact in a written report. During a typical safety inspection, EHSI is able to identify a wide variety of workplace hazards and OSHA violations and can give advice on correction to the primary safety contact. These inspections are essential in our pursuit to prevent accidents in the workplace and can also save colleges thousands of dollars in potential OSHA fines.

So far this year, EHSI has performed safety inspections at 51 campuses and centers within the NC CC system and is scheduled to visit more than 42 additional locations by the end of June.

Fume Hood Testing

OSHA requirements mandate that laboratory fume hoods be tested once a year in order to ensure they are operating within an acceptable range of air flow. EHSI includes among their on-site services the annual testing of hoods at every location within the CC system. EHSI tests over 550 fume hoods annually that are housed at over 80 locations throughout the state.

Leadership Conference

Each year, EHSI hosts a Safety Leadership Conference in order to allow an opportunity for better networking among CC Safety Officers and to provide them with more advanced Safety Management Training. In the past, EHSI has held conferences at Pitt CC, Haywood CC, Blue Ridge CC, Wake Tech CC, Randolph CC, Guilford Tech CC, Cape Fear CC and Davidson CC to name a few. This year’s event will be held at Asheville Buncombe Tech CC from April 27-29.
Attendees at this year’s conference will receive 16 hours of classroom and hands-on emergency spill response training that will prepare them for a chemical release incident that could potentially occur on their campus. This year, we have 35 registered to attend from 20 different community colleges.

**Air Quality and Asbestos Assessments**

It is not uncommon for Community Colleges to receive complaints from students and faculty regarding the indoor air quality in some of their buildings. EHSI provides preliminary indoor air quality assessments and mold testing as needed for the CCs. Since this service was added to the scope of services for 2015-16, EHSI has performed 36 onsite indoor air quality assessments for 24 different Community Colleges.

EHSI employs a certified asbestos inspector who is licensed to take samples and submit them for analysis. When colleges are preparing to do renovation work, or replace potentially asbestos containing equipment (such as old fume hoods) they can utilize EHSI to provide the sampling and analysis to determine if the material they are dealing with contains asbestos. EHSI has performed 4 asbestos inspections so far this fiscal year.

**Partnerships**

In an effort to support Governor McCrory’s goal of reducing Workers’ Comp costs at State Agencies by 10%, EHSI partnered with the Office of State Human Resources to provide training opportunities to employees throughout the state who are Workers’ Compensation Administrators. EHSI coordinated with 12 different Community Colleges to provide classroom space for 17 training sessions presented by members of the Office of State Human Resources. Over 400 state employees attended these courses which were held in January and February of this year.
STATE BOARD OF COMMUNITY COLLEGES
Construction and Property
May 20, 2016

1. Project Approval – New

A. Central Carolina Community College – Project No. 2098 – Health Sciences Center – Chatham County – Estimated cost is $14,853,830 composed of local funds which $8,553,830 are available.

B. Guilford Technical Community College – Project No. 2130 – Cafeteria Renovations – Main Campus – Estimated cost is $375,000 composed of all state funds (41520). (Approval funding requires the transfer of $375,000 state equipment funds to capital improvements; the transfer will leave a balance of $2,291,793 for state equipment funds.)

C. Guilford Technical Community College – Project No. 2131 – Information Technology Services Relocation – Main Campus – Estimated cost is $1,610,793, composed of all state funds (41520). (Approval funding requires the transfer of $1,610,793 state equipment funds to capital improvements; the transfer will leave a balance of $681,000 for state equipment funds.)

D. Guilford Technical Community College – Project No. 2138 – Koury Hospitality Building Culinary Renovations Phase II – Main Campus – Estimated cost is $681,000 composed of all state funds (41520). (Approval funding requires the transfer of $681,000 state equipment funds to capital improvements; the transfer will leave a zero balance for state equipment funds.)

E. Rowan-Cabarrus Community College – Project No. 2150 – Cabarrus Advanced Technology Center Phase I – Cabarrus County – Estimated cost is $17,017,981 composed of all local funds.

Project Approval – New – Connect NC Bonds

F. Asheville-Buncombe Technical Community College – Project No. 2141 – Ivy Building Renovation – Main Campus – Estimated cost is $1,300,000 composed of all state funds of which $135,000 is available for advanced planning (40720) and $1,165,000 (Connect NC Bonds – 46620/Repairs and Renovations).

G. Asheville-Buncombe Technical Community College – Project No. 2142 – Advanced Manufacturing Center Renovation – Main Campus – Estimated cost is $500,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).
H. Asheville-Buncombe Technical Community College – Project No. 2143 – Poplar Building Repurposing – Main Campus – Estimated cost is $500,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

I. Asheville-Buncombe Technical Community College – Project No. 2144 – Ramsey Building Gutters – Madison County – Estimated cost is $50,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

J. Asheville-Buncombe Technical Community College – Project No. 2145 – Sunnicrest Building Exterior Restoration – Main Campus – Estimated cost is $500,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

K. Asheville-Buncombe Technical Community College – Project No. 2146 – Balsam Building Exterior Accessibility – Main Campus – Estimated cost is $50,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

L. Asheville-Buncombe Technical Community College – Project No. 2147 – Chestnut Building Renovation – Main Campus – Estimated cost is $200,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

M. Asheville-Buncombe Technical Community College – Project No. 2148 – Sycamore Building Greenhouse Wall Replacement – Main Campus – Estimated cost is $50,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

N. Brunswick Community College – Project No. 2126 – Allied Health Building – Renovation – Main Campus – Estimated cost is $2,228,700 composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).


P. Central Piedmont Community College – Project No. 2013 – Commercial Driver License Program Driving Course and Lab Building – Merancas Campus – Estimated cost is $3,745,433, composed of all state funds (Connect NC Bonds – 46620/New Construction).

Q. Forsyth Technical Community College – Project No. 2127 – Forsyth Building Renovation – Main Campus – Estimated cost is $5,000,000, composed of all state funds, $2,303,500 state funds (Connect NC Bonds – 46620/New Construction) and $2,696,500 (Connect NC Bonds – 46620 Repairs and Renovations).
R. Guilford Technical Community College – Project No. 2132 – Medlin Campus Center Renovations – Estimated cost is $9,519,543, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

S. Mitchell Community College – Project No. 2154 – Agri-Business New Classroom and Labs – Main Campus – Estimated cost is $562,024, composed of all state funds (Connect NC Bonds – 46620/New Construction).

T. Mitchell Community College – Project No. 2155 – Mooresville Facade and Classroom Renovation – Mooresville Campus – Estimated cost is $1,833,923, composed of all state funds, $1,245,773, (Connect NC Bonds – 46620/New Construction) and $588,150 (Connect NC Bonds – 46620/Repairs and Renovations).

U. Nash Community College – Project No. 2133 – Building A and B Roof Replacements – Main Campus – Estimated cost is $231,150 composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).

V. Nash Community College – Project No. 2134 – Building B and D2 HVAC Replacements – Main Campus – Estimated cost is $181,700 composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

W. Nash Community College – Project No. 2137 – Fire/EMS Program Vehicle Shelter – Main Campus – Estimated cost is $31,050 composed of all state funds (Connect NC Bonds – 46620/New Construction).

X. Robeson Community College – Project No. 2135 – Emergency Services Training Center – Burn Building and Training Tower – Main Campus – Estimated cost is $2,188,400, composed of all state funds (Connect NC Bonds – 46620/New Construction).

Y. Robeson Community College – Project No. 2136 – Emergency Services Training Center Classroom Addition – Main Campus – Estimated cost is $2,193,430, composed of all state funds (Connect NC Bonds - 46620/New Construction).

Z. Rockingham Community College – Project No. 2152 – Industrial Technology I and II Renovation – Main Campus – Estimated cost is $3,000,000, composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

AA. Rockingham Community College – Project No. 2162 – Advanced Technologies Building Renovation – Main Campus – Estimated cost is $300,000 composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

BB. Rowan-Cabarrus Community College – Project No. 2151 – North Campus Fire and Emergency Services Training Facility Phase II – North Campus – Estimated cost is $1,050,000 composed of all state funds (Connect NC Bonds – 46620/New Construction).
CC. Wilkes Community College – Project No. 2149 – Walker Center Auditorium Roof Replacement – Main Campus – Estimated cost is $150,000 composed of all state funds (Connect NC Bonds - 46620/Repairs and Renovations).

2. Project Approval – Amended

A. Asheville-Buncombe Technical Community College – Project No. 2078 – Ferguson Center for Allied Health Workforce Development Building – 4th Floor Upfit – Project is being abandoned to transfer $135,000 state funds (40720) to project No. 2141.

Project Approval – Amended – Connect NC Bonds

B. Bladen Community College – Project No. 1721 – Continuing Education Building – Main Campus – Estimated cost is $6,415,000, composed of $115,000 state funds (40720), and $6,300,000 state funds (Connect NC Bonds – 46620/New Construction). Project is amended to add state funds $6,300,000.

C. College of the Albemarle – Project No. 1862 – Library Renovation – Main Campus – Estimated cost is $2,798,610, composed of $90,000 local funds, $250,000 state funds (41120), $397,000 state funds (41220), $1,811,610, state funds (Connect NC Bonds - 46620/Repairs and Renovations) and $250,000 state equipment funds. Project is amended to add state funds $1,811,610.

D. Davidson County Community College – Project No. 1699 – Health Sciences Center – Main Campus – Estimated cost is $12,367,976, composed of $10,450,576 local funds, $117,400 state funds (40720) and $1,800,000 state funds (Connect NC Bonds – 46620/New Construction). Project is amended to add state funds $1,800,000.

E. Pitt Community College – Project No. 2081 – Everett Building Renovation – Main Campus – Estimated cost is $4,249,195, composed of $2,249,195 local funds and $2,000,000 state funds (Connect NC Bonds - 46620/Repairs and Renovations). Project is amended to add state funds $2,000,000.

3. Acquisition and Disposal of Real Property

A. The Board of Trustees of Asheville-Buncombe Technical Community College requests permission as per G.S. 115D-15 to dispose of by demolition, a building approximately 46,960 square feet known as the Rhododendron Building, located at 340 Victoria Road, Asheville, North Carolina. (Note: Interim President Fouts, under the authority granted to him by the State Board, approved this project on April 8, 2016.)
B. The Board of Trustees of Catawba Valley Community College requests permission as per G.S. 115D-15 to dispose of by demolition, a building approximately 1,500 square feet, located at 2550 US Highway 70 Southeast, Hickory, North Carolina.

C. The Board of Trustees of Central Carolina Community College requests permission as per G.S. 115D-20 to acquire by donation, approximately 5 acres of property, with a building approximately 27,754 square feet, located at 5825 Clyde Rhyne Drive, Sanford, North Carolina from Lee County.

D. The Board of Trustees of Central Piedmont Community College requests permission as per G.S. 115D-15 to dispose of by demolition, buildings located on the following parcels of property.
   - Building approximately 12,388 square feet located at 1200 Charlottetowne Avenue, Charlotte, North Carolina – Parcel ID# 08019405
   - Building approximately 7,139 square feet located at 1210 Charlottetowne Avenue, Charlotte, North Carolina – Parcel ID# 08019404
   - Building approximately 56,846 square feet located at 1320 Sam Ryburn Walk, Charlotte, North Carolina – Parcel ID# 08013203
   - Building approximately 9,140 square feet located at 1141-A Elizabeth Avenue, Charlotte, North Carolina – Parcel #08013201
   - Building approximately 9,211 square feet located at 1141-B Elizabeth Avenue, Charlotte, North Carolina – Parcel #08013201
   - Building approximately 4,218 square feet located at 1141-C Elizabeth Avenue, Charlotte, North Carolina – Parcel #08013201

E. The Board of Trustees of Martin Community College requests permission as per G.S. 115D-20 to acquire, by donation, approximately 7.75 acres of property, with a building approximately 55,528 square feet, located at 1215 Saint Andrews Street, Jamesville, North Carolina from the Martin County Board of Commissioners.

F. The Board of Trustees of Robeson Community College requests permission as per G.S. 115D-15 to dispose of by demolition, a building approximately 2,706 square feet, located at 5825 Highway 72 East, Lumberton, North Carolina.

G. The Board of Trustees of Wilkes Community College requests permission as per G.S. 115D-20 to acquire, by donation, approximately 6.25 acres of property, with a building approximately 60,000 square feet, located at 127 Executive Drive, Wilkesboro, North Carolina from the Wilkes Community College Endowment Corporation.
4. **Previously Approved State Board Agenda Correction**

Western Piedmont Community College – Project No. 2073 – Industrial and Engineering Building Renovation – Total cost is $1,768,486, composed of $729,996.39 local funds, $750,000 Golden Leaf funds, $88,489.61 state funds (41220), and $200,000 state funds (41520). Project is amended to increase local funds of $729,996.39, Golden Leaf funds of $750,000, and the transfer of $88,489.61 state funds (41220) from project number 2001 (Campus Repairs and Renovations to project number 2073. *(Approval funding requires the transfer of $200,000 state equipment funds to capital improvements; the transfer will leave a balance of $421,461 for state equipment funds.*)* All remains the same as approved on Attachment FC6, dated April 15, 2016 except the equipment allotment balance should have read as $121,461 remaining balance, not the $421,461 as stated above.

**Contact:**
Dorrine Fokes or Wilma Lee
Finance and Operations
Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 14, 2016

For Information

- Allocation for NC Motorcycle Safety Education Program (Attachment FC 4) [CA]
- Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 5) [CA]
- Service Agreement for Adult Basic Skills Professional Development (Attachment FC 6) [CA]
- Service Agreement for Systemwide Diagnostic Assessment System (Attachment FC 7)
- 2015 Passing Rates for Nursing Graduates in the North Carolina Community College System (Attachment PROG 1)
- Curriculum Program Application as Approved by the System President (Attachment PROG 2)
- SBCC Code Report – May 2016 (Attachment PROG 3)

For Future Action

- Curriculum Program Applications (New to System) (Attachment PROG 4)
  - Fayetteville Technical Community College
    o Intelligence Studies (A25xxx)
    o Tiered Funding Recommendation – Intelligence Studies

For Action

- Curriculum Standard Revisions (Attachment PROG 5) [CA]
  - Rockingham Community College – Electrical Systems Technology (A35130)
- Curriculum Program Applications (Fast Track for Action) (Attachment PROG 6) [CA]
  - Davidson County Community College – Dental Assisting (Diploma) (D45240)
- Combined Course Library – Continuing Education (Attachment PROG 7) [CA]
  - New Course Approvals, Modification, and Tier Designations
- Review Public Comments for 1D Subchapter 300 – “Continuing Education” (Attachment PROG 8)

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
MINUTES
PROGRAMS COMMITTEE
April 14, 2016 – 1:30 p.m.

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

System Office Staff:
Dr. Lisa Chapman     Mr. Wesley Beddard
Dr. Kim Sepich     Ms. Gilda Rubio-Festa
Ms. Margaret Roberton     Dr. Bob Witchger
Ms. Jennifer Frazelle     Mr. Frank Scuiletti
Ms. Renee Batts     Dr. Hilmi Lahoud
Ms. Leslie Leak     Ms. Mary Shuping
Ms. Shante Martin

CALL TO ORDER
Dr. Powell called the meeting to order at 1:35 p.m. Ms. Yolanda Stith was welcomed as a new committee member.

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

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

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

MINUTES
Dr. Powell asked for a motion to approve the minutes of the March 17, 2016, meeting as presented. Dr. Blackwell moved, seconded by Mr. McBrayer.

For Information:
Curriculum Applications as Approved by the System President (Attachment PROG 1)
Ms. Frazelle presented the following curriculum program application approvals:
  o Richmond Community College – School-Age Care (Certificate) (C55450)
  o Surry Community College – Supply Chain Management (A25620)

Curriculum Program Terminations as Approved by the System President (Attachment PROG 2)
The following curriculum terminations were presented by Dr. Chapman:
  o Vance-Granville Community College – Industrial Systems Technology (A50240)
  o Wilson Community College – Associate in General Education (A10300)
Career and College Promise Operating Procedures Update – 2016 SAT College Readiness Benchmarks (Attachment PROG 3)
The Career and College Promise Operating Procedures define the eligibility requirements for students, the process for filing programs of study, student coding procedures, and program coding procedures. An update has been made to include the 2016 SAT college readiness benchmarks released by College Board. Mr. Beddard provided the 2016 SAT college readiness benchmarks released by College Board.

SBCC Code Report – April 2016 (Attachment PROG 4)
Ms. Leak reviewed the SBCC Code report update for this month.

For Action:
*Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (Attachment PROG 5) [CA]
Presented by Mr. Beddard. This will assist high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in STEM or technical major. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded to the full board for approval at its April 14, 2016 meeting.

Associate in Engineering (A10500) Program Applications (Attachment PROG 6)
• Lenoir Community College
Presented by Dr. Chapman. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded for action by the full Board and for placement on the full board “Consent Agenda” for action at their April 14, 2016 meeting.

*Curriculum Standard Revisions (Attachment PROG 7) [CA]
• *Blue Ridge Community College – Early Childhood Education (A55220)
• Carteret Community College – Aquaculture Technology (A15120)
• Guilford Technical Community College – Aviation Electronics (Avionics) Technology (A60150)
Presented by Dr. Chapman, Ms. Frazelle, and Mr. Scuiletti. On a motion made by Dr. Blackwell, seconded by Dr. Willis, the item was approved for action and forwarded for action by the full Board and for placement on the full board “Consent Agenda” for action at their April 14, 2016 meeting.

Curriculum Program Applications (Fast Track for Action) (Attachment PROG 18) [CA]
• Johnston Community College – Mammography (Certificate) (C45830)
• Mitchell Community College – Computer-Integrated Machining (A50210)
• Richmond Community College – Nonprofit Leadership and Management (A25410)
Presented by Dr. Chapman, Ms. Batts, Mr. Scuiletti, and Dr. Lahoud. On a motion made by Dr. Willis, seconded by Dr. Blackwell, the item was approved for action and forwarded for action by the full Board and for placement on the full board “Consent Agenda” for action at their April 14, 2016 meeting.

Combined Course Library – Continuing Education (Attachment PROG 9) [CA]
• New Course Approvals, Modifications, and Tier Designations
Presented by Ms. Roberton. Dr. Chapman introduced Ms. Roberton to the Committee as the new Associate Vice President of Workforce Development, Continuing Education. On a motion made by Mr.
McBrayer, seconded by Ms. Stith, the item was approved for action and forwarded for action by the full Board and for placement on the full board “Consent Agenda” for action at their April 14, 2016 meeting.

*Reviewed in previous month.

**New Business**

**Adjournment**
The meeting was adjourned at 2:19 p.m.

Respectfully submitted,
Carol Bowers
Recording Secretary
2015 Passing Rates for Nursing Graduates in
The North Carolina Community College System

**Information:** The 2015 Passing Rates for the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for the North Carolina Community College System are provided for your information.

**Background:**
The North Carolina Board of Nursing (NCBON) uses the National Council Licensure Examination (NCLEX®) prepared by National Council of State Boards of Nursing (NCSBN) to measure competence for entry-level practice for graduates of Board-approved nursing education programs. There are two licensure exams, the NCLEX-RN for registered nurses and the NCLEX-PN for practical nurses. After graduation from the nursing program, the student applies to take the NCLEX exam to obtain his or her nursing license from the North Carolina Board of Nursing, which provides an individual with the licensure required to practice nursing.

North Carolina Board of Nursing (NCBON) policy requires the following:

- When a program’s NCLEX pass rate is below the three year average standard for the *first year*, a written improvement plan for the program is required for the next calendar year.

- When a program’s NCLEX pass rate is below the three year average standard for *three consecutive years*, the program’s status is changed to a Public Warning and the program’s improvement plan will be posted with the Public Warning.

Currently, all of the thirty-eight NC Community College Practical Nursing (D45660) programs are in *Full Approval* status with the NCBON. All of the fifty-five Associate Degree Nursing (A45110) programs are in *Full Approval* status with the exception of the Associate Degree Nursing program located at Nash Community College, which is in *Public Warning* status.

**Contact:**
Ms. Renee Batts
Associate Director
2015 Passing Rates for Nursing Graduates
In the North Carolina Community College System

North Carolina Administrative Code 21 NCAC 36.0320 (e) states: The nursing program shall maintain a three year average at or above 95% of the national pass rate for licensure level pass rate on first writing of the licensure examination for calendar years ending December 31.

- The National Council Licensure Examination for Practical Nurses (NCLEX-PN) 2013-2015 national pass rate average is 83%.
- The Benchmark = 95% of the National Pass Rate Average; therefore, this year’s benchmark is 79%.
- Two of the community college PN program pass rates were below the 79% national three year average standard. However, none of these programs were below the national three year average standard for three consecutive years and all are in Full Approval status.

- The National Council Licensure Examination for Registered Nurses (NCLEX-RN) 2013-2015 national pass rate average is 83%.
- The Benchmark = 95% of the National Pass Rate Average; therefore, this year’s benchmark is 79%.
- The ADN program pass rates for five community colleges and one consortium were below the 79% national three year average standard. Nash Community College was below the national three year average standard for three consecutive years and is therefore on Public Warning status.

FIVE YEAR NCLEX PASS RATES-PRACTICAL NURSES

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<tr>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>State Pass Rate</td>
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FIVE YEAR NCLEX PASS RATES-REGISTERED NURSES

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<th>2015</th>
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<td>National Pass Rate</td>
<td>All RN</td>
<td>88%</td>
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<tr>
<td>State Pass Rate</td>
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<td>94%</td>
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<td>NC CC Pass Rate</td>
<td>Associate Degree Nurses</td>
<td>89.8%</td>
<td>94%</td>
<td>85%</td>
<td>86%</td>
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## 2015 NCLEX Nursing-First-Time Test Takers

*Provided by the NC Board of Nursing*

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<td>NC COMMUNITY COLLEGE</td>
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<td>Sampson CC</td>
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<td>Tri-County CC**</td>
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<tr>
<td>Foothills Nursing Consortium*</td>
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<td>Region A Nursing Consortium***</td>
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<tr>
<td><strong>System Totals</strong></td>
<td>730</td>
<td>669</td>
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</tbody>
</table>

* Foothills Nursing Consortium includes: Cleveland CC, Isothermal CC, and McDowell TCC.
**Region A Nursing Consortium includes: Haywood and Tri-County.
# Three Year NCLEX Pass Rates - Practical Nurses

Provided by the NC Board of Nursing

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2013-15 LPN national pass rate average = 83%</th>
</tr>
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<tbody>
<tr>
<td><strong>National Pass Rate</strong></td>
<td>85%</td>
<td>82%</td>
<td>82%</td>
<td>Benchmark= 95% of the National Pass Rate average; therefore this year’s benchmark is 79%</td>
</tr>
<tr>
<td><strong>State Pass Rate</strong></td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>College 3 Year Average</td>
</tr>
<tr>
<td><strong>NC CC Pass Rate</strong></td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

1. Asheville-Buncombe LPN 87 84 94 88%
2. Beaufort County CC LPN 83 89 90 87%
3. Bladen CC LPN 96 93 79 89%
4. Brunswick CC LPN 100 100 100 100%
5. Cape Fear CC LPN 100 100 100 100%
6. Carteret CC LPN 100 100 89 96%
7. Central Carolina CC LPN 89 89 90 89%
8. Cleveland CC LPN 100 100 93 98%
9. Coastal Carolina CC LPN 100 94 89 94%
10. College of The Albemarle LPN 100 100 96 99%
11. Craven CC LPN 95 89 100 95%
12. Davidson County CC LPN 93 94 88 92%
13. Durham Tech CC LPN 96 94 100 97%
14. Edgecombe CC LPN 100 100 100 100%
15. Fayetteville Tech CC LPN 91 86 95 91%
16. Forsyth Tech CC LPN 98 97 95 97%
17. Gaston College LPN 96 100 98 98%
18. Guilford Tech LPN 95 76 82 84%
19. Halifax CC LPN 100 92 60 84%
20. Isothermal CC LPN 92 81 80 84%
21. James Sprunt CC LPN 89 100 100 96%
22. Lenoir CC LPN 100 100 100 100%
23. Mayland CC LPN 100 N/A N/A N/A
24. McDowell Tech CC LPN 93 97 97 96%
25. Montgomery CC LPN 97 95 80 91%
26. Nash CC LPN 72 89 71 77%
27. NEHW Nursing Consortium LPN N/A N/A N/A N/A
## National Pass Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Benchmark</th>
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<tr>
<td>Natl</td>
<td>85%</td>
<td>82%</td>
<td>82%</td>
<td>95% of Natl Pass Rate average; therefore this year’s benchmark is 79%</td>
</tr>
</tbody>
</table>

## State Pass Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stts</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
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</table>

## NC CC Pass Rate

<table>
<thead>
<tr>
<th>College</th>
<th>LPN</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nash, Edgecombe, Wilson, &amp; Halifax</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28. Richmond CC</td>
<td>LPN</td>
<td>76</td>
<td>69</td>
<td>90</td>
<td>78%</td>
</tr>
<tr>
<td>29. Robeson Community College</td>
<td>LPN</td>
<td>100</td>
<td>88</td>
<td>100</td>
<td>96%</td>
</tr>
<tr>
<td>30. Rockingham CC</td>
<td>LPN</td>
<td>75</td>
<td>88</td>
<td>88</td>
<td>84%</td>
</tr>
<tr>
<td>31. Rowan-Cabarrus CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>32. Sampson CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>33. Sandhills CC</td>
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<td>100</td>
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<td>N/A</td>
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<tr>
<td>34. South Piedmont CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>92</td>
<td>97%</td>
</tr>
<tr>
<td>35. Southeastern CC</td>
<td>LPN</td>
<td>96</td>
<td>88</td>
<td>100</td>
<td>95%</td>
</tr>
<tr>
<td>36. Surry CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>37. Vance-Granville CC</td>
<td>LPN</td>
<td>90</td>
<td>100</td>
<td>70</td>
<td>87%</td>
</tr>
<tr>
<td>38. Wayne CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>93</td>
<td>98%</td>
</tr>
<tr>
<td>39. Wilson CC</td>
<td>LPN</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>
# Three Year NCLEX Pass Rates-Registered Nurses

Provided by the NC Board of Nursing

<table>
<thead>
<tr>
<th>National Pass Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RN</td>
<td>83%</td>
<td>82%</td>
<td>85%</td>
</tr>
</tbody>
</table>

2013-15 RN national pass rate average = 83%

Benchmark= 95% of the National Pass Rate avg; therefore this year’s benchmark is 79%

<table>
<thead>
<tr>
<th>State Pass Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RN</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>

College 3 Year Average

<table>
<thead>
<tr>
<th>NCCCS Pass Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>85%</td>
<td>86%</td>
<td>92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Pass Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>81%</td>
<td>77%</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Pass Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>85%</td>
<td>86%</td>
<td>90%</td>
</tr>
</tbody>
</table>

1. Alamance CC     | ADN  | 86   | 81   | 86   | 84%
2. Asheville-Buncombe CC | ADN  | 73   | 80   | 96   | 83%
3. Beaufort County CC | ADN  | 90   | 91   | 83   | 88%
4. Bladen CC       | ADN  | 67   | 91   | 92   | 83%
5. Blue Ridge CC   | ADN  | 83   | 90   | 89   | 87%
6. Brunswick       | ADN  | 88   | 89   | 100  | 92%
7. Caldwell CC     | ADN  | 100  | 100  | 94   | 98%
8. Cape Fear CC    | ADN  | 93   | 100  | 100  | 98%
9. Carteret CC     | ADN  | 94   | 100  | 90   | 95%
10. Catawba Valley CC | ADN  | 69   | 79   | 92   | 80%
11. Central Carolina CC | ADN  | 94   | 100  | 91   | 95%
12. Central Piedmont CC | ADN  | 92   | 87   | 97   | 92%
13. Coastal Carolina CC | ADN  | 88   | 91   | 90   | 90%
14. College of The Albemarle | ADN  | 93   | 100  | 100  | 98%
15. Craven CC      | ADN  | 92   | 82   | 94   | 89%
16. Davidson County CC | ADN  | 76   | 85   | 89   | 83%
17. Durham Tech CC | ADN  | 79   | 88   | 86   | 84%
18. Edgecombe Community College | ADN  | 84   | 96   | 83   | 88%
19. Fayetteville Tech CC | ADN  | 77   | 74   | 95   | 82%
20. Foothills Nursing Consortium Cleveland, Isothermal, McDowell | ADN  | 91   | 85   | 85   | 87%
21. Forsyth Tech CC | ADN  | 96   | 94   | 96   | 95%
22. Gaston College CC | ADN  | 94   | 95   | 93   | 94%
23. Guilford Tech CC | ADN  | 74   | 79   | 87   | 80%
24. Halifax Community College | ADN  | 87   | 68   | 68   | 74%
25. James Sprunt CC | ADN  | 89   | 89   | 63   | 80%
26. Johnston CC    | ADN  | 96   | 94   | 100  | 97%
27. Lenoir CC      | ADN  | 86   | 100  | 96   | 94%
## National Pass Rate

<table>
<thead>
<tr>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2013-15 RN national pass rate average = 83%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RN</td>
<td>83%</td>
<td>82%</td>
<td>85%</td>
<td>Benchmark = 95% of the National Pass Rate avg; therefore this year’s benchmark is 79%</td>
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## State Pass Rate

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<tr>
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<th>2014</th>
<th>2015</th>
<th>College 3 Year Average</th>
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<tr>
<td>ALL RN</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
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## NCCCS Pass Rate

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<th></th>
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<tbody>
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<td>ADN</td>
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<td>86%</td>
<td>92%</td>
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## National Pass Rate

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<th>2015</th>
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<tbody>
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<td>77%</td>
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## State Pass Rate

<table>
<thead>
<tr>
<th></th>
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<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>ADN</td>
<td>85%</td>
<td>86%</td>
<td>90%</td>
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### 28. Mayland CC

<table>
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<th></th>
</tr>
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<tr>
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<td>81%</td>
<td>85%</td>
<td>93%</td>
<td>86%</td>
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### 29. Mitchell CC

<table>
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<th>2014</th>
<th>2015</th>
<th></th>
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<tbody>
<tr>
<td>ADN</td>
<td>96%</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
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### NEWH Nursing Consortium

- Nash, Edgecombe, Wilson, Halifax

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<td>N/A</td>
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### 30. Nash Community College

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<td>84%</td>
<td>67%</td>
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### 31. Piedmont CC

<table>
<thead>
<tr>
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### 32. Pitt CC

<table>
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<tr>
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### Randolph CC

<table>
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<tr>
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<td>100%</td>
<td>97%</td>
<td>92%</td>
<td>96%</td>
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### 34. Region A Nursing Consortium

- Haywood
- Tri-County

<table>
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<tr>
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<td>73%</td>
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### 35. Richmond CC

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<td>86%</td>
<td>83%</td>
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### 36. Roanoke-Chowan CC

<table>
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<td>72%</td>
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### 37. Robeson CC

<table>
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<tbody>
<tr>
<td>ADN</td>
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<td>83%</td>
<td>100%</td>
<td>92%</td>
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### 38. Rockingham CC

<table>
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<tr>
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<td>41%</td>
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<td>72%</td>
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### 39. Rowan-Cabarrus CC

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### 40. Sampson CC

<table>
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<td>92%</td>
<td>94%</td>
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### 41. Sandhills CC

<table>
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</tr>
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<td>98%</td>
<td>92%</td>
<td>93%</td>
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### 42. Southeastern CC

<table>
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<td>83%</td>
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### 43. Southwestern CC

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<td>83%</td>
<td>75%</td>
<td>88%</td>
<td>82%</td>
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</table>

### 44. South Piedmont

<table>
<thead>
<tr>
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<th>2014</th>
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</tr>
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<tbody>
<tr>
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<td>81%</td>
<td>83%</td>
<td>95%</td>
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### 45. Stanly CC

<table>
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### 46. Surry CC

<table>
<thead>
<tr>
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<th>2014</th>
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<td>84%</td>
<td>85%</td>
<td>98%</td>
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### 47. Vance-Granville CC

<table>
<thead>
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### 48. Wake Tech CC

<table>
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### 49. Wayne CC

<table>
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<tr>
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<td>81%</td>
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### 50. Western Piedmont CC

<table>
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<tr>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>88%</td>
<td>76%</td>
<td>96%</td>
<td>87%</td>
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</table>

### 51. Wilkes CC

<table>
<thead>
<tr>
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<th>2014</th>
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<tr>
<td>ADN</td>
<td>100%</td>
<td>92%</td>
<td>90%</td>
<td>94%</td>
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</table>

### 52. Wilson Community College

<table>
<thead>
<tr>
<th></th>
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<th>2014</th>
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<tr>
<td>ADN</td>
<td>84%</td>
<td>94%</td>
<td>84%</td>
<td>87%</td>
</tr>
</tbody>
</table>
**First time test takers of the NCLEX-RN Boards**

The North Carolina Community College System (NCCCS) provides pre-licensure education for the majority of graduates that sit for the NCLEX-RN examination in North Carolina. For example: In 2015, 4,075 nursing graduates in N.C. took the NCLEX-RN for the first time. Of this total, 2,172 (or fifty-three percent) graduated from the NCCCS.

<table>
<thead>
<tr>
<th></th>
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<th>2015</th>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Degree Nursing</td>
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<td>330</td>
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<td><strong>BSN Graduates</strong></td>
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<td>3989</td>
<td>4001</td>
<td>4075</td>
</tr>
</tbody>
</table>

*Other Associate Degree Nursing graduates were from one of the following: Cabarrus College of Health Sciences, Carolina College of Health Science, ECPI University-Charlotte, Gardner-Webb University, ITT Technical Institute, Queens University of Charlotte and South College

**Diploma Programs include Mercy School of Nursing and Watts School of Nursing.
STATE BOARD OF COMMUNITY COLLEGES

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

The System President has approved the application listed below.

Central Carolina Community College
Manicuring/Nail Technology (Certificate) (C55400)

Contact:
Ms. Jennifer Frazelle
Director

SBCC
05/20/2016
### SBCC Code Report

<table>
<thead>
<tr>
<th>RULE ACTION</th>
<th>RULEMAKING PROCESS</th>
<th>EXPECTED DATE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“AMEND 1D Subchapter 300 – Continuing Education”</strong></td>
<td>Initiation of Rulemaking Process</td>
<td>March 18, 2016</td>
<td>COMPLETED</td>
</tr>
<tr>
<td></td>
<td>Publication on NCCCS Website</td>
<td>March 21, 2016</td>
<td>COMPLETED</td>
</tr>
<tr>
<td></td>
<td>Written Comment Period Ends</td>
<td>April 20, 2016</td>
<td>COMPLETED</td>
</tr>
<tr>
<td></td>
<td>Review Comments with SBCC Committee</td>
<td>May 19, 2016</td>
<td>PENDING</td>
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<tr>
<td></td>
<td>2nd Written Comment Period Ends (if substantive changes)</td>
<td>May 31, 2016</td>
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<td></td>
<td>Hearing Date (if applicable)</td>
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<td></td>
<td>Presented to SBCC for Adoption</td>
<td>June 17, 2016</td>
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<td>Prospective Effective Date of Rule</td>
<td>July 1, 2016</td>
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<tr>
<td><strong>“AMEND 3C SBCCC 200.1 – Rule Formatting Specifications”</strong></td>
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<td>March 18, 2016</td>
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<td>Review Comments with SBCC Committee</td>
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<td>2nd Written Comment Period Ends (if substantive changes)</td>
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<tr>
<td></td>
<td>Hearing Date (if applicable)</td>
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<td></td>
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<tr>
<td>&quot;AMEND Title 1, Chapter A – State Board Governance&quot;</td>
<td>Initiation of Rulemaking Process</td>
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<tr>
<td></td>
<td>Presented to SBCC for Adoption</td>
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<td>Prospective Effective Date of Rule</td>
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</tbody>
</table>
The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the programs without any special allocation of funds.

Fayetteville Technical Community College
Intelligence Studies (A25xxx)

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

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

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

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

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

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

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

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

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

Implementation of Collaborative Plan
Not Applicable

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

Contact:
Dr. Hilmi Lahoud
Program Coordinator
Proposed CURRICULUM STANDARD

Curriculum Program Title
Intelligence Studies
Concentration (not applicable)

Program Code
A25xxx
CIP Code
29.0201

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

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

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

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

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

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

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

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

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

[ref. 1D SBCCC 400.97(3)]

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

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

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

<table>
<thead>
<tr>
<th>Intelligence Studies/A25xxx</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Major Hours Required</strong></td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td><strong>A. CORE</strong> A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core.</td>
<td><strong>29-30 SHC</strong></td>
<td><strong>12 SHC</strong></td>
<td></td>
</tr>
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</table>

**Required Courses:**

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

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

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

**Select one of the following courses:**

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

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

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

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

- **Criminal Intelligence**
  - CCT 110 Intro to Cyber Crime 3 SHC
  - GIS 111 Introduction to GIS 3 SHC
  - ITL 130 Illicit Financing 3 SHC
  - ITL 215 Site Exploitation 3 SHC
B. **CONCENTRATION** *(list concentration courses if applicable)*

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

<table>
<thead>
<tr>
<th>BAS, BUS, CCT, CTI, DBA, CIS, CJC, CSC, CTS, DBA, EPT, GEO, GIS, ITL, LOG, MSI, NET, NOS, OMT, PAD, POL, SEC, WBL, and WEB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to two semester hour credits may be selected from ACA.</td>
</tr>
<tr>
<td>Up to nine semester hour credits may be selected from the following prefixes: ARA, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</td>
</tr>
</tbody>
</table>
### Intelligence Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>ITL 110</td>
<td>Intro to US Intel Community</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
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<tr>
<td></td>
<td>Corequisites: None</td>
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<tr>
<td></td>
<td>This course introduces the history and evolution of Intelligence and focuses on the framework, agencies, roles and responsibilities of the U.S. Intelligence Community and how the Intelligence Community addresses national security requirements. Emphasis is placed on intelligence support for the production of public policy, intelligence support for military operations and law enforcement implementation, and how intelligence can affect the private corporate space. Upon completion, students should be able to identify what type of intelligence jobs exist along with the requisite skills required for the myriad intelligence activities at the state, national, military, and corporate spaces.</td>
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<thead>
<tr>
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<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 115</td>
<td>Intro to Global Threats</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<td>This course introduces the concept, framework and applications of U.S. Intelligence and its role in the creation and implementation of national security policies. Topics include state and non-state threats to include; global migration, rapid spread of information, environmental impacts, resource scarcities, pandemics, financial crisis, terrorism, organized crime, cybercrime, anti-money laundering (AML), counter threat finance (CTF) fundamentals, and efforts to counter violent extremism. Upon completion, students should be able to develop a framework for analysis of conflict at the strategic and operational levels, and examine the role of intelligence in formulating strategy.</td>
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<tr>
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<th>Clinical</th>
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<td>ITL 120</td>
<td>Threat Analysis &amp; Pres.</td>
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<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<tr>
<td></td>
<td>Corequisites: None</td>
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<td></td>
<td>This course provides an introduction to the craft of intelligence analysis, and focuses on the analytical production of intelligence for various types of consumers and decision makers. Emphasis is placed on the analytical process, analytical standards to include an overview of assessments, collection, evaluation, and warning, as well as the intelligence analysis needs of policymakers, military commanders, and for strategy designers and tactics planners. Upon completion, students should be able to demonstrate an understanding of the role of the intelligence community in national security and foreign policy decision-making.</td>
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<td>ITL 130</td>
<td>Illicit Financing</td>
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<td></td>
<td>Corequisites: None</td>
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<td>This course provides an overview of the role illicit financing plays in terrorism and criminal activity. Emphasis is placed on tracking the financial structure and backing of international terrorist organizations. Upon completion, students should be able to demonstrate an understanding of the role that illicit financing plays in international terrorism and criminal endeavors.</td>
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</table>
ITL 210 Intel Research Methods
Class:  2  Lab:   2   Clinical:   0  Credit:     3
Prerequisites:  None
Corequisites:   None
This course prepares students to employ basic research methods and writing skills to produce sound research papers and analytical products. Topics include basic research methods and writing skills specific to the intelligence community. Upon completion, students should be able to develop the elements of a research strategy, critically read and evaluate data, and communicate their findings in coherent, well-organized written work.

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

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

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

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

Class: 3   Lab: 0   Clinical: 0   Credit: 3

Prerequisites: ITL 220  
Corequisites: None

This course introduces students to counterintelligence operations and techniques. Topics include passive and active counterintelligence measures, as well as principles and processes of counterintelligence operations. Upon completion, students should be able to demonstrate an understanding of the application of counterintelligence.

**ITL 245  Geospatial Intelligence**

Class: 2   Lab: 2   Clinical: 0   Credit: 3

Prerequisites: ITL 220  
Corequisites: None

This course introduces the geographic foundations of geospatial intelligence and its applications in national security. Topics include the various aspects of imagery and geospatial information and services (GI&S). Upon completion, students should be able to understand the role that GEOINT plays in the intelligence community and how it supports intelligence and national security operations.
STATE BOARD OF COMMUNITY COLLEGES
NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS

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

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

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

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

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

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

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

Contact Person:
Hilmi Lahoud, Program Coordinator
STATE BOARD OF COMMUNITY COLLEGES

CURRICULUM STANDARD REVISIONS

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

Rockingham Community College
Electrical Systems Technology (A35130)

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

Rockingham Community College
Electrical Systems Technology (A35130)

Request: The State Board of Community Colleges is asked to approve Rockingham Community College’s request to revise the Electrical Systems Technology (A35130) curriculum standard with an effective term of Fall 2016.

Proposed Revisions:

- Create a Wiring Subject Area in the Technical Core of the curriculum standard that adds the following courses as options to the ELC 113 Residential Wiring course.

  ELC 114 Commercial Wiring
  ELC 115 Industrial Wiring

Rationale: ELC 113 Residential Wiring is the sole required electrical wiring course within the Technical Core of the curriculum standard for Electrical Systems Technology (A35130). Electrical wiring skillsets required by employers in commercial and industrial industries are unique to those industries and not necessarily compatible to residential wiring skillsets. The addition of ELC 114 Commercial Wiring and ELC 115 Industrial Wiring will allow colleges to properly prepare graduates for employment in commercial, industrial, or residential industries.

Vote Results:

- Colleges approved to offer the program: 41
- Colleges in favor of recommendations: 36
- Colleges opposed to recommendations: 0
- Colleges not responding: 4
- Colleges abstaining: 1

Contact Person:
Mr. Frank Scuiletti
Coordinator
Curriculum Standard for Electrical Systems Technology

Career Cluster: Architecture and Construction**

Cluster Description: Programs that prepare individuals to apply technical knowledge and skills related to the fields of architecture, construction, and associated professions. Includes instruction that can be applied to a variety of careers in the design-construction industry, including employment with architectural and engineering firms, residential and commercial builders/contractors, and other construction related occupations.

Pathway: Construction

Effective Term: Fall 2013 (2013*03)

Fall 2016 (2016*03)

Program Majors Under Pathway

<table>
<thead>
<tr>
<th>Program Major / Classification of Instruction Programs (CIP) Code</th>
<th>Credential Level(s) Offered</th>
<th>Program Major Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Systems Technology CIP Code: 46.0302</td>
<td>AAS/Diploma/Certificate</td>
<td>A35130</td>
</tr>
</tbody>
</table>

Pathway Description:

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

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

N/A

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

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 11/15/12; Editorial Revision 12/14/12; Editorial Revision 01/07/13; Editorial Revision 08/21/13; Prefix Addition 08/01/15; SBCC Revised ___.
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.

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

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

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

### Communication:

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

### Humanities/Fine Arts:

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

### Social /Behavioral Sciences:

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

### Natural Sciences/Mathematics:

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

Approved by the State Board of Community Colleges on August 16, 2012; Editorial Revision 11/15/12; Editorial Revision 12/14/12; Editorial Revision 01/07/13; Editorial Revision 08/21/13; Prefix Addition 08/01/15; SBCC Revised ___.
II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. Below is a description of each section under Major Hours.

A. Technical Core. The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the curriculum core courses or core subject area of the AAS program.

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

C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from each prefix listed, with the exception of prefixes listed in the core.

<table>
<thead>
<tr>
<th>Electrical Systems Technology (A35130)</th>
<th>AAS</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Major Hours Required:</td>
<td>49 SHC</td>
<td>30 SHC</td>
<td>12 SHC</td>
</tr>
<tr>
<td>A. Technical Core:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses required for the diploma are designated with *</td>
<td>27-32 SHC</td>
<td>12-16 SHC</td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Wiring. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 113 Residential Wiring</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 114 Commercial Wiring</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 115 Industrial Wiring</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Motor Controls. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 117 Motors and Controls</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELN 231 Industrial Controls</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* DC/AC. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>5 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ELC 131 Circuit Analysis I</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 131A Circuit Analysis I Lab</td>
<td>1 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ELC 138 DC Circuit Analysis</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 139 AC Circuit Analysis</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automated Controls. Select one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 128 Introduction to PLC</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELN 260 Prog Logic Controllers</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Subject Areas: Select one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For AAS degree, select one subject area plus additional courses from the prefixes listing within the same subject area for a minimum of (12) semester hours of credit:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Systems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 12 SHC from any ELC prefix course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photovoltaic Systems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALT 120 Renewable Energy Tech</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 118 National Electrical Code</td>
<td>2 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 220 Photovoltaic Sys Tech</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 221 Adv PV Sys Design</td>
<td>3 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELN 131 Analogue Electronics I</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ELN 137 Electr Devices &amp; Circuits</td>
<td>5 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or ELN 229 Industrial Electronics</td>
<td>4 SHC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Program Major(s): Not Applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Other Major Hours: To be selected from the following prefixes:

AHR, ALT, ATR, BAT, BIO, BPR, BUS, CET, CHM, CIS, CMT, CSC, CST, DFT, EGR, ELC, ELN, EUS, HEA, HYD, ISC, MAT, MAC, MEC, MNT, NET, OMT, PCI, PHY, PLA, PLU, SST, WBL, WLD, and WOL

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:

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

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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 this program without any special allocation of funds.

Davidson County Community College
Dental Assisting (Diploma) (D45240)

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
Davidson County Community College
Dental Assisting (Diploma) (D45240)

Program Planning
Davidson County Community College is seeking approval for the Dental Assisting (Diploma) (D45240) program to begin Fall 2017. The planning area is defined as the college’s service area of Davidson and Davie counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Davidson County Community College on March 8, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Davidson County 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
Davidson County Community College (DCCC) indicates the following:

- The ECU School of Dental Medicine established nine Community Service Learning Centers across North Carolina to provide dental students with hands-on experience and to help more adults and children receive the oral health care they need. ECU School of Dentistry located one of the Community Service Learning Centers on the DCCC campus. The Dean of ECU’s Dental School noted: with the addition of the Dental Assisting curriculum, you will be making available the opportunity for program graduates to greatly increase the efficiency of the delivery of quality oral health care while becoming value members of the dental care team in public health, private practices and academia.
• To determine interest from area high school students, a survey was developed and administered to Health Science students in all eleven high schools in the service area. A total of 682 students completed the survey with 141 students expressing an interest in pursuing the Dental Assisting program.

• The Sheps Center for Health Services Research at Chapel Hill reports: that Davidson County, by comparison, has only 2.6 dentists for every 10,000 residents, with nearly half of its dentists near or past retirement age. It is important to note that the national average is six dentists for every 10,000 people. The presence of the community service learning center itself has brought dental care to many patients that previously had little access to oral health care.

• Letters of support for the program were submitted to DCCC by six dental practices in their area.

• One of the six dentists noted: Having practiced in Lexington for nearly thirty years, we have dealt with the need for such a program on many occasions. We have been forced several times to hire out of town assistants who leave when they can find jobs closer to home, to having to use office trained assistants, to working short staffed. Our office is currently short one assistant.

Impact of the Proposed Program on Other Programs
Sixteen community colleges are approved to offer the Dental Assisting program. This program contains a clinical component, therefore each college was provided with a program impact from DCCC. Initially, Guilford Technical Community College (GTCC) expressed objections. This issue has been resolved and the objection has been removed.

Implementation of Collaborative Plan
Not Applicable

Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.
Curriculum Description as Designated on Curriculum Standard

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chairside and related office and laboratory procedures.

Course work includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

Graduates may be eligible to take the Dental Assisting National Board Examination to become Certified Dental Assistants. As a Dental Assistant II, defined by the Dental Laws of North Carolina, graduates work in dental offices and other related areas.

Contact:
Ms. Renee Batts
Associate Director
State Board of Community Colleges  
Combined Course Library - Continuing Education  

New Course Approvals, Modifications, and Tier Designations

The State Board is asked to approve the following courses for placement in the Combined Course Library (CCL).

Request #1 of 8 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-7100</td>
<td>Fire Investigation Technician</td>
<td>80 hours</td>
<td>R-30 Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Description:
This certification-related course will present the Fire Investigation Technician candidate with the knowledge, skills, and abilities to satisfy the requirements of Chapter Four of National Fire Protection Association (NFPA) 1033: Standard for Fire Investigator Professional Qualifications. The course is designed to introduce students to science-based fire investigation techniques; origin and cause recognition; legal issues and requirements; evidence collection and preservation; documentation; motivation; interviewing; and interrogation. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

Rationale:
This is a new certification course, approved by the NC Fire and Rescue Commission, that aligns with the national standard as set out in Chapter Four of National Fire Protection Association (NFPA) 1033: Standard for Fire Investigator Professional Qualifications.

Credentialing Agency:
Office of State Fire Marshal (OFSM)  
http://www.ncdoi.com/OSFM/
Request #2 of 8 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-5720</td>
<td>TR MAG-Machinery and Ag Block</td>
<td>36</td>
<td>R-30 Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Description:
This certification-related block course will present the Technical Rescuer with the knowledge, skills, and abilities to satisfy the requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications. In addition, this course covers agricultural related emergencies and how to mitigate those responses. This block course includes all four required courses of the Technical Rescuer–Machinery and Agriculture certification program as outlined by the NC Fire and Rescue Commission for offering as of July 1, 2016: FIP-5721 TR MAG-Rescue Ops Machinery/Ag, FIP-5722 TR MAG-Stabilize/Extricate, FIP-5723 TR MAG-Large Machine/Ag Equip, and FIP-5724 TR MAG-Victim Management. This transfers as one "all or nothing" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all courses that are part of this block to receive credit for any of the individual courses. Each course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

Rationale:
This is a course which is part of a new certification program, approved by the NC Fire and Rescue Commission, that aligns with requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/
Request #3 of 8 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-5721</td>
<td>TR MAG-Rescue Ops Machinery/Ag</td>
<td>12</td>
<td>R-30 Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Description:**
This certification-related course in Rescue Operations for Machinery and Agriculture will present to the Technical Rescuer the hazards of machinery and agricultural rescue operations, Incident Command System (ICS), access, disentanglement, extrication, and the post-rescue phases of these types of emergencies. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

**Rationale:**
This is a course which is part of a new certification program, approved by the NC Fire and Rescue Commission, that aligns with requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications.

**Credentialing Agency:**
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/

Request #4 of 8 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-5722</td>
<td>TR MAG-Stabilize/Extricate</td>
<td>8</td>
<td>R-30 Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Description:**
This certification-related course in Stabilization and Extrication Techniques will present to the Technical Rescuer the steps to stabilize machinery and agricultural equipment. The Technical Rescuer will also be introduced to procedures for the following: using extrication equipment on machinery and farm equipment, and stabilizing and securing moving machinery parts and moving agricultural parts. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.
Rationale:
This is a course which is part of a new certification program, approved by the NC Fire and Rescue Commission, that aligns with requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/

Request #5 of 8 (New)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-5723</td>
<td>TR MAG-Large Machine/Ag Equip</td>
<td>4</td>
<td>R-30 Fire &amp; Rescue Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Description:
This certification-related course in Large Machinery and Agricultural Equipment will present the Technical Rescuer with construction styles and use of various types of agricultural and pieces of heavy machinery. The class will offer additional information on organization of size-up, gaining access, stabilization, enlarging openings, disentanglement of victims, extrication techniques, and post-rescue operations. In addition, the Technical Rescuer will be introduced to methods to control electrical, fuel, fire, traffic, and engine hazards. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

Rationale:
This is a course which is part of a new certification program, approved by the NC Fire and Rescue Commission, that aligns with requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/
Request #6 of 8 (New)

<table>
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<th>Course ID</th>
<th>Course Title</th>
<th>Recommended Hours</th>
<th>Program Area</th>
<th>Tier Designation</th>
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<tbody>
<tr>
<td>FIP-5724</td>
<td>TR MAG-Victim Management</td>
<td>12</td>
<td>R30 – Fire &amp; Rescue Services</td>
<td>3</td>
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</tbody>
</table>

Description:
This certification-related course in Victim Management will present the Technical Rescuer with proper methods for the movement of patients from a hazardous situation while focusing on the safety and well-being of the patients and rescuers. In addition, stabilizing the situation, gaining access, packaging, and removal of patients from machinery and agricultural rescue incidents will be emphasized. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

Rationale:
This is a course which is part of a new certification program, approved by the NC Fire and Rescue Commission, that aligns with requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/

Request #7 of 8 (New)

<table>
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<tr>
<th>Course ID</th>
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<tr>
<td>FIP-6409</td>
<td>NCRIC Rapid Intervention Block</td>
<td>48</td>
<td>R30 – Fire &amp; Rescue Services</td>
<td>3</td>
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</table>

Description:
This certification-related block course covers all three required courses of the NC Rapid Intervention Crew (NCRIC) certification program as outlined by the NC Fire and Rescue Commission for offering as of July 1, 2016: FIP-3025 Safety & Survival, FIP-3026 Mayday, and FIP-6410 NCRIC Rapid Intervention Crew. This transfers as one "all or nothing" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all courses that are part of this block to receive credit for any of the individual courses. Each course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact OSFM for details. This aligns with the National Fire Protection Association (NFPA) 1407: Standard for Training Fire Service Rapid Intervention Crews (2015 Edition).
Rationale:
Effective July 1, 2016, the entire NCRIC certification program will include the following three required courses: FIP-3025 Safety & Survival, FIP-3026 Mayday, and FIP-6410 NCRIC Rapid Intervention Crew, pending approval by the Fire and Rescue Commission at its April 12, 2016 meeting. The courses FIP-3025 Safety & Survival and FIP-3026 Mayday already exist in the Combined Course Library (CCL) and do not require any additional action.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/

Request #8 of 8 (New)

<table>
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<tr>
<th>Course ID</th>
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<tr>
<td>FIP-6410</td>
<td>NCRIC Rapid Intervention Crew</td>
<td>24</td>
<td>R30 – Fire &amp; Rescue Services</td>
<td>3</td>
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</tbody>
</table>

Description:
This certification-related course will present the Rapid Intervention Crew (RIC) candidate with the knowledge, skills, and abilities to satisfy the requirements of Chapters Seven and Eight of National Fire Protection Association (NFPA) 1407: Standard for Training Fire Service Rapid Intervention Crews (2015 Edition). The course is designed to show the complexities of managing and operating on a Rapid Intervention Crew. Topics covered include risk management, communication procedures, resource management, crew positions and benchmarks, integration into the Incident Command System (ICS), and rescue operations. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines.

Rationale:
Effective July 1, 2016, the entire NCRIC certification program will include the following three required courses: FIP-3025 Safety & Survival, FIP-3026 Mayday, and FIP-6410 NCRIC Rapid Intervention Crew, pending approval by the Fire and Rescue Commission at its April 12, 2016 meeting. The courses FIP-3025 Safety & Survival and FIP-3026 Mayday already exist in the Combined Course Library (CCL) and do not require any additional action.

Credentialing Agency:
Office of State Fire Marshal (OFSM)
http://www.ncdoi.com/OSFM/

Contact:
Margaret Roberton, Associate Vice President
Workforce Continuing Education
<table>
<thead>
<tr>
<th>Page and Line Number</th>
<th>Commenter</th>
<th>Public Comment</th>
<th>System Office Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 7, line 29 to 8, line 9</td>
<td>Richmond CC</td>
<td>The commenter recommended rebranding the HRD courses. The name “HRD” causes great confusion with students and employers since HR is perceived by everyone else as being related to personnel. The college has stopped using HRD as an external label, and the college describes these courses as “Pre-Employment programs.” The commenter recommended changing the name of “HRD courses to either “Pre-Employment” or “Employability Skills” to better describe this set of courses.</td>
<td>NO MODIFICATION AT THIS TIME – The System Office believes that this change should be vetted through the Presidents’ Association for their thoughts on this change. To avoid stifling the implementation of the entire Chapter for consideration of this change, the System Office recommends leaving the language as is for now. The System Office will seek to get the Presidents’ consensus on this recommendation going forward.</td>
</tr>
<tr>
<td>Page 9, lines 23-24; Page 9, lines 27-28; and Page 9; line 30 to 10, line 2.</td>
<td>Sampson CC</td>
<td>Why does the proposed amendment not include a description of self-supporting classes except as it pertains to underage students taking classes during the summer months? Also, the Community Service classes do not earn budget FTE. The commenter wanted the rules changed enabling colleges to earn FTE through Community Service offerings.</td>
<td>NO MODIFICATION - Self-support is a funding method and the rules around continuing education course sections funded as self-support are located in 1E Subchapter 600 – “Self-Supporting Course Sections.” Community Service programs are for personal enrichment and recreation. While an important component of a college’s relationship with its community, these courses are not eligible for state supported funds intended to support 115D-1 and are specifically excluded from receiving funds</td>
</tr>
<tr>
<td>Page and Line Number</td>
<td>Commenter</td>
<td>Public Comment</td>
<td>System Office Recommendation</td>
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<td></td>
<td>Further, the commenter stated that as new people are appointed to CE leadership roles without the benefit of prior experience or mentoring, a clear understanding of CE terminology as well as a user-friendly, centralized resource for accessing Numbered Memos would be immeasurably helpful. The commenter’s greatest frustration is being blind-sided by Numbered Memos from the ‘90s that have been virtually impossible to find without hours/days of searching. Will this Numbered Memo supersede prior ones?</td>
<td>appropriated to the System Office for budget allocation through 115D-5(g). The System Office with guidance and input of community college leadership is actively working on re-writing the State Board Code to both simplify and clarify the rules under which the colleges operate. This includes taking relevant information from numbered memos and codifying those elements that are necessary thus eliminating the future need to reference memos written in years past.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Page 9, lines 27-28</td>
<td>System Office</td>
<td>MODIFICATION REQUESTED: Page 9, lines 25 and 29 include language such as “minor(s) less than 16 years old.” However, Page 9, line 27 does not include an age for a minor. The System Office recommendation is to amend 1D SBCCC 300.4(c)(2)(A) to read “Minors less than age 16 may enroll in self-supporting safe driving course sections during any reporting term” so that it is clear that the rule applies to minors who are less than age 16.</td>
</tr>
</tbody>
</table>
1D Subchapter 300 is proposed for amendment as follows:

State Board of Community Colleges Code
Title 1 – COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 300. CONTINUING EDUCATION

1D SBCCC 300.1 Definitions

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

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

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

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

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

1D SBCCC 300.2 Registration

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

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

(A) Detailed facts supporting the rationale for denying registration;
(B) The time period within which the refusal to register shall be applicable and the supporting rationale for the designated time period; and
(C) The conditions upon which the individual who is refused registration would be eligible to be registered.

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

1D SBCCC 300.3 Program Classification-Program Description
The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:
(a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
(i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
(A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
(B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.
(C) The associate in general education degree programs are designed for students who desire a general liberal arts education.

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

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

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

(2) Continuing Education Programs:

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

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

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

(e) Self-Supporting Programs:

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

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

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

(i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school
system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

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

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.
(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

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

(e) Customized Training Program.

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

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

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

(i) assessment of an individual's assets and limitations;
(ii) development of a positive self-concept;
(iii) development of employability skills;
(iv) development of communication skills;
(v) development of problem-solving skills; and
(vi) awareness of the impact of information technology in the workplace.

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

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

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

(b) Human Resources Development. The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Each college shall operate a Human
Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. These courses shall address six core components:

1. Assessment of an individual's assets and limitations;
2. Development of a positive self-concept;
3. Development of employability skills;
4. Development of communication skills;
5. Development of problem-solving skills; and
6. Awareness of the impact of information technology in the workplace.

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

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


1D SBCCC 300.4 Program Management

(a) Program Accountability:

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

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

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

(b) Faculty. Colleges shall employ faculty so as to meet Southern Association of Colleges and Schools' criteria and local college policies. All faculty providing instruction in programs with
external agency oversight must be a qualified instructor as established by the respective agency or certifying entity.

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

(1) Minors Age 16 and 17. A minor, age 16 or 17, may enroll in Continuing Education course sections subject to the following conditions:
   (A) Minors shall not displace adults.
   (B) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.
   (C) If the minor is enrolled in high school, the following restrictions apply:
      (i) Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.
      (ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:
         (I) Continuing Education course sections that maintain 90% (ninety percent) of instructional hours within the summer reporting term as defined in 1G SBCCC 200.99(a)(1)(B).
         (II) Self-supporting safe driving courses which may be provided during any reporting term.

(2) Minors Less than Age 16. A minor less than 16 years old may enroll in Continuing Education course sections subject to the following conditions:
   (A) Minors may enroll in self-supporting safe driving course sections during any reporting term.
   (B) A college may provide classes for minors less than 16 years old only during the summer reporting term. These classes must be self-supporting and may not be designated by the
college to provide partial or full credit towards meeting high school graduation requirements.

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

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

History Note: Authority G.S. 115D-5; G.S. 115D-20(4)(b);

1D SBCCC 300.5 Course Standards

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

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

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

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

(A) All requests for new courses and course modifications must meet the definition of continuing education as defined in 1D SBCCC 300.1(a).
(B) All requests for new courses and course modifications must demonstrate workforce need with local and state labor market data.

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

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

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

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

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

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

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

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

(e) Course Articulation. In accordance with criteria set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and local college policies, a college may award academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a college designated credit experience as determined by the college.
History Note: Authority G.S. 115D-5;


1D SBCCC 300.94 FACULTY

(a) General

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

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


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

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

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

Eff. February 1, 1976;
Amended Eff. March 1, 2007; July 1, 1998; September 1, 1993; August 17, 1981;
September 30, 1977; September 30, 1977;

1D SBCCC 300.95 HUMAN RESOURCES DEVELOPMENT PROGRAM CONTINUATION
Each college shall operate a Human Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. FTE shall be generated from HRD programs. Each college shall provide HRD instruction and support necessary for unemployed and dislocated workers to be served within the college service areas.

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

History Note: Authority G.S. 115D-5;
Eff. November 1, 2005; November 1, 2005;

1D SBCCC 300.96 CONTINUING EDUCATION PROGRAM MANAGEMENT

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

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

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

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

History Note: Authority G.S. 115D-1; 115D-5;
1D SBCCC 300.97 Instructional Service Agreements

(a) Level One Instructional Service Agreement.

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

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

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

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

(2) The level one instructional service agreement shall:

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

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

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

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

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

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

(b) Level Two Instructional Service Agreement.

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

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

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

(2) The level two instructional service agreement shall:

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

(B) Be signed by the president of each participating college;
(C) Specify the course(s) to be delivered to the other college's service area;
(D) Specify the plan for delivery of the instruction;
(E) Specify the proration of resources and FTE allocated for each college;
(F) Specify the conditions and time frame for termination of the agreement;
(G) Be filed with the System Office President prior to implementation of the course(s); and
(H) Be maintained on file at all colleges involved for compliance review purposes.

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

1D SBCCC 300.98 COURSES AND STANDARDS
REPEALED by the State Board of Community Colleges, eff. 1 July 2016.

1D SBCCC 300.99 EDUCATION SERVICES FOR MINORS
(a) The major purpose of community colleges is to serve students who have graduated from high school or are beyond the compulsory age limit of the public school and have left public school. However, a minor may seek admission to a community college subject to the conditions in this Section.

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

(1) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency within the last six months, a college may admit the minor to
Basic Skills or Continuing Education program if the minor obtains a signed official withdrawal form from the local public or private educational agency and a notarized petition of the minor’s parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor’s residence, date of birth, date of leaving school, name of last school attended, and the petitioner’s legal relationship to the minor.

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

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

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

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

(2) Upon approval of the student’s program by the chief administrative school officer and the president of the college; and
(3) Upon certification by the chief administrative school officer that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation.

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

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

(f) Learn and Earn Online Program:

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

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

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

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

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

(C) The student's enrollment in an online course for college credit is subject to space availability;
(D) The student must meet the prerequisites, co-requisites and course admission requirements as published in the college's catalog at the time the student seeks to enroll in the online course;

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

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

(4) Course Eligibility.

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

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

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

(5) Costs.

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

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

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

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

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

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

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

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

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

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

(i) A college may make available to persons of any age non-credit, non-remedial, enrichment courses during the summer reporting period. These courses shall be self-supporting and shall not earn credit toward a diploma, certificate, or degree at the college or high school.
(j) At the request of the director of a youth development center having custody of juveniles committed to the Department of Juvenile Justice and Delinquency Prevention, a college may make available to these juveniles any course offered by that college if they meet the course admission requirements. The director's request shall include the director's approval for each juvenile to enroll in the course.

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

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

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 14, 2016

For Information
  • Measuring Student Success *(Attachment PLAN 1)*
  • Align4NCWorks Update:
    o Taste of Industry
    o Student Design Competition
    o Career Awareness
    o Career Development Facilitator Training
  • NC GAP *(Guaranteed Admission Program); Career and College Ready-12th Grade Remediation*
  • Transitions in Workforce Development and Education

For Future Action

For Action

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu.
Call to Order
Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at 1:36 pm in the AW Conference Room and welcomed everyone.

Board Members Participating:  
Dr. Darrell Saunders  
Mr. Bobby Irwin  
Mr. Clark Twiddy  
Mr. Ernest Pearson  
Representative Jimmie Ford (via conference call)

Also Attending:  
Linda Weiner  
Matt Meyer  
Chreatha Alston  
George Fouts  
Lyn Austin  
Lisa Eads  
Chris Cline

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

Approval of Agenda
Dr. Saunders asked for a motion to approve the meeting agenda and a motion was made by Mr. Irwin and seconded by Mr. Clark Twiddy. The motion was adopted.

Approval of Minutes
Dr. Saunders asked for a motion to approve the minutes of the March 17th meeting and a motion was made by Mr. Twiddy and seconded by Mr. Ernest Pearson to approve the minutes. The motion was adopted.

For Information
Dr. Saunders requested that Ms. Linda Weiner begin the discussion with an update on the situation with Time Warner News. She stated that they have a series that will be aired called “Making the Grade” where they will discuss the completion rates at our community colleges. According to the National Data Base called IPEDS, (Integrated Postsecondary Education Data System) our graduation rates look rather dismal. However, Ms. Weiner pointed out that it is not just about graduation rates with us. We also have certification and credential completion,
students that take a few courses and transfer, etc. Our success rate is actually much higher than just a completion rate, although this may not be fully conveyed. Ms. Weiner stated that she has a conversation planned with a reporter in the afternoon and will find out more details of what is planned to be in the program.

**Governor’s 67% Postsecondary Education Goal**

Ms. Weiner stated that in October 2015 Governor McCrory announced a 67% goal by which working age adults would have some postsecondary education by 2025. The Education Cabinet has embraced that goal and, under Catherine Truitt’s leadership, a group has been appointed by each agency head for discussion as to how the 67% will be measured. Ms. Weiner reviewed this information (Attachment PLAN 1) listed in the State Board packet. She noted that six metrics were developed and will be reviewed the following week by the Education Cabinet. They will be asked to vote on these metrics and then each of the agencies will develop subsets of what should be included under each.

**NCWorks Career Coaches**

Ms. Weiner introduced Dr. Lisa Eads to discuss the NCWorks Career Coaches program that was funded by the General Assembly for $500,000 this year and $1 million next year. Dr. Eads stated that, on the college level, this would be a dollar-for-dollar match with non-state funds. She added that the purpose of this program is to put career coach counselors, who are community college employees, in high schools to help students determine career goals and apply those goals to the appropriate college/university. She added that there is also a strong focus to connect with employers. She provided a handout noting that 28 community colleges applied for the grants and 14 were awarded funds to support career coaches. Of the 14 colleges awarded, each one received the number of coaches requested except for one college, and this was due to the large number of coaches they requested. The first training that will be spearheaded will be orientation on May 23rd and will involve the new hires, the college administrators and the local school system participants. This will be hosted at Central Carolina Community College. This college, as well as Caldwell Community College, will be our mentoring colleges.

**Career Development Facilitator Training**

Dr. Matt Meyer stated that this program trains individuals to better interpret labor market data and better understand what the critical careers are in each region. Details were outlined in Attachment PLAN 2 of the State Board packet. The funds for this certification were approved by the Board to pay for this training, which works in line with the career coaches. The registration process has begun and was handled through the Division of Workforce Solutions. Dr. Eads stated that she would be responsible for the ongoing support system.
Allocations for Align4NCWorks Pilot – Taste of Industry
Dr. Meyer stated that at the March Board meeting, the State Board approved $42,000 to be allocated from State Board Reserve funds for the Taste of Industry program. This initiative promotes community college and public school partnerships and helps develop future workers by bringing high school teachers and non-technical community college faculty onto the community college campus for hands-on experience. A request for proposals was sent to all 58 colleges and 19 proposals were received, requesting a total of $131,000. This month the request to Finance (Attachment FC 3) would increase the amount of funds available by adding $34,000 to the original $42,000 in order to support as many projects as possible.

Career and College Ready – 12th Grade Remediation
Ms. Weiner suggested that this topic be delayed for discussion at the May PLAN meeting since there was not sufficient time remaining to review it properly. It was agreed by the Committee to include this in the May agenda.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 2:45 pm.

Respectfully submitted,
Ms. Jerrie Farmer
Recording Secretary
STATE BOARD OF COMMUNITY COLLEGES  
Measuring Student Success

Performance Measures

In January 2015, the State Board formally revised performance measures for North Carolina community colleges. If approved by the General Assembly, these changes will be incorporated into the 2016 Performance Measures for Student Success Report. The recommendations are as follows:

**Retain**
- Basic Skills Student Progress
- First Year Progression
- Curriculum Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

**Delete**
- GED Diploma Passing Rate
- Developmental Student Success Rate in College-Level English Courses
- Developmental Student Success Rate in College-Level Math Courses

**Add**
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses

Throughout the revision process, the associated measure numerators and denominators have been shared and discussed with the President's Association. With their input, new and revised measure methodologies have been established. The biggest methodology change is associated with the first-time fall cohort definition.

In the past, our definition of a first-time student has excluded dual enrollment students. It has been based on the student’s first postsecondary enrollment after high school graduation. First-time cohorts are now fall credential seeking and dual enrollment students enrolled in curriculum courses at a college for the first-time. This is inclusive of all Career and College Promise and innovative high school students.

**The following measures are impacted:**
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Completion
Student Success Rate Comparisons:

**Federal 100% Completion Measure:** Percentage of first-time full-time fall credential seeking students who graduate within 2 years. Cohort excludes high school students.

**Federal 150% Completion Measure:** Percentage of first-time full-time fall credential seeking students who graduate within 3 years. Cohort excludes high school students.

**Federal 200% Completion Measure:** Percentage of first-time full-time fall credential seeking students who graduate within 4 years. Cohort excludes high school students.

**Old Curriculum Completion Measure:** Percentage of first-time all fall credential seeking students who graduate, transfer, or are still enrolled with 36 non-developmental hours after 6 years. Cohort excludes high school students.

**New Curriculum Completion Measure:** Percentage of first-time all fall credential seeking students who graduate, transfer, or are still enrolled with 36 non-developmental hours after 6 years. Cohort includes high school students.
Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 14, 2016

For Information

- SBCC Code Report – May 2016 (Attachment POL 1)
- Denial of Petition for Rulemaking (Attachment POL 2)

For Future Action

- Recommendations for Initial Proprietary School Licensure (Attachment POL 3)
- Recommendations for Renewal of Proprietary School Licensure (Attachment POL 4)

For Action

- Amend 3C SBCCC 200.1 – “Rule Formatting Specifications” (Attachment POL 5)

New Business

Adjourn

*The Policy Committee will be asked to suspend the rules and move this item to the FOR ACTION agenda. The Full Board will then be asked to suspend the rules and place this item on the ACTION agenda.

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
Policy Committee Members in Attendance:
Mr. Ernie Pearson    Mr. Bill McBrayer    Mr. Clark Twiddy
Mr. Bobby Irwin    Mr. Lynn Raye
Ms. Janet Lowder    Mr. Jim Rose

Absent: Mr. Todd Johnson

Others in Attendance:
Ms. Shanté Martin    Ms. Mary Shuping    Pres. Steve Thornburg
Ms. Jennifer Haygood    Ms. Sondra Jarvis    Ms. Linda Suggs

Welcome and Ethics Statement: Mr. Pearson called the meeting to order at 3:00 pm in Conference Room 201A of the Caswell Building. 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: Mr. Pearson requested a motion to approve the April 14, 2016 agenda. Mr. Raye made a motion to approve the agenda and Mr. McBrayer seconded the motion. It was unanimously approved by the committee.

Approval of the Minutes: Mr. Pearson requested a motion to approve the March 17, 2016 minutes. Mr. Irwin made a motion to approve the minutes and Mr. Twiddy seconded the motion. It was unanimously approved by the committee.

For Information
SBCC Code Report – April 2016 (Attachment POL 1)
Ms. Martin reviewed the SBCC Code report updates for this month. Mr. Pearson asked if there are any major conflicts on the Continuing Education rule change. Ms. Martin said that one college had suggested the term “HRD” be changed so that it would not be confused with personnel.

For Future Action

For Action
Initiation of the Rulemaking Process to Amend Title 1, Chapter A – “State Board Governance” (Attachment POL 2)
Ms. Martin stated that these code changes would codify service areas. Definitions have been added within the code to help clarify service area versus administrative areas. Mr. Pearson asked if there have been issues with service areas in the past. Updating this rule will make the list official and more accessible.

The committee discussed the importance of collaboration between colleges from different service areas.
Mr. Raye motioned, Mr. McBrayer seconded and the committee approved Initiation of the Rulemaking Process to Amend Title 1, Chapter A – “State Board Governance” as presented.

New Business

Adjournment
Mr. McBrayer motioned and Mr. Irwin seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:18 pm.

Respectfully submitted,
Sondra C. Jarvis
Recording Secretary
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Subchapter 300 –  
Continuing Education" | Initiation of Rulemaking Process | March 18, 2016 | COMPLETED |
| | Publication on NCCCS Website | March 21, 2016 | COMPLETED |
| | Written Comment Period Ends | April 20, 2016 | COMPLETED |
| | Review Comments with SBCC Committee | May 19, 2016 | PENDING |
| | 2nd Written Comment Period Ends (if substantive changes) | May 31, 2016 | |
| | Hearing Date (if applicable) | N/A | |
| | Presented to SBCC for Adoption | June 17, 2016 | |
| | Prospective Effective Date of Rule | July 1, 2016 | |
| "AMEND 3C SBCC  
200.1 – Rule Formatting Specifications" | Initiation of Rulemaking Process | March 18, 2016 | COMPLETED |
<p>| | Publication on NCCCS Website | March 21, 2016 | COMPLETED |
| | Written Comment Period Ends | April 20, 2016 | COMPLETED |
| | Review Comments with SBCC Committee | May 19, 2016 | N/A |
| | 2nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | May 20, 2016 | PENDING |
| | Prospective Effective Date of Rule | June 1, 2016 | |</p>
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State Board of Community Colleges Code

Petition for Rulemaking Form

Requester's Name: Lauren E. Ellisberg
Affiliated Organization: The Iron Yard
Requester's E-mail: lauren@theironyard.com

Please select whether you propose a rule to be adopted, amended, or repealed:

<table>
<thead>
<tr>
<th>Adopt (new rule)</th>
<th>Amend (change existing rule)</th>
<th>Repeal (delete entire rule)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
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If amendment or repeal, specify existing rule number:
§115D-91 (2A SBCCC 300.2)

Proposed language for adoption or amendment of a rule:
Please see attached

(Rule language can be added if needed.
You may attach additional pages if needed.)

Rationale for proposed adoption, amendment or repeal:
Please see attached

Requester Signature: [Signature]
Date: March 29, 2016

FOR NCCCS USE ONLY

Petition APPROVED for initiation of rulemaking

Petition DENIED for initiation of rulemaking
X

Rationale for DENIAL (If applicable):
Please see attached 27 April 2016 Memo.

NCCCS President/Designee Signature: [Signature]
Date: 27 April 2016

Please mail the completed form to:
North Carolina Community College System
Attn: NCCCS President
200 West Jones Street
Raleigh, NC 27603

Created 30 January 2014 by QSM
SBCC
05/20/2016
Current Language:
2A SBCCC 300.2 Application for License Renewal
(a) All licenses issued shall expire on June 30.
(b) All issued licenses shall extend from July 1 through June 30, inclusive; except that any license initially issued on or after April 1 shall expire on June 30 of the following calendar year.
(c) Schools desiring the renewal of their license shall submit an application on or before March 15 of each year. The application shall be accompanied by the following:
(i) All information required of schools applying for an initial license that has not been previously submitted;

Proposed language for adoption or amendment of a rule:
(a) All licenses issued shall expire one year from the date of issuance.
(b) Schools desiring the renewal of their license shall submit an application within 60 (sixty) days prior to the application expiring.

Rationale:
As currently written and construed, the rule mandates that a school receiving its license in January 2016 (as is the current case with The Iron Yard – Raleigh campus) and pays the requisite fees would then need to turn around and once again file the same forms with the same fee a mere two months later. A school that received licensure in May 2015, however, would have an entire year of operations until they would need to file for renewal.

This creates a situation where schools that apply close to the renewal date are being forced to pay an unintended or undisclosed fee. Despite a school having submitted an application prior to the April meeting date, it might not receive its license until after the meeting date regardless of its efforts, and will therefore still incur double fees.

Additionally, the rule creates confusion for those schools dealing with licensing in several jurisdictions. It is customary in many other jurisdictions to have a license issued for a full year prior to requiring renewal. It is our argument that to file a renewal, a far more reasonable period of time before which the issued license expires can be mandated.

Therefore, we respectfully request the amendment of the abovementioned rule to promote fairness and clarity throughout the licensing process.
MEMORANDUM

FROM: George Fouts, NCCCS Interim President

TO: Lauren E. Ellisberg
The Iron Yard
lauren@theironyard.com

CC: Jennifer H. Haygood, NCCCS Executive Vice President and Chief Financial Officer
Q. Shante Martin, NCCCS General Counsel
Scott Corl, Executive Director of Proprietary Schools

RE: Proposed Amendment of 2A SBCCC 300.2 – “Application for License Renewal”

The North Carolina Community College System received your Petition for Rulemaking Form to amend 2A SBCCC 300.2 – “Application for License Renewal” on 22 April 2016. We appreciate your participation in the rulemaking process. We understand that you propose to amend 2A SBCCC 300.2 so that all licenses issued shall expire one year from the date of issuance versus expiring on June 30th of each year. You further propose that schools desiring the renewal of their license shall submit an application within 60 (sixty) days prior to the application expiring. However, the State Board of Community Colleges does not have the authority to amend 2A SBCCC 300.2 consistent with your recommendation because the annual June 30th expiration date is mandated by statute. Specifically, N.C.G.S. § 115D-91(a) provides that “[a]ll licenses issued shall expire on June 30.” For this reason, this Petition is denied.

Attachment
STATE BOARD OF COMMUNITY COLLEGES
Recommendations for Initial Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools, as required under Article I, Chapter 115D, North Carolina General Statutes, starting upon approval by the State Board of Community Colleges and ending June 30, 2017, to offer the programs listed.

CODER FOUNDRY
8430 University Executive Park Dr., Suite 650
Charlotte, NC 28262

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<td>Full Stack .NET Development (Accelerated)</td>
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CODER FOUNDRY
1231 Shields Road, Suite 5
Kernersville, NC 27284

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## Programs vs. Clock Hours

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<td>UI/UX Design 101</td>
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<td>Ruby on Rails 101</td>
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STATE BOARD OF COMMUNITY COLLEGES
Recommendations for Renewal of Proprietary School Licensure (81)

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools, as required under Article I, Chapter 115D, North Carolina General Statutes, beginning July 1, 2016, and ending June 30, 2017.

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<td>Animal Behavior Institute</td>
<td>Guiding Lights Caregiver Training Institute</td>
<td>New Horizons Computer Learning Centers - Greensboro</td>
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<td><strong>Art Institute of Charlotte</strong></td>
<td>Harris Training Institute</td>
<td>New Horizons Computer Learning Centers of Central and Eastern NC</td>
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<td><strong>Art Institute of Raleigh-Durham</strong></td>
<td>Healthcare Institute of Charlotte II</td>
<td>Piedmont Dental Assistants</td>
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<td>Astinux Institute</td>
<td>Highland Canine Training</td>
<td>Piedmont Online Institute</td>
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<td>Brightwood College</td>
<td>Ideal Health Institute</td>
<td>Pit Instruction and Training</td>
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<td>Care One Health Training Institute -Fayetteville</td>
<td>King’s College</td>
<td>Priority Nursing College</td>
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<td>Care One Health Training Institute -Raleigh</td>
<td>Lake Norman Dental Assisting School</td>
<td>ProTrain</td>
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<td>Life Time Academy</td>
<td>Sandhills Dental Career Center</td>
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<td>Caring For Life -Jacksonville</td>
<td>Living Arts College -Raleigh</td>
<td>Serenity Nurse Aide Academy</td>
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<td>Carolina School of Broadcasting</td>
<td>Living Arts Institute –Winston Salem</td>
<td>South College -Asheville</td>
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<td>CarWil Learning Academy</td>
<td><strong>Miller-Motte College - Cary</strong></td>
<td>Southeastern Institute</td>
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<td><strong>Center for Employment Training</strong></td>
<td><strong>Miller-Motte College - Fayetteville</strong></td>
<td>Southern College of Health Sciences</td>
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<td><em>Center for Montessori Teacher Education</em></td>
<td><strong>Miller-Motte College - Greenville</strong></td>
<td>Sunrise School of Dental Assisting -Fayetteville</td>
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<td>Charlotte School of Law</td>
<td><strong>Miller-Motte College - Jacksonville</strong></td>
<td>Sunrise School of Dental Assisting -Greensboro</td>
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<td>Chosen Healthcare Institute</td>
<td><strong>Miller-Motte College - Raleigh</strong></td>
<td>Sunrise School of Dental Assisting -Raleigh</td>
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<td>College of Wilmington</td>
<td><strong>Miller-Motte College - Wilmington</strong></td>
<td>The Iron Yard -Charlotte</td>
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<td><em>Connecticut School of Broadcasting</em></td>
<td>More Than Conquerors College</td>
<td>The Iron Yard -Durham</td>
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<td>Mount Eagle College</td>
<td>The Iron Yard -Raleigh</td>
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<td>NASCAR Technical Institute</td>
<td>Triangle Nurse Aide Program</td>
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<td>Dental Staff Institute</td>
<td><em>National Personal Training Institute of Charlotte</em></td>
<td>Umanah Healthcare Institute -Charlotte</td>
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<td>NCDATS -Charlotte</td>
<td>Umanah Healthcare Institute -Monroe</td>
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<td>NC Dental U -Greenville</td>
<td>Victory Health Career Center</td>
</tr>
<tr>
<td>ECPI University -Raleigh</td>
<td>NC Dental U -Wake Forest</td>
<td>Virginia College</td>
</tr>
</tbody>
</table>
*Recommendation is contingent upon submission of quarterly financial reports (July 1, 2016 – June 30, 2017).

**Recommendation is contingent upon submission of quarterly financial reports (July 1, 2016 – June 30, 2017), as well as immediate notification of any change in heightened cash monitoring (HCM) or accreditation status.
3C SBCCC 200.1 is proposed for amendment as follows:

State Board of Community Colleges Code

TITLE 3 – RULEMAKING PROCESS AND CODIFICATION SYSTEM

CHAPTER C. CODIFICATION OF RULES

SUBCHAPTER 200. RULE FORMATTING

3C SBCCC 200.1 Rule Formatting Specifications

The SBCC shall format each rule submitted to the SBCC for initiation and adoption as follows:

(1) Paper Specifications:
   (a) 8½ by 11 inch plain white paper;
   (b) one side of the sheet only;
   (c) black ink;
   (d) Times New Roman Arial font face;
   (e) 12 point font size;
   (f) portrait print (8½ x 11);
   (g) numbered lines on the left margin with each page starting with line 1;
   (h) 1.5 line spacing;
   (i) page numbers centered at the bottom of the page for each rule that has more than one page of text; and
   (j) no staples.

(2) Tab and Margin Settings:
   (a) tab settings for all rules shall be set relative from the left margin at increments of 0.25; and
   (b) text shall have one inch margins on all sides and be justified.

(3) There shall be a brief introductory statement summarizing the status of the rule in the process of initiation and adoption placed in the header and italicized on the first page of any rule.

(4) Chapter, Subchapter, and Rule Section Names:
   (a) When a new chapter is proposed for adoption, the chapter letter and chapter name shall be in bold print, underlined with all letters capitalized, and centered with one tab following the chapter letter. Two lines shall be skipped between the prior rule and a new chapter name. One line shall be skipped between the chapter name and the subchapter name.
(b) When a new subchapter of rules is proposed for adoption, the subchapter name shall be in bold print with all letters capitalized, and centered with one tab following the subchapter number. One line shall be skipped between the prior rule and a new subchapter name.

(c) When a new section of rules is proposed for adoption, the section name shall be in bold print with the first letter of each word that is not an article capitalized. One line shall be skipped between the end of one rule section and the beginning of another rule section. No lines shall be skipped between the rule section name and the text of the rule.

(5) The first digit of the title number shall be placed in position 1. One tab shall be between the rule number and rule name.

(6) Body of the Rule:
   (a) the body of the rule shall start on the line immediately following the rule name with the following markings:
      (i) adoptions - new text shall be underlined;
      (ii) amendments - any text to be deleted shall be struck through and new text shall be underlined; and
      (iii) repeals - text of the rule shall not be included;
   (b) there shall be no lines skipped in the body of the rule except before and in tables;
   (c) the first level of text shall be flush left and with one tab after the closing parenthesis if the paragraph is identified by a letter;
   (d) the second level of text shall start with one tab and one hanging indent after the closing parenthesis;
   (e) the third level of text shall start with two tabs and one hanging indent after the closing parenthesis;
   (f) the fourth level of text shall start with three tabs and one hanging indent after the closing parenthesis;
   (g) the fifth level of text shall start with four tabs and one hanging indent after the closing parenthesis; and
   (h) the sixth level of text shall start with five tabs and one hanging indent after the closing parenthesis.

(7) The smallest unit of text to be struck through or underlined shall be an entire word with any punctuation that is part of the word or block of characters separated from other text by a space.
on each side. Punctuation shall be considered part of the word when there is no space between
the punctuation and the word.

(8) History Note Specifications:
(a) shall be in italic font;
(b) shall start on the second line following the body of the rule;
(c) the first line of the History Note shall start in the first position; all lines following shall be
two tabs;
(d) the first line shall start with the words "History Note:", followed by one tab and the word
"Authority". The SBCC shall then cite the authority(ies) in numerical order for that rule;
(e) the effective date of the original adoption of the rule shall be the next line following the
authority. The abbreviation "Eff." shall be followed by this date;
(f) on the line following the "Eff." date, the amended dates shall be preceded with the words
"Amended Eff." and the dates shall be listed in chronological order, with the most recent
amended date listed first;
(g) the repealed date of a rule shall be the last line of the history note and start with the words
"Repealed Eff." followed by the date;
(h) all items in the history note shall be separated by semicolons with the last line ending with
a period;
(i) all history of a rule shall be in chronological order following the authority for the rule; and
(j) all dates in the history note shall be complete with the month spelled out, and shall not
contain any abbreviations.

(9) Numbers within the text shall be as follows:
(a) numbers from one to nine shall be spelled out;
(b) figures shall be used for numbers over nine; and
(c) if a phrase contains two numbers, only one of which is over nine, figures shall represent
both.

(10) Monetary figures within the text shall be spelled out followed by the numerical figure in
parenthesis. Decimal and zeros shall be used only for even dollar amounts of sums less than
one thousand dollars ($1,000).
(11) Once the SBCC has adopted a rule, the rule shall be published on the NCCCS website in the SBCC Code section without complying with 3C SBCCC 200.1(1)(g) and (h) and without complying with 3C SBCCC 200.1(6)(a).

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

Eff. June 1, 2014. June 1, 2014;

Amended Eff. June 1, 2016.
AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Caswell Building, AW Conference Room
May 19, 2016 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes
  • April 14, 2016

For Information
  • Budget Update – May 2016 (Discussion only)

New Business

Adjourn

NOTE: Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-7147 or by e-mail at stateboard@nccommunitycolleges.edu
MINUTES
LEGISLATIVE AFFAIRS COMMITTEE
April 14, 2016 – 3:30 p.m.

Members Present:
Jim Rose, Chair
Breeden Blackwell, Vice Chair
Lisa Estep
Bill McBryar
Lynn Raye
Darrell Saunders
Scott Shook
Clark Twiddy

Members Absent: Todd Johnson; Jerry Vaughan

System Office Staff and Others:
George Fouts
Jennifer Haygood
Linda Weiner
Sandy Briscar
Patrick Fleming
Sondra Jarvis
Bryan W. Jenkins
Shanté Martin
Mary Shuping
Steve Thornburg (Cleveland CC)
Linda Suggs (Gates Foundation)
Lyn Austin (NCACCT)

CALL TO ORDER
Mr. Rose called the meeting to order at 3:30 p.m. in the AW Conference Room in the Caswell Building.

ROLL CALL
Mr. Jenkins took the roll of the Legislative Affairs Committee members.

ETHICS STATEMENT
Mr. Twiddy 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, April 14, 2016 meeting as presented. Mr. Raye made the motion, seconded by Mr. Twiddy, and approved via voice vote.

APPROVAL OF THE MINUTES
Mr. Rose asked for a motion to approve the minutes for the meeting on February 18, 2016 as presented. Dr. Blackwell made the motion, seconded by Mr. Twiddy, and approved via voice vote.

FOR INFORMATION
Legislative Priorities Material (Attachment LEG 1)
Ms. Shuping reviewed the information included in the agenda item. The information will be updated as the Governor’s budget, House budget, and Senate budget are released. Ms. Shuping encouraged the members to use the one page document to support the System’s legislative priorities when speaking with legislators. System Office staff is working on scheduling several meetings. Mr. Rose asked Ms. Shuping to share the schedule with members so they can attend if available.
Ms. Shuping shared President-Elect Williamson will be meeting with legislators and the Governor on May 10-11, 2016.

Session starts April 25, 2016 and the stated goal is to be finished by July 4, 2016.

NEW BUSINESS
Ms. Shuping and Ms. Weiner spoke about hosting a session for Dr. Williamson on Wednesday, May 18.

Mr. Rose asked if there has been feedback about House Bill 2. Ms. Shuping provided a brief update.

Iran divestment act was discussed in Finance Committee. The bill was passed last year. No business can be conducted with companies with funds invested in Iran. Working with DOA to streamline and make sure that correspondence being distributed the same across the board.

Ms. Shuping gave an update on NCGAP.

ADJOURN
There being no other business, Mr. Rose asked for a motion to adjourn. Dr. Blackwell motioned, seconded by Mr. Raye and the committee adjourned at 4:18 p.m. following a voice vote.

Respectfully submitted,
Sondra Jarvis
Recording Secretary