

**STATE BOARD OF COMMUNITY COLLEGES**  
**Mr. Scott Shook, Chair**  
**November 18, 2016**

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

**Thursday, November 17, 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

**Career Pathways – Enhancing the Postsecondary Talent Pipeline**

Presenters: Representatives from Asheville-Buncombe Technical Community College, Fayetteville Technical Community College and Catawba Valley Community College with Dr. Robert Witchger

**COMMITTEE MEETINGS**

Finance Committee	1:30 p.m.	Conference Room 201-A
Programs Committee	1:30 p.m.	J. Gregory Poole Conference Room
Strategic Planning Committee	1:30 p.m.	AW North Carolina Conference Room
Accountability and Audit Committee	3:00 p.m.	AW North Carolina Conference Room
Policy Committee	3:00 p.m.	Conference Room 201-A
Legislative Affairs Committee	3:30 p.m.	Dr. W. Dallas Herring State Board Room
Chair's Agenda Review	4:15 p.m.	Dr. W. Dallas Herring State Board Room

**Friday, November 18, 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 October 21, 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*)
- ❖ Introduction of Dr. Russell Hunt, President, Lenoir Community College
- ❖ Introduction of Dr. John Enamait, President, Stanly Community College
- ❖ Introduction of Dr. Thomas Walker, President, Wayne Community College

**Reports:**

- ❖ NC Association of Community College Presidents, Dr. Deborah Lamm, President
- ❖ NC Association of Community College Trustees, Dr. Donny Hunter, President & CEO

- ❖ NC Comprehensive Community College Student Government Association (N4CSGA),  
Ms. Kirsten Stovall, President

**COMMITTEE REPORTS**

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

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

**For Information**

Estimated Receipts – October 2016 (Attachment FC 1)  
SBCC Code Report – November 2016 (Attachment FC 2)  
Connect NC Bond Status Report (Attachment FC 3)

**For Future Action**

Purchasing Delegation Request – Davidson County Community College (Attachment FC 4)  
Purchasing Delegation Request – Fayetteville Technical Community College (Attachment FC 5)  
Initiation of the Rulemaking Process to Amend 1E SBCCC 800.2 - “General Provisions”  
(Attachment FC 6)

**For Action**

Amend 1E SBCCC 900.1 – “Curriculum Tuition Refunds” (Attachment FC 7)  
2017 Budget Priorities (Attachment 8)  
Allocation for Sub-Orbital Student Competition (Attachment FC 9) [CA]  
Service Agreement with Gartner, Inc. (Attachment FC 10)  
Allocation for Integrated English Literacy and Civics Education Planning Grants (Attachment FC 11) [CA]  
Service Agreement for Adult Basic Skills Professional Development (Attachment FC 12) [CA]  
Service Agreement for the Virtual Computing Environment (Attachment FC 13) [CA]  
Contract Amendment for Broadband Connectivity (Attachment FC 14)  
Construction and Property (Attachment FC 15) [CA]

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

**For Information**

North Carolina Community College System Annual Curriculum Program Approval/Termination Report to  
the General Assembly (Attachment PROG 1)  
Curriculum Program Application as Approved by the System President (Attachment PROG 2)  
Curriculum Program Applications for Health Science: Therapeutic Diagnostic Services as Approved by the  
System President (Attachment PROG 3)  
Curriculum Program Termination as Approved by the System President (Attachment PROG 4)

**For Action**

Curriculum Program Application (Fast Track for Action) (Attachment PROG 5) [CA]  
Curriculum Standard Revision (Attachment PROG 6) [CA]  
Captive/Co-Opted Groups (Attachment PROG 7) [CA]  
Combined Course Library – Continuing Education (Attachment PROG 8) [CA]  
The State Board of Community Colleges and the Multiple Pathways to High School Equivalency Course  
Credit Approval (PROG 9)

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

**For Information**

College Guarantee Programs - Richmond Community College and Sandhills Community College  
Credentials of Value (Attachment PLAN 1)  
NC Apprenticeship Expansion Project (Attachment PLAN 2)

**ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair**

**For Information**

Report on Martin Community College (Attachment AUD 1)

**POLICY COMMITTEE, Mr. Ernie Pearson, Chair**

**For Information**

SBCC Code Report – November 2016 (Attachment POL 01)

**For Future Action**

Recommendations for Initial Proprietary School Licensure (Attachment POL 2)  
Initiation of the Rulemaking Process to Amend 2A SBCCC 300.6 – “North Carolina Proprietary School Fee Schedule” (Attachment POL 3)

**For Action**

Hearing Officer’s Recommendation to the SBCC Regarding the Revocation of Priority Nursing College’s Proprietary School License (Attachment POL 4)

**LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair**

**For Information**

Update on Legislative Agenda for 2017-19 Biennium

**For Action**

2017 Legislative Priorities (Attachment LEG 1)

**NEW BUSINESS**

**PRESIDENT’S REPORT**

**BOARD MEMBERS QUESTIONS/COMMENTS**

**DATE OF FUTURE MEETINGS**

The next State Board meeting is scheduled for Thursday, January 19, 2017 through Friday, January 20, 2017 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

**EXPIRING TERMS AND VACANCIES**

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

**ADJOURNMENT**



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

CONSENT AGENDA

---

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

- Allocation for Sub-Orbital Student Competition (Attachment FC 9)
- Allocation for Integrated English Literacy and Civics Education Planning Grants (Attachment FC 11)
- Service Agreement for Adult Basic Skills Professional Development (Attachment FC 12)
- Service Agreement for the Virtual Computing Environment (Attachment FC 13)
- Construction and Property (Attachment FC 15)

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

- Curriculum Program Application (Fast Track for Action) (Attachment PROG 5)
- Curriculum Standard Revision (Attachment PROG 6)
- Captive/Co-Opted Groups (Attachment PROG 7)
- Combined Course Library – Continuing Education (Attachment PROG 8)





## State Board of Community Colleges

Pitt Community College, 1986 Pitt Tech Road

Winterville, North Carolina

October 21, 2016

9:00 a.m.

### CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:01 a.m. at the Craig F. Goess Student Center, Room 137. Chairman Shook thanked Pitt Community College for its hospitality. President Massey introduced all those who helped host the State Board and thanked them.

Chairman Shook asked the State Board and all those in attendance to take a moment of silence to remember those impacted by Hurricane Matthew.

### ROLL CALL

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

Dr. Breeden Blackwell	Mr. Ernie Pearson	Dr. Darrell Saunders
Representative Jimmie Ford	Dr. Samuel Powell	Mr. Scott Shook
Mr. Bobby Irwin	Mr. Lynn Raye	Ms. Kirsten Stovall
Mr. Schorr Johnson (rep for Treasurer Janet Cowell)*	Mr. Lee Roberts	Mr. Clark Twiddy
Mr. Bill McBrayer*	Mr. James Rose	Dr. Candler Willis

\*Attended by telephone

Absent: Ms. Lisa Estep, Lt. Governor Dan Forest, Mr. Todd Johnson, Ms. Janet Lowder, Ms. Yolanda Stith, and Mr. Jerry Vaughan

### ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

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

**APPROVAL OF THE MINUTES**

Mr. Raye made a motion to approve the minutes of the September 16, 2016 meeting of the State Board of Community Colleges. Representative Ford 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, Dr. Candler Willis, Vice-Chair**

Dr. Willis stated Personnel Committee has one item for consideration.

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

Mr. Raye stated the Finance Committee would like to make the following changes to the agenda:

- Move agenda item – Forsyth Technical Community College Multi-Campus Center Request (Attachment FC 5) from Future Action to Action,
- Amend agenda item – Construction and Property (Attachment FC 10) and table
  - 3E – Montgomery Community College – Project No. 2242 to obtain more information from college.
  - 4A and B – Craven Community College – Project No. 2093 and Project No. 2184 since the college’s Board of Trustees were not able to meet due to Hurricane Matthew, so it has not been approved at the local level yet.

**PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair**

Dr. Powell stated Program Services Committee would like to make the following changes to the agenda:

- Move agenda item – The State Board of Community Colleges and The Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement (Attachment PROG 3)

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

Dr. Saunders stated Strategic Planning Committee has no changes.

**ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair**

Rep. Ford stated Accountability and Audit Committee has no changes. The committee will request the approval to potentially hold a meeting prior to the next board meeting.

**POLICY COMMITTEE, Mr. Ernest Pearson, Chair**

Mr. Pearson stated Policy Committee would like to make the following changes to the agenda:

- Move agenda item – Initiation of the Rulemaking Process to Amend 3B SBCCC Subchapter 200 – “Public Input” (Attachment POL 02) from Future Action to Action

**LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair**

Mr. Rose stated Legislative Affairs Committee would like to make the following change to the agenda:

- Move agenda item – 2017 2017 Legislative Priorities (Attachment LEG 1) from Action to Future Action

**APPROVAL OF THE AGENDA**

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

**APPROVAL OF THE CONSENT AGENDA**

Dr. Blackwell made a motion to approve the consent agenda as recommended, Mr. Raye 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**

Budget Allocation for 2-1 Summary FY 2016-17 (Attachment FC 7)  
Allocation for North Carolina Space Grant (Attachment FC 8)  
Allocation for RN to BSN Competency-Based Education (Attachment FC 9)  
Construction and Property (Attachment FC 10)

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

Curriculum Program Application (AE) (Attachment PROG 4)  
Curriculum Program Application (New to System) (Attachment PROG 5)  
Curriculum Program Application (Fast Track for Action) (Attachment PROG 6)  
Curriculum Standard Revision (Attachment PROG 7)  
Combined Course Library – Continuing Education (Attachment PROG 8)

Chairman Shook welcomed Ms. Rebecca Taylor from State Board of Education

**REPORTS:**

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

President Lamm reviewed highlights of NCACCP meeting held in conjunction with the System Conference.

- Theme was – “Resources for Success” in parallel with the “Pathways to Success” theme of the conference. Topics included:
  - Access to the NC Student Success Center and the Career and College Ready Alignment Partnership
  - Knowledge of governmental affairs and legislative advocacy
  - Strategies for successful fundraising
- House member Harold Brubaker shared some tips on how to be successful in working with members of the General Assembly
- Dr. Breeden Blackwell provided input in a written document entitled “Advocacy: The Ins and Outs.”

Committee meetings were held during the meeting. The following actions were taken:

- Finance and Legislative, took action on Budget priorities. Those priorities are to invest in workforce training, fund additional career coaches, increase student completion, reward colleges for outcomes, incentivize community college transfer students, stabilize the budget, and raise faculty and staff salaries. Though the Association did approve the priorities, additional discussion has taken place this week as committee members considered adding a budgetary proposal to the legislative priorities.

- Personnel and Professional development committee recommended that the Association launch a New Presidents' Academy in 2017. The Academy would be offered quarterly, focusing on issues of importance, such as human resources issues and media relations.

**Hurricane Matthew update:**

- Presidents in the East have dealt with the aftermath of Hurricane Matthew on campuses. Students, faculty and staff have been displaced because of the flooding and some campus facilities have taken a hit.
- Dr. Lamm provided a brief status update on the colleges affected.
- All colleges located in impacted counties will be providing resources for students, such as counseling for anxiety, and clothing and supplies for those who are without. Community colleges routinely provide wrap-around services for students as they journey to completion, but now those services are ramped up even more to ensure that students have what is needed, even if the student is unable to return to the college.

**Ms. Lyn Austin, President, North Carolina Association of Community College Trustees**

Ms. Lyn Austin thanked Chairman Shook and the State Board for including her in the planning meeting. She stated it is wonderful for the board to visit a campus and see how the college works and to meet the people.

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

Ms. Stovall shared an update from N4CSGA

- Fall division meetings held on September 24, 2016.
- A motion was made to have Funding Cuts for 2016-17 be the issue of the year.
- Due to Hurricane Matthew, the Executive Board meeting had to be postponed until October 27, 2016.
- The Executive Board reviewed the conference book and continued to put final touches on our annual fall conference.
- The divisions are having a friendly competition to fund raise at the fall conference. Half the money will go to the colleges affected by Hurricane Matthew and the other half will go to the American Cancer Society.
- Ms. Stovall shared that she attended the ASGA National Conference in Washington, D.C. on October 6-9, 2016.
- Randolph Community College held the 2<sup>nd</sup> annual fall manufacturing day. Eight graders attended, participated in a panel discussion, and observed college students utilizing the machinery.
- October 21 and 22, 2016, the Student Leadership Development Program will be held.
- October 28-30, 2016, the N4CSGA fall conference will be held. Ms. Mary Shuping and Dr. Lisa Chapman will be presenting at workshops at the conference.

**Mr. Henry Hinton, UNC Board of Governors**

Mr. Hinton thanked the State Board for inviting him to come to the meeting. It is a pleasure to get to know President Williamson. Mr. Hinton spoke highly of Becky Taylor, Dr. Massey, and Susan Nobles and the wonderful education system in Pitt County. Meeting with the different education groups a different outlook on education and how decisions impact the students.

There is a lot of work to do in North Carolina. President Spellings has come to the state with new ideas, but she has stayed consistent throughout her career on these ideas. The UNC Board of Governors is working on a total overhaul of the UNC Strategic Plan. One of the most shocking statistics has to do with access to higher education. There are 12K high school students in North Carolina that qualify to continue their education and choose not to do so. There is not enough being done reach students to encourage them to continue their education. Affordability and eligibility, student success, and economic impact of the community are other major parts of the UNC Strategic Plan. The goal is to finish with about seven to ten top strategic goals? Hope to have the plan ready by mid-spring.

Mr. Hinton thanked all of the board members for service to the board and to the colleges.

**COMMITTEE REPORTS**

**PERSONNEL COMMITTEE, Dr. Candler Willis, Chair**

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

Dr. Willis reviewed the information on the college presidential candidate as well as the actions taken by the committee on September 30, 2016.

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

---

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

Approval of Dr. Kimberly Gold as President of Robeson Community College

The motion was approved by voice vote.

---

**For Ratification**

On behalf of the Personnel Committee, Dr. Willis recommended and moved the following item be ratified by the board:

Ms. Elizabeth Grovenstein as Vice President, Chief Financial Officer

The motion was approved by voice vote.

---

On behalf of the Personnel Committee, Dr. Willis recommended and moved the following item be ratified by the board:

Mr. James Kelley as Associate Vice President of Student Services

The motion was approved by voice vote.

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

2017 Budget Priorities (Attachment FC 4)

Mr. Raye asked Ms. Haygood to review. Ms. Haygood said the goal is to make the board aware of what ideas are currently under discussion. There continues to be conversations with the Presidents Association (NCACCP), the Trustees Association (NCACCT), and Joint Legislative Planning Committee.

- Goals:
  - Highly Skilled Workforce Pipeline
  - Accessible and Affordable Education
  - Strengthen Community Colleges' Foundations

Ms. Haygood reviewed the plan to accomplish these goals. Staff will present and ask for a vote at the November board meeting.

Forsyth Technical Community College Multi-Campus Center Request (Attachment FC 5)

Ms. Haygood shared what multi-campus designation means. Forsyth Technical Community College is requesting multi-campus designation for the Automotive and Transportation Technical Center in Winston-Salem. Approval by the board grants preliminary approval to request funding from the General Assembly. If approved by the General Assembly, it would come back to the State Board for final approval.

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

Forsyth Technical Community College Multi-Campus Center Request (Attachment FC 5)

The above item was approved by voice vote.

---

Review Public Comments for 1E Subchapter 900.1 – “Curriculum Tuition Fees” (Attachment FC 6)

Ms. Haygood directed the members to handout FC 6.1. The state is in the process of creating a centralized residency determination system. Currently, the determination is done by the individual institution, but the General Assembly directed the community colleges, the UNC System, the private colleges, and State Education Assistance Authority (SEAA) to create a centralized system administered by SEAA. The determination should be automated, but will be verified, so there could be a delay in receiving final determination. This code change will enable a student, whose in state status changes, to either withdraw from class at 100% prior to the 10% point or continue the course (for that semester) at the in-state rate if after the 10% point. If this item is approved, there will be a second round of public comment before it comes back for approval at the November board meeting.

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

Review Public Comments for 1E Subchapter 900.1 – “Curriculum Tuition Fees”  
(Attachment FC 6)

The above item was approved by voice vote.

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

Dr. Powell shared that The State Board of Community Colleges and the Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement (Attachment PROG 03) is due to the Education Oversight committee on November 1, 2016.

Dr. Chapman shared the following information:

- Dr. Chapman reviewed the general information in the report.
- Changes were made to the Comprehensive Articulation Agreement in 2014 to prevent the agreement from becoming stagnant.
- The Transfer Advisory Committee (TAC) reviews two UNC systems per semester. TAC – transfer advisory commission made up of representatives from the System Office, UNCGA, Community Colleges, and Higher Institutions.
- Dr. Thomas Gould of Pitt Community College, co-chair of TAC spoke to the board about the review process, benefits of the program, and how it is perceived throughout the nation.
- Mr. Shook reminded the board that the current CAA was signed in 2014. The success is for the students to finish their degree, however we should track and report when the student still takes advantage of the agreement but does not complete the associates.

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

The State Board of Community Colleges and the Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement (Attachment PROG 03)

The above item was approved by voice vote.

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

Dr. Saunders asked Ms. Ann Bacon to review Joint Strategic Plan/IT Plan (Attachment PLAN 2). Ms. Bacon stated this was requested by the State Budget Director and State Chief Information Officer. The committee was asked to connect the metrics between Programs, IT, budget, etc. The committee was able to relate this back to the Align4NC Works project.

The eight goals from Align4NC Works have been consolidated to four goals:

- 1) Increase employer engagement, work-based learning opportunities, and the relevance of education, training, and credentials.
- 2) Promote career pathways, which include strategies such as career awareness and helping students connect to jobs and careers.
- 3) Improve college access, affordability, and student success.
- 4) Strengthen the foundations for system success.

**ACCOUNTABILITY AND AUDIT COMMITTEE, Representative Jimmie Ford, Chair**

Representative Ford asked Mr. Jenkins to update the board on activities in relation to Martin Community College. There was a visit September 29-30 to Martin CC to meet with faculty, staff, and board of trustees. Information has been requested from Martin CC in relation to concerns, which has been sent, but not received prior to staff leaving for this meeting.

---

On behalf of the Accountability and Audit Committee, Representative Ford recommended and moved the following item be approved by the board. Dr. Blackwell seconded:

Authorization for the Accountability and Audit Committee to meet telephonically prior to the November 18<sup>th</sup> meeting, if necessary, to discuss the information received from Martin CC.

The motion was unanimously approved by voice vote.

**POLICY COMMITTEE, Mr. Ernest Pearson, Chair**

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

Initiation of the Rulemaking Process to Amend 3B SBCCC Subchapter 200 – “Public Input”  
(Attachment POL 2)

The above item was unanimously approved by voice vote.

**LEGISLATIVE AFFAIRS COMMITTEE, Mr. Jim Rose, Chair**

Mr. Rose thanked Ms. Weiner for her service to the system.

Ms. Shuping reviewed the Special Provisions that will be requested in the legislative process and related them back to the budget priorities that were discussed in the Finance Committee meeting. The priorities will be presented for approval in November.

Ms. Haygood reviewed the history of tuition and FTE in the prison system.

**PRESIDENT’S REPORT TO THE STATE BOARD OF COMMUNITY COLLEGES**

President Williamson shared that the following events have been occurring since the last board meeting:

- President Williamson said that the Regional Tours are complete. It was a great series of events and learned a lot in a short amount of time. Thanked the board for attending.
- Toured Gaston College and the textile centers. Learning more about the special categoricals and touring the facilities as time allows.
- Working with and meeting with federal delegation
- Despite Hurricane Matthew, the System Office conference was successful.
- The legislative agenda is ambitious, but President Williamson said that he will advocate at every opportunity available.
- Participated in President Spelling’s inauguration. Asked everyone to put April 10<sup>th</sup> on their calendar for his installation at Richmond CC.
- President Williamson shared that Ms. Linda Weiner will be missed.

**BOARD MEMBERS QUESTIONS/COMMENTS**

Mr. Shook thanked Ms. Weiner for her service and the asset she has been to the system.

Representative Ford wished Ms. Weiner well. Thanked Dr. Massey for one of the best Planning sessions in his tenure.

Mr. Raye thanked Ms. Weiner for assuring that everyone has what they have needed. Complemented the caliber of the student presidents and how they speak up for the students during the board meeting.

Ms. Stovall thanked the board, she never realized how much work was done.

Mr. Shook recognized Ms. Suggs who thanked the board for allowing her to attend. Ms. Suggs introduced Ms. Sidney Hacker, Senior Program Officer, Bill and Melinda Gates Foundation.

**DATE OF NEXT MEETING**

The next State Board Meeting will be held on Thursday, November 17, 2016 through Friday, November 18, 2016 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, North Carolina. More information regarding this meeting will be communicated.

**EXPIRING TERMS AND VACANCIES**

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

**ADJOURNMENT**

There being no further business to come before the Board, Representative Ford made the motion to adjourn, seconded by Mr. Raye unanimously approved by voice vote at 11:18 a.m.

RESPECTFULLY SUBMITTED BY:  
*Secretary*

APPROVED BY:

\_\_\_\_\_  
James C. Williamson, PhD, System President

\_\_\_\_\_  
Mr. Scott Shook, Chair

## **AGENDA**

**State Board of Community Colleges  
FINANCE COMMITTEE  
Caswell Building, Conference Room 201A  
November 17, 2016 – 1:30 p.m.**

### **Call to Order**

### **Roll Call**

### **Ethics Awareness and Conflict of Interest**

### **Approval of Agenda**

### **Approval of Minutes**

- October 21, 2016

### **For Information**

- Estimated Receipts – October 2016 (Attachment FC 1)
- SBCC Code Report – November 2016 (Attachment FC 2)
- Connect NC Bond Status Report (Attachment FC 3)

### **For Future Action**

- Purchasing Delegation Request – Davidson County Community College (Attachment FC 4)
- Purchasing Delegation Request – Fayetteville Technical Community College (Attachment FC 5)
- Initiation of the Rulemaking Process to Amend 1E SBCCC 800.2 - “General Provisions” (Attachment FC 6)\*

### **For Action**

- Amend 1E SBCCC 900.1 – “Curriculum Tuition Refunds” (Attachment FC 7)
- 2017 Budget Priorities (Attachment 8)
- Allocation for Sub-Orbital Student Competition (Attachment FC 9) [CA]
- Service Agreement with Gartner, Inc. (Attachment FC 10)
- Allocation for Integrated English Literacy and Civics Education Planning Grants (Attachment FC 11) [CA]
- Service Agreement for Adult Basic Skills Professional Development (Attachment FC 12) [CA]
- Service Agreement for the Virtual Computing Environment (Attachment FC 13) [CA]
- Contract Amendment for Broadband Connectivity (Attachment FC 14)
- Construction and Property (Attachment FC 15) [CA]

### **New Business**

### **Adjourn**

\*The Finance 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.

**FINANCE COMMITTEE**  
**October 20, 2016 - 1:30 p.m.**

**Members Present:**

Lynn Raye  
Lisa Estep  
Lee Roberts

Jim Rose  
Scott Shook

**System Office Staff and Others:**

Jennifer Haygood, NCCCS  
Q. Shanté Martin, NCCCS  
Matt Meyers, NCCCS

Mary Shuping, NCCCS  
Bryan Conrad, OSBM  
Dr. Dale McInnis, Richmond CC/NCCCPA

**CALL TO ORDER**

Mr. Lynn Raye called the meeting to order at 1:30 p.m.

**ROLL CALL**

Jennifer Haygood 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. Roberts moved, seconded by Mr. Rose.

**MINUTES**

Mr. Raye asked for a motion to approve the minutes of the September 15, 2016, meeting as presented. Mr. Rose moved and Mr. Roberts seconded the motion.

**FOR INFORMATION**

**Estimated Receipts (Attachment FC 1)**

Ms. Haygood reviewed the Estimated Receipts Report which represents tuition and registration receipts collected through September 30, 2016. Ms. Haygood stated that just over \$132.5 million has been collected, which represent 38.8% of the receipts budget. Ms. Haygood noted that the proportion is higher than the previous two years and also higher than the benchmark for the first quarter, which indicates that we should be on track for meeting this year's tuition budget.

Ms. Haygood further stated that several colleges are concerned about the impact of Hurricane Matthew on their students and communities as well as the impact to Spring enrollment. Ms. Haygood continued that 24 colleges are in counties designated to receive Federal Disaster

benefits and two colleges, Lenoir and Robeson Community Colleges, were directly impacted by Hurricane Matthew.

SBCC Code Report – October 2016 (Attachment FC 2)

Ms. Haygood stated the SBCC Code report is provided anytime there are amendments to rules in process. She reviewed the report and noted the first item listed is a proposed amendment to the “Curriculum Tuition Receipts” chapters had completed the written comment period and that this item will be discussed further under item FC 6. In addition, Ms. Haygood stated the second item on the report was initiated through the Policy Committee and relates to “Public Input.” This amendment would provide any member of the public the ability to request notification anytime there are rule changes.

Summary of 2015-16 State Funded Financial Aid Programs for Community College Students (Attachment FC 3)

Ms. Haygood reviewed the report on State Funded Financial Aid Programs which details three programs specific to community colleges. These programs (the NC Community Grant, Targeted Assistance, and the Less Than Half Time Programs) are funded through the NC Escheat Fund. Ms. Haygood stated that over 26,000 students participated in the programs this year and any unexpended funds would be returned and available for distribution next year.

**For Future Action**

2017 Budget Priorities (Attachment FC 4)

Ms. Haygood provided a review of the 2017-19 Budget Priorities. The Committee discussed in depth the following three goals:

1. HIGHLY SKILLED WORKFORCE PIPELINE
  - Business & industry must have quick and easy access to a highly-skilled, well-trained workforce.
  - Students must have an awareness of and access to quality, well-paying career opportunities.
2. ACCESSIBLE & AFFORDABLE EDUCATION
  - Students need opportunities for college access at a savings to both the student and the State.
3. STRENGTHEN COMMUNITY COLLEGES’ FOUNDATIONS
  - To continue to provide business & industry with a highly-skilled workforce pipeline & to provide students with accessible & affordable education, community colleges must have a solid & stable foundation.

After a lengthy discussion, Ms. Haygood introduced Jim Parker, who recently joined the NCCCS as Senior Vice President and Chief Information Officer. Mr. Parker discussed the legislative directive for the replacement and/or modernization of the ERP system and how this project is

moving forward. Ms. Haygood further explained that funding for this directive is not listed on 2017-19 Budget Priorities and this request will be forthcoming.

Forsyth Technical Community College Multi-Campus Center Request (Attachment FC 5)

Ms. Haygood reviewed the request by Forsyth Technical Community College to provide preliminary approval to designate the Transportation Technology Center, located at 4255 North Patterson Ave., Winston-Salem, NC as a multi-campus center (MCC). Ms. Haygood briefly discussed the request indicating that Forsyth Technical Community College had met all of the requirements.

Mr. Rose moved to suspend the rules and move the item to For Action. Ms. Estep seconded, and the motion was approved.

Mr. Rose moved to approve the action, seconded by Mr. Roberts and the Committee gave preliminary approval to designate the Transportation Technology Center as a multi-campus center.

**For Action**

Review Public Comments for 1E Subchapter 900.1 – “Curriculum Tuition Fees” (Attachment FC 6)

Ms. Haygood introduced the item to review the public comments related to the proposed changes to the Curriculum Tuition Fees rule. Ms. Haygood provided the Committee with background of the rule change and introduced Mrs. Shanté Martin. Ms. Martin further discussed the comments received and how those comments were incorporated into the rule change.

Ms. Estep moved to approve the item, seconded by Mr. Rose and the motion was approved.

Budget Allocation for 2-1 Summary FY 2016-17 (Attachment FC 7)

Mr. Rose moved, Mrs. Estep seconded, and the Committee approved the 2-1 Summary report as presented. Ms. Haygood provided a review of the report, calling attention to the year-over-year comparison on page 10. She noted the significant increase, from \$10 million to just over \$61 million, in state funds for Capital Improvement projects. Ms. Haygood noted that this increase is due to colleges planning and anticipated use of Connect NC Bond funds.

Allocation for North Carolina Space Grant (Attachment FC 8)

Ms. Haygood introduced Matt Meyers who provided the Committee with a brief overview of the North Carolina Space Grant. Mr. Meyers discussed the program which is in partnership with NASA, and advocates for STEM Career Pathway development for students at universities and community colleges.

Mr. Rose motioned to approve the action, seconded by Ms. Estep. The allocation of \$10,000 from the NC Space Grand fund to the seven community colleges was approved.

Allocation for RN to BSN Competency-Based Education (Attachment FC 9)

Ms. Haygood reviewed the request to allocate \$75,000 for the RN to BSN Competency-Based Education program. Ms. Haygood stated that the State Board of Community Colleges delegated the authority to President James C. Williamson to award the approved Perkins Career and Technical Education State Leadership Funds at the September 2016 meeting. She further stated that responses were received from Fayetteville State University and Winston-Salem State University, which was recommended for the award. The State Board is asked to ratify the selection of Winston-Salem State University's School of Nursing for the RN to BSN Competency-Based Education project.

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

Construction and Property (Attachment FC 10)

Ms. Haygood called attention to the two items listed under "Project Approval – Amended – Connect NC Bonds" which were contingent upon the approval of Craven Community College's Board of Trustees. She stated that due to Hurricane Matthew, the Board of Trustees meeting was canceled and she requested that these items be tabled until the November SBCC Meeting.

**4. Project Approval – Amended – Connect NC Bonds**

- A. Craven Community College – Project No. 2093 – STEM Building – Havelock Campus – Estimated cost is \$4,991,215, composed of \$50,000 local funds, \$500,000 state equipment funds and \$4,441,215 state funds (46620). Project is amended to add \$500,000 state equipment funds and \$4,441,215 state funds **(Connect NC Bonds – 46620/New Construction)**. **Note: Contingent upon Board of Trustees approval which is expected on October 18, 2016.**
- B. Craven Community College – Project No. 2184 – Barker Hall First Stop Renovation (Student Services) – Main Campus – Estimated cost is \$1,200,000, composed of \$264,575 local funds and \$935,425 state funds (46620). Project is amended to add \$264,575 local funds and increase \$440,425 state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**. **Note: Contingent upon Board of Trustees approval which is expected on October 18, 2016.**

Ms. Haygood continued her review of the Construction and Property projects presented for approval. After discussion, Mr. Rose requested the Committee be provided with a report detailing by college all Connect NC Bond projects that have been approved to date.

Mr. Lynn Raye requested a motion to approve. Mr. Rose brought a forth a substitute motion to approve all items presented with the exception of item 3E. Ms. Estep seconded, and the following projects were approved.

**1. Project Approval – New**

- A. Central Piedmont Community College – Project No. 2202 – South Energy Plant Infrastructure Upgrades – Main Campus – Estimated cost is \$650,000, composed of all local funds.
- B. Central Piedmont Community College – Project No. 2237 – Overcash Center Roof Replacement – Main Campus – Estimated cost is \$750,000, composed of all local funds.

**2. Project Approval – Amended**

- A. Gaston College – Project No. 1961 – Center for Advanced Manufacturing – Main Campus – Estimated cost is \$7,640,000, composed of \$4,240,000 local funds and \$3,400,000 state funds (41620). Project is amended to decrease local funds of \$873,231 and add state funds of \$3,400,000, (Legislative Appropriation).

**3. Project Approval – New – Connect NC Bonds**

- A. Central Carolina Community College – Project No. 2229 – Economic and Community Development Center (Continuing Education and Basic Skills) Renovation – Lee County – Estimated cost is \$495,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).
- B. Gaston College – Project No. 2206 – Veterinary Technology Facility – Main Campus – Estimated cost is \$4,400,000, composed of all state funds (Connect NC Bonds – 46620/New Construction).
- C. Mayland Community College – Project No. 2221 – Yancey Learning Center (Instructional Classrooms) Roof Replacement – Yancey County – Estimated cost is \$75,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).
- D. Montgomery Community College – Project No. 2232 – Building 200 (Instructional Classrooms) Roof Replacement – Main Campus – Estimated cost is \$200,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).
- F. Nash Community College – Project No. 2233 – Continuing Education and Public Services Facility ADA Compliance – Main Campus – Estimated cost is \$28,400, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).
- G. Rowan-Cabarrus Community College – Project No. 2234 – Building 300 (Instructional Classrooms) Exterior Renovations – Main Campus – Estimated Cost is \$250,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).
- H. Western Piedmont Community College – Project No. 2235 – Student Access Door (Multiple Instructional Buildings) – Retrofit – Main Campus – Estimated Cost is \$325,000, composed of \$125,000 local funds, \$75,000 state equipment funds and \$125,000 state funds (Connect NC Bonds – 46620/Repairs and Renovations).

- I. Wilson Community College – Project No. 2223 – Wilson Buildings L-A and L-F (Instructional Classrooms) Additional Classrooms, Offices and Signage Renovations – Main Campus – Estimated cost is \$1,000,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).

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

- A. Rowan-Cabarrus Community College – The Board of Trustees of Rowan-Cabarrus Community College request permission as per G.S. 115D-15 to enter into a five year no-cost lease agreement with the Rowan-Cabarrus Community College Foundation to construct a Solar Photovoltaic Energy System on the college’s Buildings 500, 600 and Building 600 Parking Lot. All net proceeds, excluding the costs of maintenance and insurance for the system, will be directed to support the mission of Rowan-Cabarrus Community College in the form of student scholarships.
- B. Sandhills Community College – The Board of Trustees of Sandhills Community College request permission as per G.S. 115D-15 to transfer approximately 18 acres of property located at 3395 Airport Drive, North Carolina to the Moore County Schools for the amount of \$1.00. The Board of Trustees determined that the property is unnecessary and undesirable for college use.

The following project was tabled, pending additional information.

**3. Project Approval – New – Connect NC Bonds**

- E. Montgomery Community College – Project No. 2242 – Building 200 (Instructional Classrooms) HVAC Replacement – Main Campus – Estimated cost is \$1,000,000, composed of all state funds (Connect NC Bonds – 46620/Repairs and Renovations).

**Adjournment**

Ms. Estep motioned, seconded by Mr. Roberts and the meeting was adjourned at 3:23 p.m.

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

	2014-15	2015-16	2016-17	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 357,932,547	\$ 350,495,365	\$ 341,978,024	-2.4%
ACTUAL NET RECEIPTS COLLECTED	159,197,576	146,103,603	149,052,309	2.0%
BUDGETED RECEIPTS UNCOLLECTED	\$ 198,734,971	\$ 204,391,762	\$ 192,925,715	
PERCENT OF BUDGET COLLECTED	44.5%	41.7%	43.6%	

PERCENT OF BUDGET BENCHMARK (3 year average)	45.6%
COLLECTION BENCHMARK	\$ 156,020,016
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	\$ (6,967,707)
PERCENT OVER-REALIZED / (SHORTFALL)	-4.5%

PERCENT OF BUDGET BENCHMARK (last year)	43.3%
COLLECTION BENCHMARK	\$ 147,942,734
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	\$ 1,109,575
PERCENT OVER-REALIZED / (SHORTFALL)	0.8%

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

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

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

\*Increase represents the annualization of the tuition  
increase effective January 1, 2016.



## STATE BOARD OF COMMUNITY COLLEGES

## SBCC Code Report

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMEND 1E SBCCC 900.1 – “Curriculum Tuition Refunds”</b>	Initiation of Rulemaking Process	August 19, 2016	<b>COMPLETED</b>
	Publication on NCCCS Website	August 23, 2016	<b>COMPLETED</b>
	Written Comment Period Ends	September 22, 2016	<b>COMPLETED</b>
	Review Comments with SBCC Committee	October 20, 2016	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	November 1, 2016	<b>COMPLETED</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	November 18, 2016	<b>PENDING</b>
	Prospective Effective Date of Rule	February 1, 2017	
<b>AMEND 3B SBCCC Subchapter 200 – “Public Input”</b>	Initiation of Rulemaking Process	October 21, 2016	<b>COMPLETED</b>
	Publication on NCCCS Website	October 25, 2016	<b>COMPLETED</b>
	Written Comment Period Ends	November 24, 2016	<b>PENDING</b>
	Review Comments with SBCC Committee	December 15, 2016	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	December 27, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 20, 2017	
	Prospective Effective Date of Rule	February 1, 2017	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMEND 1E SBCCC 800.2 – “General Provisions”</b>	Initiation of Rulemaking Process	November 18, 2016	<b>PENDING</b>
	Publication on NCCCS Website	November 22, 2016	
	Written Comment Period Ends	December 22, 2016	
	Review Comments with SBCC Committee	January 19, 2017	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	January 31, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 17, 2017	
	Prospective Effective Date of Rule	March 1, 2017	

<b>AMEND 2A SBCCC 300.6 – “North Carolina Proprietary School Fee Schedule”</b>	Initiation of Rulemaking Process	November 18, 2016	<b>PENDING</b>
	Publication on NCCCS Website	November 22, 2016	
	Written Comment Period Ends	December 22, 2016	
	Review Comments with SBCC Committee	January 19, 2017	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	January 31, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 17, 2017	
	Prospective Effective Date of Rule	March 1, 2017	

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
2016 CONNECT NC BOND PROJECT STATUS REPORT  
AS OF OCTOBER 31, 2016**

Attachment FC 3

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Bond Funds Expended To Date	Estimated Design Start Date	Estimated Construction Start Date	Estimated Completion Date	Status
Asheville	2141	Ivy Building Renovation		1,165,000.00		0	10/1/16	3/1/17	7/1/18	State Board Approved
Asheville	2142	Advanced Manufacturing Center Renovation		500,000.00		0	9/1/16	11/1/16	2/1/17	State Board Approved
Asheville	2143	Poplar Building Repurposing		500,000.00		0	9/1/16	11/1/17	5/1/18	State Board Approved
Asheville	2144	Ramsey Building Gutters		50,000.00		0	8/1/16	9/1/16	12/1/16	Under Design
Asheville	2145	Sunnicrest Building Exterior Restoration		500,000.00		0	1/1/17	4/1/17	10/1/17	State Board Approved
Asheville	2146	Balsam Building Exterior Accessibility		50,000.00		0	8/1/16	9/1/16	10/1/16	State Board Approved
Asheville	2147	Chestnut Building Renovation		200,000.00		0	8/1/16	10/1/16	12/1/16	State Board Approved
Asheville	2148	Sycamore Building Greenhouse Wall Replacement		50,000.00		0	8/1/16	10/1/16	12/1/16	State Board Approved
Asheville	2175	Ramsey Building HVAC Replacement		200,000.00		0	4/1/17	6/1/17	9/1/17	State Board Approved
Asheville	2176	Ramsey Building Welding Shop Upgrades		50,000.00		0	12/1/16	3/17/16	10/1/17	State Board Approved
Beaufort	2191	ADA Upgrades		749,474.00		0	1/1/17	1/1/18	7/1/20	State Board Approved
Bladen	1721	Continuing Education Building	6,300,000.00			0	12/1/16	2/1/17	8/1/17	Under Design
Bladen	2182	Auditorim Roof Replacement		124,000.00		0	11/1/16	12/1/16	6/1/17	State Board Approved
Blue Ridge	2106	Arts and Science Building Renovation		300,000.00		0	11/1/16	6/1/17	3/1/18	State Board Approved
Blue Ridge	2107	Spearman Building Addition	1,645,750.00			0	11/1/16	9/1/17	6/1/18	Under Design
Blue Ridge	2108	Sink Building (One Stop Center) Renovation Phase 1		701,532.00		0	11/1/16	12/1/16	3/1/17	Under Design
Blue Ridge	2117	Straus Building (Instructional Classrooms) Renovations		74,300.00		0	11/1/16	11/1/17	11/1/18	State Board Approved
Brunswick	2126	Allied Health Building Renovation		2,228,700.00		0		5/1/17	12/1/17	State Board Approved
Cape Fear	2197	Building K (Auto Body Technology Facility) Renovation		718,000.00		0		3/1/17	5/1/17	State Board Approved
Cape Fear	2198	Building F (Automotive Technology Facility)Renovation		200,000.00		0		5/1/17	2/1/18	State Board Approved
Cape Fear	2199	Building W (Marine Technology & Hospitality Renovation		2,000,000.00		0	1/1/17	1/1/18	1/1/19	State Board Approved
Carteret	2104	Hospitality/Culinary Arts Building	2,674,685.00		3,070,670.00	0	11/1/16	4/1/17	8/1/17	Under Design
Central Carolina	2229	Economic and Community Development		495,000.00		0	9/1/16	5/1/17	12/1/17	State Board Approved
Central Piedmont	2012	North Energy Plant	3,172,224.00			4,200	11/1/16	5/1/17	1/1/18	Under Design
Central Piedmont	2013	Commercial Driving License Program Driving Course & Lab Building	3,745,433.00			0			5/1/17	Offer Pending
Central Piedmont	2114	Property Acquisition	1,066,680.00			0	10/1/16	1/1/17	5/1/17	State Board Approved
Cleveland	2153	Hunt Campus Ctr, Student Activities Ctr.& Paksoy Tech. Roof Rep.		609,775.00	95,224.00	0	12/1/16	10/1/17	10/1/18	Under Design
Cleveland	2211	Advanced Manufacturing Building (Instructional Classrooms)	4,857,581.00			0	9/1/16	7/1/17	1/1/19	State Board Approved
Coastal Carolina	2164	Classroom Building	6,973,103.00			0	5/1/16	5/1/17	12/1/17	Under Design
COA	1862	Library Renovation		1,811,610.00		0	5/1/16	12/1/16	5/1/17	Under Design
COA	2140	Performing Arts Center Renovation		367,151.00	150,521.00	0	1/1/17	9/1/17	8/1/18	State Board Approved
Craven	2184	Barker Hall First Stop Renovation (Student Services)		495,000.00	264,575.00	0	7/1/16	12/1/16	12/1/17	State Board Approved
Davidson	1699	Health Sciences Center	1,800,000.00		10,567,976.00	0		3/1/17	5/1/17	Under Design
Davidson	2192	Finch and Reich Building Cooling Tower Replacement		120,000.00		0	1/1/17	4/1/17	6/1/17	State Board Approved
Davidson	2193	Brinkley Building HVAC Renovation		550,000.00		0		3/1/17	4/1/17	State Board Approved
Davidson	2194	Davie Community Building Chiller Replacement		150,000.00		0		4/1/17	5/1/17	State Board Approved
Davidson	2195	Training Grounds Pavement Resurface (Training Fire/Truck Driver)		150,000.00		0	11/1/16	11/1/17	11/1/18	State Board Approved
Forsyth	2127	Ardmore Hall, Forsyth Building & Main Campus Renovation	250,000.00	4,750,000.00		0	11/1/16	11/1/17	11/1/18	State Board Approved
Forsyth	2128	Trades Shop Building	809,410.00			0	11/1/16	7/1/17	7/1/18	State Board Approved

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
2016 CONNECT NC BOND PROJECT STATUS REPORT  
AS OF OCTOBER 31, 2016**

**Attachment FC 3**

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Bond Funds Expended To Date	Estimated Design Start Date	Estimated Construction Start Date	Estimated Completion Date	Status
Gaston	2206	Veterinary Technology Facility	4,400,000.00			0	3/1/17	7/1/18	7/1/20	State Board Approved
Guilford	2132	Medlin Campus Center Renovations		9,519,543.00	69,500.00	0	9/1/16	11/1/16	1/1/17	State Board Approved
Halifax	2200	Student Access Door Retrofit (Instructional Classrooms)		200,000.00		0	9/1/16	10/1/16	10/1/17	State Board Approved
Halifax	2215	Buildings 300, 400, and 500 Roof Renovations		430,000.00		0		12/1/16	4/1/17	State Board Approved
Halifax	2216	Buildings 100, 300, 400, 500, & 600 HVAC Renovations		170,000.00		0	9/1/16	11/1/16	3/1/17	State Board Approved
Halifax	2217	Buildings 100, 300, 500, and 600 Boiler & Chiller Replacements		260,000.00		0	9/1/16	11/1/16	1/1/17	State Board Approved
Halifax	2219	Buildings 100, and 500 Air Handler Repair and Replacement		250,000.00		0	9/1/16	11/1/16	1/1/17	State Board Approved
Halifax	2218	Buildings 300, 500 and Library Building Restroom Renovations		250,000.00		0	9/1/16	11/1/16	9/1/17	State Board Approved
Halifax	2220	Buildings 100, 300, 400, 500, and 600 Flooring and Wall Renovations		600,000.00		0	9/1/16	10/1/16	10/1/17	State Board Approved
Johnston	2189	Tart & Wilson Building Renovations		3,701,470.00	5,377,573.00	0	1/1/17	7/1/17	12/1/18	State Board Approved
Lenoir	2139	Admin. Bus. Tech. & Learn. Resource Cntr.Elevator Upgrades		450,000.00		0	10/1/16	2/1/17	9/1/17	State Board Approved
Mayland	2103	Phillips Bldg. HVAC/Controls		351,890.00		0	2/1/17	5/1/17	8/1/17	State Board Approved
Mayland	2110	Gwaltney Hall Biology Lab Renovation		302,500.00		0	2/1/17	5/1/17	8/1/17	State Board Approved
Mayland	2111	Auto Body Repair Shop Renovation		288,500.00	25,000.00	0	9/1/16	12/1/16	5/1/17	State Board Approved
Mayland	2177	Avery Learning Center Roof Replacement		50,000.00		0	9/1/16	10/1/16	11/1/16	State Board Approved
Mayland	2174	Pinebridge Coliseum (Instructional Classrooms) Renovations		2,330,375.00		0	11/1/16	2/1/17	10/1/17	State Board Approved
Mayland	2221	Yancey Learning Center Roof Replacement		75,000.00		0	10/1/16	11/1/16	12/1/16	State Board Approved
Mitchell	2154	Agri-Business New Classroom and Labs	562,024.00			0	8/1/16	10/1/16	8/1/17	State Board Approved
Mitchell	2155	Mooreville Façade and Classroom Renovation	1,245,773.00	588,150.00		0	8/1/16	10/1/16	8/1/17	State Board Approved
Montgomery	2232	Building 200 Roof Replacement		200,000.00		0	8/1/16	12/1/16	2/1/18	State Board Approved
Nash	2092	Engineering & Cosmetology Buildings	4,945,000.00			41,494		12/1/16	2/1/17	Under Design
Nash	2133	Building A and B Roof Replacements		231,150.00		0	10/1/16	2/1/17	5/1/18	State Board Approved
Nash	2134	Building B and D2 HVAC Replacements		181,700.00		155,800	8/1/16	11/1/16	12/1/16	Under Construction
Nash	2137	Fire/EMS Program Vehicle Shelter	31,050.00			0	8/1/16	9/1/16	10/1/16	State Board Approved
Nash	2180	Buildings A and B Renovations		342,000.00		104,400	11/1/16	11/1/16	12/1/16	Under Construction
Nash	2181	Building D1 HVAC Replacement		200,000.00		194,425	8/1/16	8/1/16	12/1/16	Under Construction
Nash	2227	Bldgs. B & I Classroom Renovation		48,730.00		0	8/1/16	9/1/16	9/30/16	State Board Approved
Nash	2233	Continuing Education and Public Service ADA Compliance		28,400.00		0	10/1/16	10/1/16	12/1/16	State Board Approved
Pamlico	2201	Johnson Building (Instructional Classrooms) Renovations		4,793,233.00		0	11/1/16	1/1/17	2/1/17	State Board Approved
Piedmont	2122	Building E (Student Center) Renovations		638,000.00		0	12/1/16	8/1/17	11/1/18	State Board Approved
Piedmont	2123	Building D (Auditorium) Renovations		675,000.00		0	11/1/16	10/1/17	6/1/18	State Board Approved
Piedmont	2125	Mechanical Room Boiler Replacement		100,000.00		0	11/1/16	10/1/17	6/1/18	State Board Approved
Pitt	2081	Everett Building Renovations		2,000,000.00	2,249,195.00	22,358	9/1/16	11/1/16	11/1/17	Under Design
Randolph	2168	Allied Health Center	5,086,842.00		9,363,158.00	0		1/1/17	12/1/17	State Board Approved
Richmond	2120	Lindsey-Petris Building Expansion & Renovation	1,000,000.00	4,620,000.00	475,000.00	0	1/1/17	10/1/17	6/1/19	State Board Approved
Robeson	2135	Emergency Services Training Center-Burn Building & Training Tower	2,188,400.00			0	11/1/16	5/1/17	8/1/18	State Board Approved
Robeson	2136	Emergency Services Training Center Classroom Addition	2,193,430.00			0	1/1/17	3/1/17	3/1/18	State Board Approved
Rockingham	2152	Industrial Technology I and II Renovation		3,000,000.00		0	1/1/17	3/1/17	3/1/18	Under Design
Rockingham	2162	Advanced Technology Building Renovation		400,000.00		312,055	11/1/16	5/1/17	9/1/18	Under Construction

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
2016 CONNECT NC BOND PROJECT STATUS REPORT  
AS OF OCTOBER 31, 2016**

Attachment FC 3

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Bond Funds Expended To Date	Estimated Design Start Date	Estimated Construction Start Date	Estimated Completion Date	Status
Rockingham	2190	James Library Renovation		300,000.00		0	6/1/16	8/1/16	10/1/16	State Board Approved
Rowan-Cabarrus	2151	Fire and Emergency Services Training Facility Phase II	1,050,000.00			0	8/1/17	8/1/18	8/1/19	State Board Approved
Rowan-Cabarrus	2225	Motorsport Management Building Renovation		486,000.00		0	8/1/16	7/1/17	1/1/18	State Board Approved
Rowan-Cabarrus	2231	Property Acquisition	1,050,000.00			0			9/1/16	State Board Approved
Rowan-Cabarrus	2234	Building 300 Exterior Renovations		250,000.00		0	11/1/16	3/1/17	6/1/17	State Board Approved
Sandhills	2222	Owens Auditorium Renovation		3,816,267.00		0	11/1/16	12/1/16	12/1/17	State Board Approved
South Piedmont	2212	Garibaldi Building Air Handler Replacement		400,000.00		0	6/1/16	12/1/16	2/1/17	State Board Approved
South Piedmont	2213	Watson Building (Anson County Early College) HVAC Replacement		250,000.00		0	3/1/17	6/1/17	8/1/17	State Board Approved
South Piedmont	2214	Center for Technology & Health Education 2nd Floor Renovation		1,500,000.00		0	10/1/16	2/1/17	12/1/17	State Board Approved
Southwestern	2205	Health Science Building	5,445,597.00		11,529,403.00	0	10/1/16	11/1/17	11/1/19	State Board Approved
Surry	2129	Yadkin Industrial Training Center & Truck Driving Track	1,900,000.00		200,000.00	0	8/1/16	11/1/16	8/1/17	State Board Approved
Surry	2207	Building C (Instructional Classrooms) Roof Replacement		263,000.00		0	9/1/16	10/1/16	1/1/17	State Board Approved
Surry	2208	Building I (Industrial Training Center) Addition	31,500.00			0	9/1/16	10/1/16	1/1/17	State Board Approved
Surry	2209	Building K (Engineering Technology) Electrical Upgrades		16,000.00		0	9/1/16	10/1/16	1/1/17	State Board Approved
Surry	2210	Building R (Instructional Classrooms) Roof Replacement		191,500.00		0	9/1/16	10/1/16	1/1/17	State Board Approved
Tri-County	2224	McSwain Building HVAC Replacement		480,000.00		0	12/1/16	12/1/16	2/1/17	State Board Approved
Tri-County	2226	Driving Safety Pad	450,000.00			0		12/1/16	4/1/17	State Board Approved
Tri-County	2228	Property Acquisition	125,000.00			0			12/1/16	State Board Approved
Wake	2178	Ready Hall Renovation		9,123,927.00		0	1/1/17	6/1/18	6/1/19	State Board Approved
Wake	2179	Health Sciences Building Renovations		3,471,200.00		0		11/1/16	8/1/17	State Board Approved
Wayne	2100	Advanced Manufacturing Center Repairs & Renovations		1,011,674.00		0	11/1/16	1/1/17	12/1/18	State Board Approved
Wayne	2169	Wayne Learning Center & Testing Center Renovations		250,000.00		0	11/1/16	3/1/17	12/1/17	State Board Approved
Wayne	2170	Magnolia Building Roof Replacement		363,825.00		0	11/1/16	3/1/17	12/1/17	State Board Approved
Wayne	2171	Azalea, Dogwood, Hocutt, Holly, Magnolia, Maple, Door Renovations		60,000.00		0	11/1/16	1/1/17	6/1/17	State Board Approved
Wayne	2172	Greenhouse Additions & Renovations	100,000.00	41,326.00		0	11/1/16	2/1/17	8/1/17	State Board Approved
Wayne	2173	Hocutt Building & HVAC Renovations		450,000.00		0	3/1/17	6/1/17	6/1/18	State Board Approved
Wayne	2185	Holly, Azalea, & Aviation Buildings Renovations		100,000.00		0	11/1/16	1/1/17	12/1/17	State Board Approved
Wayne	2186	Pine Building Renovations		175,000.00		0	11/1/16	1/1/17	1/1/18	State Board Approved
Wayne	2196	Boiler Replacement		155,000.00		0	9/1/16	10/1/16	2/1/17	State Board Approved
Western Piedmont	2165	Building H Renovations		530,399.00		0	10/1/16	1/1/17	12/1/17	State Board Approved
Western Piedmont	2235	Student Access Door Retrofit		125,000.00		0	11/1/16	12/1/16	5/1/17	State Board Approved
Wilkes	2149	Walker Center Auditorium Roof Replacement		150,000.00		0	8/1/16	10/1/16	12/1/16	State Board Approved
Wilson	2223	Buildings L-A and L-F Additional Classrooms, Offices and Sign		1,000,000.00		0	2/1/17	5/1/17	9/1/17	State Board Approved
<b>TOTAL</b>			<b>65,099,482.00</b>	<b>82,095,301.00</b>	<b>43,437,795.00</b>	<b>834,731.07</b>				
		<b>% of Obligated Connect NC Bonds</b>	<b>44.2%</b>	<b>55.8%</b>		<b>0.6%</b>				

<b>Total Connect NC Bonds</b>	<b>350,000,000.00</b>	<b>% of Total</b>
<b>111 Project - Obligated Connect NC Bonds</b>	<b>147,194,783.00</b>	<b>42.1%</b>
<b>Unobligated Connect NC Bonds</b>	<b>202,805,217.00</b>	<b>57.9%</b>

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
2016 CONNECT NC BOND PROJECT STATUS REPORT  
AS OF OCTOBER 31, 2016

Attachment FC 3

College	Project No.	Project Name - (Project No. if assigned)	New Construction Funds Authorized	R & R Funds Authorized	Other Funds Authorized	Bond Funds Expended To Date	Estimated Design Start Date	Estimated Construction Start Date	Estimated Completion Date	Status
---------	-------------	--	-----------------------------------	------------------------	------------------------	-----------------------------	-----------------------------	-----------------------------------	---------------------------	--------

**Status:**  
 Status 1 - State Board Approved  
 Status 2 - Announced for Design Services/Pending Design Contract  
 Status 3 - Under Design - Executed Design Contract Received  
 Status 4 - Under Construction - Executed Construction Contract Received  
 Status 5 - Complete - Completion of construction work (Informal), or Final Inspection by SCO (Formal)  
 Status 6 - Closed - After final payment to contractor (informal) or Review and Approval of Final Reports and As Built Drawings by SCO

**Land Acquisition Status**  
 Status 1 - State Board Approved  
 Status 2 - Offer Pending  
 Status 3 - Land Purchase Closed- Receipt of Closing Statement; Reimbursement Request

**STATE BOARD OF COMMUNITY COLLEGES**  
**Purchasing Delegation Request – Davidson County Community College**

**Requests:** The Board of Trustees of Davidson County Community College requests approval for an increase in its purchasing delegation authority. The approval of this request shall designate the college at Tier 2 with a delegation authority of \$25,000.

**Background:** G.S. 115D-58.14, as amended by S.L. 2009-132, authorizes the State Board of Community Colleges, in consultation with the Department of Administration, “to increase or decrease the purchasing/delegation benchmark for each community college based on the college's overall capabilities, including staff resources, purchasing compliance reviews, and audit reports.” 1H SBCCC 500.2 sets out the State Board’s special purchasing delegation policy, including the application and evaluation processes. This policy provides for four tiers of purchasing delegation authority: (1) \$10,000, (2) \$25,000, (3) \$50,000, and (4) \$100,000. Currently, three colleges (Central Piedmont CC, Pitt CC, and Wake Tech CC) have Tier 3 (\$50,000), and three colleges (Guilford Tech CC, Johnston CC, and Vance-Granville CC) have Tier 2 (\$25,000) purchasing delegation authority; the remaining 52 colleges have Tier 1 (\$10,000) purchasing delegation authority. Davidson County CC followed the noted process and requests an increase in its purchasing delegation. Its request has been reviewed and System Office staff recommends approval by the State Board. This approval is contingent on approval by the NC Division of Purchase and Contract.

**Conditions of Approval:** If approved, the new delegation will be effective for two years, assuming the college does not receive a negative compliance review or demonstrate any other problems managing the increased delegation. At the end of those two years, the college may request an increase up to the next tier. The College understands and accepts the responsibilities of assuming an increase of delegation and continues to be subject to all other statutes and rules governing community college purchasing policies. A college that is granted an increase in purchasing delegation authority must agree to maintain a level of staffing, legal representation, and professional expertise that is consistent with what was represented on its increase in purchasing delegation application. If for any reason the college cannot maintain such a level, the college must notify the Administrative and Facility Services Section of the System Office.

**Effective Date:** First day of the following month with the concurrence of the NC Division of Purchase and Contract.

**Contact:**  
Jennifer Haygood  
Chief of Staff

**STATE BOARD OF COMMUNITY COLLEGES**  
**Purchasing Delegation Request – Fayetteville Technical Community College**

**Requests:** The Board of Trustees of Fayetteville Technical Community College requests approval for an increase in its purchasing delegation authority. The approval of this request shall designate the college at Tier 2 with a delegation authority of \$25,000.

**Background:** G.S. 115D-58.14, as amended by S.L. 2009-132, authorizes the State Board of Community Colleges, in consultation with the Department of Administration, “to increase or decrease the purchasing/delegation benchmark for each community college based on the college's overall capabilities, including staff resources, purchasing compliance reviews, and audit reports.” 1H SBCCC 500.2 sets out the State Board’s special purchasing delegation policy, including the application and evaluation processes. This policy provides for four tiers of purchasing delegation authority: (1) \$10,000, (2) \$25,000, (3) \$50,000, and (4) \$100,000. Currently, three colleges (Central Piedmont CC, Pitt CC, and Wake Tech CC) have Tier 3 (\$50,000), and three colleges (Guilford Tech CC, Johnston CC, and Vance-Granville CC) have Tier 2 (\$25,000) purchasing delegation authority; the remaining 52 colleges have Tier 1 (\$10,000) purchasing delegation authority. Fayetteville Technical CC followed the noted process and requests an increase in its purchasing delegation. Its request has been reviewed and System Office staff recommends approval by the State Board. This approval is contingent on approval by the NC Division of Purchase and Contract.

**Conditions of Approval:** If approved, the new delegation will be effective for two years, assuming the college does not receive a negative compliance review or demonstrate any other problems managing the increased delegation. At the end of those two years, the college may request an increase up to the next tier. The College understands and accepts the responsibilities of assuming an increase of delegation and continues to be subject to all other statutes and rules governing community college purchasing policies. A college that is granted an increase in purchasing delegation authority must agree to maintain a level of staffing, legal representation, and professional expertise that is consistent with what was represented on its increase in purchasing delegation application. If for any reason the college cannot maintain such a level, the college must notify the Administrative and Facility Services Section of the System Office.

**Effective Date:** First day of the following month with the concurrence of the NC Division of Purchase and Contract.

**Contact:**  
Jennifer Haygood  
Chief of Staff



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

**State Board of Community College Codes**  
**TITLE 1 – COMMUNITY COLLEGES**

**CHAPTER E. STUDENT TUITION AND FEES**

**CHAPTER 800. WAIVERS**

**1E SBCCC 800.2 General Provisions**

- (a) Proof of Eligibility. To obtain a waiver for a curriculum course section that begins at any point during an academic term, an individual must establish proof that he or she is a member of an authorized group or organization as of the first day of the applicable academic term. To obtain a waiver for a continuing education course, an individual ~~individuals~~ must establish proof that he or she is of eligibility as a member of an authorized group or organization as of the first day of the course section. To be eligible for a tuition or registration fee waiver, trainees enrolled in Basic Law Enforcement Training (BLET) courses must obtain a letter of sponsorship from a state, county, or municipal law enforcement agency prior to enrollment and uphold the terms of the sponsorship until completion of the BLET course. The college must maintain documentation of the sponsorship on file.
- (b) Admission Requirements. Persons in an authorized group or organization must meet the same admission requirements as students that are not in an authorized group to enroll in courses for which the student is eligible for a waiver.
- (c) Proof of Eligibility. To obtain a waiver, individuals must establish proof of eligibility as a member of an authorized group or organization. To be eligible for a tuition or registration fee waiver, trainees enrolled in Basic Law Enforcement Training (BLET) courses must obtain a letter of sponsorship from a state, county, or municipal law enforcement agency prior to enrollment and uphold the terms of the sponsorship until completion of the BLET course. The college must maintain documentation of the sponsorship on file.
- (d) Reporting FTE: Unless otherwise prohibited by law, students eligible for an authorized waiver shall be counted in the computation of enrollment for funding purposes (BFTE)

1 in a manner consistent with non-waived students, assuming all applicable reporting  
2 requirements are met.

3 (e) Self-Supporting Courses: Community colleges shall not grant tuition and registration  
4 fee waivers to students enrolled in self-supporting courses. The community college  
5 shall charge the student the self-supporting fee or use institutional funds to pay for the  
6 self-supporting fee on the student's behalf.

7 (f) Annual Reporting Requirement. As directed by the System Office, the college shall  
8 report the amount of tuition and registration fees waived by the college on behalf of  
9 individuals who are members of authorized groups or organizations on an annual  
10 basis to the System Office.

11  
12 *History Note: Authority G.S. 115D-5; G.S. 115D-39;*

13 *Eff. ~~May 16, 2014.~~ [May 16, 2014](#);*

14 *Amended Eff. March 1, 2017.*



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

3  
4                                   **CHAPTER E.    STUDENT TUITION AND FEES**

5  
6                                   **SUBCHAPTER 900.    REFUNDS**

7  
8   **1E SBCCC 900. 1   Curriculum Tuition Refunds**

9   (a) The following definitions apply to this provision:

10       (1) “Academic period” – An academic term or subdivision of an academic term during  
11           which a college schedules a set of course sections.

12       (2) “Non-regularly scheduled course section” – A course section that meets the  
13           definition of “non-regularly scheduled course section” found in 1G SBCCC  
14           200.93(c).

15       (3) “Off-cycle course section” – A regularly scheduled course section that is not offered  
16           consistent with an academic period.

17       (4) “Officially Withdraw” – The removal of a student from a course section by one of  
18           the following methods:

19           (A) The student notifies the authorized college official, as defined by the college’s  
20           published procedures for withdrawal, of the student’s intent to disenroll in a  
21           course section as outlined in the college’s published procedures for withdrawal;  
22           or

23           (B) The college removes the student from the course section because the college  
24           cancels the course section or for any other reason authorized by written college  
25           policy.

26       (5) “On-cycle course section” – A regularly scheduled course section that is offered  
27           consistent with an academic period.

28       (6) “Regularly scheduled course section” – A course section that meets the definition  
29           of “regularly scheduled course section” found in 1G SBCCC 200.93(b).

30   (b) Unless otherwise required by law, community colleges shall not issue a tuition refund  
31       using State funds except under the following circumstances:

1 (1) On-Cycle Course Sections:

2 (A) A college shall provide a 100 percent refund to the student if the student  
3 officially withdraws or is officially withdrawn by the college prior to the first day  
4 of the academic period as noted on the college calendar.

5 (B) A college shall provide a 100 percent refund to the student if the college cancels  
6 the course section in which the student is registered.

7 (C) After an on-cycle course section begins, a college shall provide a 75 percent  
8 refund to the student if the student officially withdraws or is officially withdrawn  
9 by the college from the course section prior to or on either of the following, as  
10 determined by local college policy and noted on the college calendar:

- 11 (i) The 10 percent point of the academic period, or  
12 (ii) The 10 percent point of the course section.

13 (2) Off-Cycle Course Sections:

14 (A) A college shall provide a 100 percent refund to the student if the student  
15 officially withdraws or is officially withdrawn by the college prior to the first day  
16 of the off-cycle course section.

17 (B) A college shall provide a 100 percent refund to the student if the college cancels  
18 the course section in which the student is registered.

19 (C) After an off-cycle course section begins, a college shall provide a 75 percent  
20 refund to the student if the student officially withdraws or is officially withdrawn  
21 by the college from the course section prior to or on the 10 percent point of the  
22 course section.

23 (3) Non-Regularly Scheduled Course Sections:

24 (A) A college shall provide a 100 percent refund to the student if the student  
25 officially withdraws or is officially withdrawn by the college prior to the first day  
26 of the non-regularly scheduled course section.

27 (B) A college shall provide a 100 percent refund to the student if the college cancels  
28 the course section in which the student is registered.

29 (C) After a non-regularly scheduled course section begins, a college shall provide  
30 a 75 percent refund to the student if the student officially withdraws or is

1           officially withdrawn by the college from the non-regularly scheduled course  
2           section prior to or on the 10th calendar day after the start of the course section.

3 (c) Notwithstanding section (b), if the State Education Assistance Authority makes a final  
4 validation determination prior to the 10 percent point of the course section or academic  
5 term, as determined by local college policy and noted on the college calendar, a  
6 college shall provide a 100 percent refund using State funds if all of the following  
7 conditions apply:

8 (1) At the time of the student's registration, the State Education Assistance Authority  
9 made an initial determination~~determined~~ that the student was a resident for tuition  
10 purposes, as defined in G.S. 116-143.1(a).

11 (2) After validation of the information provided in the student's residency application,  
12 the State Education Assistance Authority subsequently determines that the student  
13 was a nonresident for tuition purposes, as defined in G.S. 116-143.1(a).

14 (3) The student officially withdraws from the course section within 10 calendar days of  
15 the college notifying the student of the change in residency status.

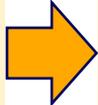
16 (c1) If the State Education Assistance Authority makes a final validation determination  
17 that a student is a nonresident for tuition purposes, as defined in G.S. 116-143.1(a),  
18 after the 10 percent point of the course section or academic term, as determined by  
19 local college policy and noted on the college calendar, the college shall apply the  
20 nonresident tuition determination to the following term.

21  
22 *History Note: Authority G.S. 115D-5; G.S. 115D-39;*

23 *Eff. ~~May 16, 2014.~~ May 16, 2014;*

24 *Amended Eff. February 1, 2017.*

**DRAFT 2017-19 BUDGET PRIORITIES**

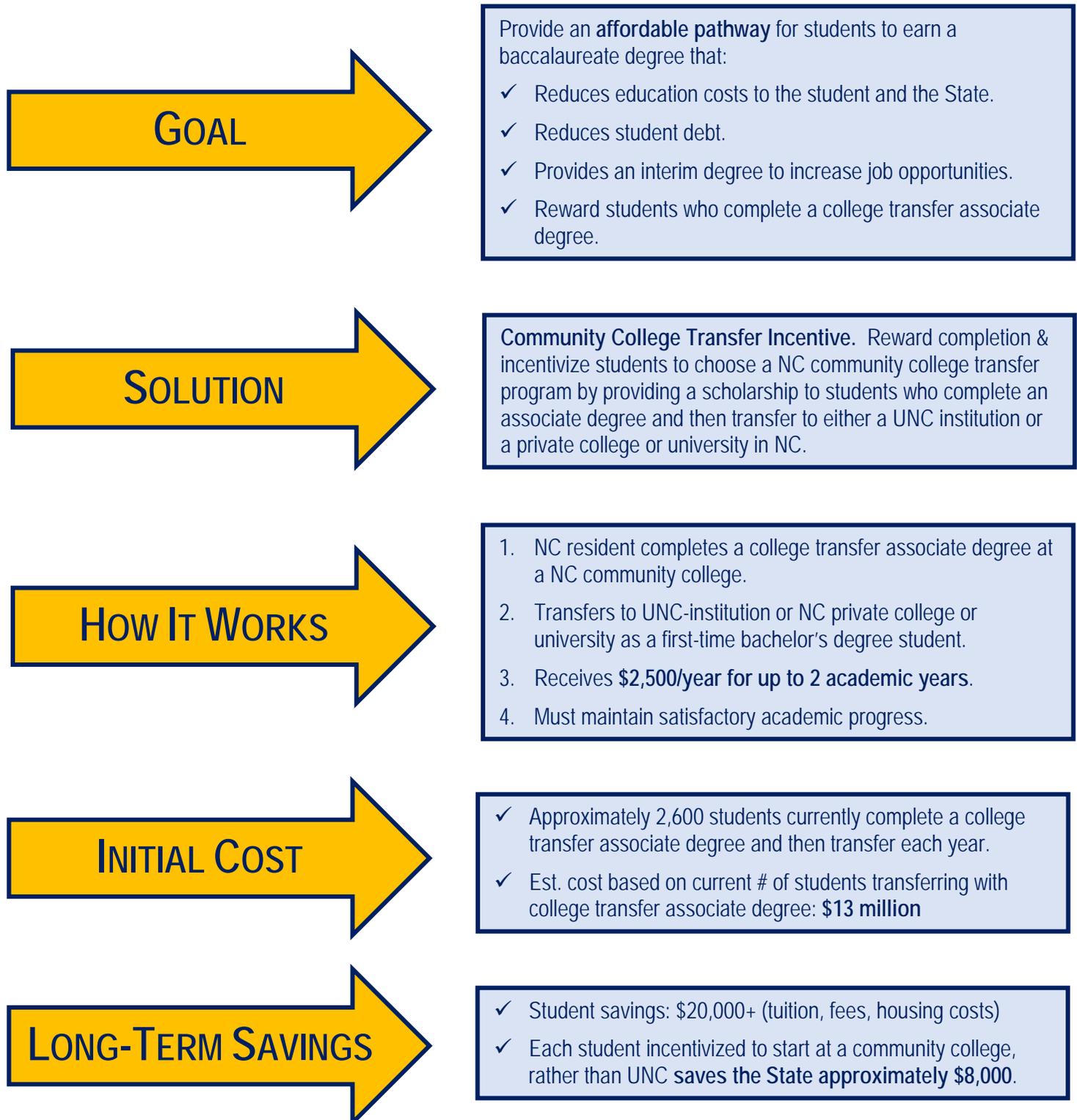
GOALS	LEGISLATIVE PRIORITY	FY 2017-18	FY 2018-19	
<b>TECHNICAL ADJUSTMENTS</b> 	Correct 2016 Salary Loss Error.	\$10,000,000 R	\$10,000,000 R	
	Enrollment Growth Adjustment.	\$10,000,000 NR	\$9,960,254 R	
		\$9,960,254 R	\$9,960,254 R	
<i>Technical Adjustments Subtotal</i>		\$19,960,254 R	\$19,960,254 R	
		\$10,000,000 NR		
<b>ENSURE A HIGHLY SKILLED WORKFORCE PIPELINE</b> Ensure <i>business &amp; industry</i> has quick and easy access to a <i>highly-skilled, well-trained workforce</i> and ensure <i>students</i> have an awareness of and access to <i>quality, well-paying career opportunities</i> . 	<b>Invest in Workforce Training.*</b> <ul style="list-style-type: none"> <li>Increase Funding for Short-Term Workforce Training Programs Leading to Industry Credentials.</li> <li>Fund Study of Workforce Training Costs.</li> <li>Start-Up Fund for High-Cost Workforce Programs.</li> </ul>	\$15,300,777 R	\$15,300,777 R	
			\$98,500 NR	Based on study
			\$3,000,000 R	\$4,500,000 R
			\$1,100,000 R	\$1,840,000 R
		<b>Fund Additional Career Coaches.</b> Promote workforce training options for students by placing additional Career Coaches in high schools.	\$22,634,940 R	\$22,634,940 R
		<b>Increase Student Completion.*</b> Improve student completion rates by investing in student support services at rate of \$30/student.	\$3,000,000 R	\$3,000,000 R
		<b>Reward Colleges for Outcomes.*</b> Reward colleges for preparing students for better-paying jobs resulting in earnings gains.		
<i>Ensure Highly Skilled Workforce Pipeline Subtotal</i>		\$45,035,717 R	\$47,275,717 R	
		\$98,500 NR		
<b>STRENGTHEN COMMUNITY COLLEGES</b> To continue to provide business & industry with a <i>highly-skilled workforce pipeline</i> , community colleges must have a <i>solid &amp; stable foundation of operations</i> . 	<b>Stabilize Budgets*.</b> Lessen impacts of volatile enrollment changes by funding: <ul style="list-style-type: none"> <li>Stop-Loss Provision for colleges experiencing significant enrollment declines.</li> <li>Enrollment Growth Reserve for colleges experiencing significant enrollment increases.</li> </ul>	\$4,420,876 R	\$4,420,876 R	
			\$5,000,000 R	\$5,000,000 R
		<b>Raise Faculty &amp; Staff Salaries.</b>	Provide add'l salary increases in same amount as given to State employees.	
<i>Strengthen Community Colleges Subtotal</i>		\$9,420,876 R	\$9,420,876 R	
<b>TOTAL</b>		\$74,416,847 R	\$76,656,847 R	
		\$10,098,500 NR		

\* Addresses issue identified in Program Evaluation Division's (PED) Report on Funding for NC's Community Colleges (October 2016).

**ACCESSIBLE & AFFORDABLE EDUCATION: COMMUNITY COLLEGE TRANSFER INCENTIVE** 

**DRAFT 2017-19 BUDGET PRIORITIES**

**MAKE COLLEGE ACCESSIBLE & AFFORDABLE FOR ALL STUDENTS:  
NC Community College Transfer Incentive**



**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation for Sub-Orbital Student Competition**

**Request:** The State Board is asked to approve \$35,000 to be allocated to six NC Community Colleges from the Sub-orbital student competition sub-grant (NASA grant) managed by the North Carolina Space Grant.

**Background:** The North Carolina Space Grant (NC Space Grant) is a consortium of universities, industries, government agencies, and non-profit organizations committed to addressing the Nation's science, technology, engineering, and mathematics (STEM) workforce development needs. The NC Community College System Office is a partner with NC Space Grant on a grant from NASA focused on a high-altitude balloon payload student-design competition. This year, the grant funding will go to support the six colleges participating in the competition. This two-semester activity culminates in a final balloon launch and retrieval during the NC Science Festival in April. Teams design, build, test, and launch payloads attached to near space weather balloons and retrieve the payloads that gently return to the ground with parachutes once the balloon pops in the upper atmosphere. The payloads collect data and take photos from heights as far up as 100,000 feet.

**Rationale:** This grant was initially a two-year grant, however, NC Space Grant was able to attain a no-cost additional year extension to allow unexpended funds from year two go toward supporting the competition for one more year. This competition between the community colleges addresses NASA's goals to enhance and better promote STEM Career Pathways in NC.

**Method of Allocation:** The six community colleges will be allocated \$5,833 each from the \$35,000 (\$27,962 unexpended in year two of sub-orbital grant from NASA, plus \$7,038 supplemental amount from NC State's portion of the sub-orbital NASA grant). The \$5,833 per college will cover the cost of supplies and small parts for the payload, helium for prototype tests, and travel for retrieval of the payload post-launch.

**Allocation Amount and Time Period:** The allocation of funding is for the period of November 18, 2016, through June 30, 2017.

**Fund Source and Availability:** These funds are available through the Sub-orbital grant for the period July 1, 2016, through June 30, 2017.

**Contact Person:**

Matthew Meyer  
Associate Vice President  
STEM Innovations and Strategic Planning

**Allocation for Sub-Orbital Student Competition**

<b>College</b>	<b>Allocation</b>
Catawba Valley Community College	\$5,833
Durham Technical Community College	\$5,833
Edgecombe Community College	\$5,833
Pitt Community College	\$5,833
Rowan-Cabarrus Community College	\$5,834
Southwestern Community College	\$5,834
<b>Total Allocation</b>	<b>\$35,000</b>

**STATE BOARD OF COMMUNITY COLLEGES**  
**Services Agreement with Gartner, Inc.**

**Request:** The State Board of Community Colleges is asked to approve a multi-year contract with Gartner, Inc. for an amount not to exceed \$359,258. The contract term will begin December 1, 2016, and end June 30, 2019.

**Background:** On September 19, 2016, the North Carolina Community College System Office (System Office) consolidated its two senior IT executive positions into one role, the Senior Vice President/Chief information Office of the Technology Solutions division. On October 17, 2016, the System Office established and staffed an Enterprise Resource Planning (ERP) Program Management Office (PMO) focused on planning, coordinating, managing and ultimately implementing a new or modernized ERP system for the North Carolina Community Colleges System (NCCCS).

**Rationale:** The System Office IT Leadership and ERP PMO require access to the technical knowledge, research and analytical resources of a large, vendor neutral IT center of excellence.

Gartner is a leading IT research and advisory company and provides the largest base of IT research analysts and consultants (>1,280). The company advises IT Executives worldwide. To provide state entities with easy access to Gartner research, analytical services and technical advice the State Chief Information Officer established a Master Client Agreement (MCA).

Example services sought by the System Office IT Leadership include:

- Vendor neutral technical expertise and assistance to enable the crafting of a vendor neutral ERP RFP
- Strategic-level leadership expertise in the stand-up and continuing operations of an ERP PMO
- On-demand access to executive and technical leaders experienced in the design, migration and implementation of cloud based infrastructure and platform services
- On-demand access to research and analytical services with domain knowledge across the spectrum of technologies employed by the system office and the 58 colleges.

Entering into a multi-year agreement versus an annual agreement with options to extend the service term achieves a combined savings of \$25,747 over the 32-month year term.

**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 this Master Client Agreement with Gartner, Inc. State Board approval will result in the System Office issuing a purchase order directly.

**Contract Amount and Time Period:** The contract amount will not exceed \$359,258 for the period beginning December 1, 2016, through June 30, 2019. Three term payments will be made according to the below schedule.

<b>Description</b>	<b>Term</b>	<b>Price (\$)</b>	<b>Total (\$)</b>
Executive Program Leadership Team Services for a Leader and a Partner	Nov 1 – Nov 30, 2016	0	0
Same as above	Dec 1, 2016 – Jun 30, 2017	\$77,058	\$77,058
Same as above	FY 2017-18	\$139,000	\$216,058
Same as above	FY 2018-19	\$143,200	\$359,258

**Fund Source and Availability:** Funding for the remainder of FY 2016-17 is available from the FY 2016-17 General Fund appropriations. Funding for the remaining term is contingent upon the availability of General Fund appropriations for each year thereafter.

**Contact(s)**

James Parker  
Sr. Vice President, CIO

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocations for Integrated English Literacy and Civics Education Planning Grants**

**Request:** The State Board is requested to approve allocations for eighteen (18) Integrated English Literacy and Civics Education (IELCE) Planning Grants in the amount of \$180,000.

**Rational:** The overall goal of this project is to expand the number of providers who are prepared and trained to provide IELCE services, per the new guidelines of WIOA, by making available a planning grant to the current providers who expressed interest in creating an IELCE program through the IELCE competitive request for 2016-2017 proposals and who did not receive an implementation grant for the FY 2016-17 program year. This support will be instrumental in assisting these programs during the transition period of regulation and requirement changes per the new guidelines of WIOA. Specifically, this grant funds the planning and development of IELCE program models, during the transition, that are in compliance with IELCE funding requirements and can be expanded or replicated by NC providers.

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

**Method of Allocation:** For the FY 2016-17 program year, the System Office created and announced a planning grant award to those providers who expressed interest in planning an IELCE program. All eighteen (18) providers that had unsuccessfully applied for an IELCE implementation grant were notified by phone on either October 20th or 21st and again in writing on November 3rd of their receipt of the IELCE planning grant award in the amount of \$10,000 each.

**Allocation Amount and Time Period:** The total allocation is \$180,000 for the period of December 1, 2016, through June 30, 2017.

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

**Contact**

Nancye Gaj, Director  
Compliance and Partnership Development

**Integrated English Literacy and Civics Education Planning Grants**

Grant Award Period: December 1, 2016 - June 30, 2017

<b>Community Colleges and Community-Based Organizations</b>	<b>2016-2017 Recommended Allotment</b>
Blue Ridge Literacy Council	\$10,000
Brunswick Community College	\$10,000
Burke Literacy Council	\$10,000
Cape Fear Community College	\$10,000
Cape Fear Literacy Council	\$10,000
Catawba Valley Community College	\$10,000
Coastal Carolina Community College	\$10,000
Craven Literacy Council	\$10,000
Davidson County Community College	\$10,000
James Sprunt Community College	\$10,000
Literacy Council of Union County	\$10,000
Motheread, Inc.	\$10,000
Randolph Community College	\$10,000
Rockingham County Literacy Project	\$10,000
South Piedmont Community College	\$10,000
Surry Community College	\$10,000
Triangle South Literacy Works	\$10,000
Tri-County Community College	\$10,000
<b>Total:</b>	<b>\$180,000</b>

**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 \$200,600 for the period of January 1, 2017, through June 30, 2017, 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 (Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition (ELA)) instruction in North Carolina through focused, evidence-based professional development. During the 2015-16 fiscal year, ABSPD developed, planned, and delivered professional development including: Continuing Education Credit (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. Appalachian 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 January 1, 2017, through June 30, 2017, at a total cost of \$200,600.

**Fund Source and Availability:** Funding is available from 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, Compliance and Partnership Development

**STATE BOARD OF COMMUNITY COLLEGES**  
**Service Agreement for the Virtual Computing Environment (VCE)**

**Request:** The State Board is requested to approve \$100,325 for a Service Agreement with North Carolina State University for participation in the Virtual Computing Environment (VCE). This collaborative project of the North Carolina Community College System (NCCCS) and NC State allows individual community colleges to provide computer lab services through cloud computing and to achieve cost efficiencies for software and hardware. Cloud computing is a general term for anything that involves delivering hosted services over the Internet.

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

The initial Service Agreement with NC State included the period from January 1, 2008, through December 31, 2008, and has been renewed each year through December 31, 2016.

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

The capacity of this cloud computing environment was expanded in 2011-12 with the addition of higher capacity blade hardware. The increase in storage capacity allows for up to 35 community colleges to participate in this project. College participation is awarded via a rolling acceptance procedure as applications are received and reviewed by the VCE Steering Committee. The following colleges are participating in the VCE.

Alamance CC	Fayetteville Tech CC	Richmond CC
Asheville Buncombe Tech	Isothermal CC	Sampson CC
Beaufort County CC	James Sprunt CC	South Piedmont CC
Cape Fear CC	Johnston CC	Southeastern CC
Craven CC	Lenoir CC	Surry CC
Davidson County CC	Mayland CC	Wake Tech CC
Edgecombe CC	Pitt CC	Wilkes CC

Training and technical support are provided by NC State. Regional information sessions and webinars are scheduled throughout the year to provide access to the onboarding process.

**Method of Allocation:** 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.

**Allocation Amount and Time Period:** The total amount of this contract is \$100,325 for services provided for the period January 1, 2017, through December 31, 2017.

**Fund Source and Availability:** Funding for this contract is available through the FY 2016-2017 State General Fund appropriation.

**Contacts:**

Jim Parker  
Senior Vice President and Chief Information Officer

Katherine Davis  
Business Systems Analyst  
Technology Solutions and Distance Learning

**STATE BOARD OF COMMUNITY COLLEGES**  
**Contract Amendment for Broadband Connectivity**

**Request:** The State Board of Community Colleges is asked to approve an amendment to the Broadband Connectivity contract with MCNC to extend the contract for 4 years for an amount not to exceed \$15,000,000.

**Background:** In 2011, the State Board initiated a 1-year contract with MCNC to provide all community college main campuses with broadband data service and video services. The contract provided two 1-year renewal options, ending on June 30, 2014. In November of 2013, the contract was extended for one year with the option to renew for two additional one year periods with a 5% reduction in cost per year and enhancements to the services previously offered. The current amendment will provide a 4-year contract extension with enhancements to existing services at a reduced cost.

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

**Rationale:** MCNC, through its operation of NCREN, provides a minimum of 100Mbps committed capacity for the main campus at each NC Community College, burstable to 1Gbps with a guaranteed availability of 99.95% uptime, latency of less than 25ms, and a mean response time for repairs of 3 hours or less for all outages. Up to 10 colleges will be provided with bandwidth up to 1.5Gb, as needed. MCNC provides and manages routers on all main campuses, unlimited commodity Internet access and Internet2 access, a Network Operations Center with 24-hour access to support and provides college access to a secure portal for network performance monitoring and support.

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

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

MCNC provides an advocate, monitoring the internal performance and needs of all community colleges.

**Method of Procurement:** In accordance with the procurement practice of the State of North Carolina, approval is being sought by outside purchasing authorities. Approval of the Amendment by the State Board is contingent upon approval by the State DIT Procurement Office.

**Contract Amount and Time Period:** The contract amount will not exceed \$15,000,000 for the period beginning when the contract is signed and expiring four years from that date.

Description	Qty/Hrs	Quote	Total
Amendment Year 1	12 months	3,750,000	3,750,000
Amendment Year 2	12 months	3,750,000	7,500,000
Amendment Year 3	12 months	3,750,000	11,250,000
Amendment Year 4	12 months	3,750,000	15,000,000

NOTE: Current contract (July 1, 2016 – June 30, 2017) is \$3,919,415

This represents an annual savings of \$169,415 over the current fiscal year cost or a total savings of \$677,600 over the life of the contract.

**Fund Source and Availability:** Funding is contingent upon the availability of FY 2017-18 General Fund appropriations, and the availability of funds for each year thereafter.

**Contact(s)**

Jim Parker  
Senior Vice President and Chief Information Officer

Stephen Reeves  
Assistant CIO of Operations and Director of IT Security

**STATE BOARD OF COMMUNITY COLLEGES**  
**Construction and Property**  
**November 18, 2016**

**1. Project Approval – New**

- A. Durham Technical Community College – Project No. 2247 – Summit Building Renovation – Main Campus – Estimated cost is \$1,400,000 composed of all local funds.

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

- A. Caldwell Community College and Technical Institute – Project No. 2236 – Student Services Center – Watauga Campus – Estimated cost is \$4,685,600, composed of all state funds **(Connect NC Bonds – 46620/New Construction)**.
- B. Central Carolina Community College – Project No. 2230 – West Harnett Center (Auto Restoration) Renovation – Estimated cost is \$1,000,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- C. Martin Community College – Project No. 2252 – Campus Wide Door Replacements (Instructional and Administrative) – Estimated cost is \$395,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**. **Note: Contingent upon Board of Trustees approval, which is expected on November 15, 2016.**
- D. McDowell Technical Community College – Project No. 2244 – Building 14 (Health Sciences Lab) Renovation – Main Campus – Estimated cost is \$240,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- E. Mitchell Community College – Project No. 2254 – Wallace House (Student Activity – Multipurpose) – Renovation – Main Campus – Estimated cost is \$350,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- F. Montgomery Community College – Project No. 2242 – Building 200 (Instructional Classrooms) HVAC Replacement – Main Campus – Estimated cost is \$1,000,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- G. Montgomery Community College – Project No. 2243 – Center for Workplace Development Renovation – Main Campus – Estimated cost is \$200,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- H. Surry Community College – Project No. 2239 – Building C (Instructional Classrooms) Renovations – Main Campus – Estimated cost is \$280,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.

- I. Surry Community College – Project No. 2240 – Building P (Student Activity – Multipurpose) Renovations – Main Campus – Estimated cost is \$470,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- J. Surry Community College – Project No. 2241 – Building S (Welding and Metal Working Instruction) Renovations – Main Campus – Estimated cost is \$85,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- K. Tri-County Community College – Project No. 2255 – Student Services Reception Area - (Student Services) Renovations – Main Campus – Estimated cost is \$28,000, composed of all state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.

### **3. Project Approval – Amended – Connect NC Bonds**

- A. Central Piedmont Community College – Project No. 2114 – Property Purchase – Main Campus – Estimated cost is \$1,585,480, composed of all state funds (46620). Project is being amended to add \$518,800 state funds **(Connect NC Bonds – 46620/New Construction)**.
- B. Craven Community College – Project No. 2184 – Barker Hall First Stop Renovation (Student Services) – Main Campus – Estimated cost is \$1,200,000, composed of \$264,575 local funds and \$935,425 state funds (46620). Project is amended to add \$264,575 local funds and increase \$440,425 state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- C. Isothermal Community College – Project No. 2088 – Comprehensive Applied Sciences and Workforce Development Center – Main Campus – Estimated cost is \$8,717,501, composed of \$4,700,000 local funds, \$2,017,501 federal funds, and \$2,000,000 state funds (46620). Project is amended to add \$2,000,000 state funds **(Connect NC Bonds – 46620/New Construction)**.
- D. Nash Community College – Project No. 2133 – Building A and B – Roof Replacement - Main Campus – Estimated cost is \$260,150, composed of all state funds (46620). Project is amended to add \$29,000 state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.
- E. Rockingham Community College – Project No. 2095 – Whitcomb Student Center Renovation - Main Campus – Estimated cost is \$1,200,000, composed of \$750,000 local funds and \$450,000 (46620). Project is amended to add \$450,000 state funds **(Connect NC Bonds – 46620/Repairs and Renovations)**.

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

- A. Central Carolina Community College – The Board of Trustees of Central Carolina Community College request permission as per G.S. 115D-20 to acquire by donation, approximately 3.11 acres of property with a building approximately 8,650 square feet located at 220 Olive Farm Road, Sanford, North Carolina from Harnett County.
- B. Piedmont Community College – The Board of Trustees of Piedmont Community College request permission as per G.S. 115D-15 to dispose of by sell, the old Post Office building located at 208 South Main Street, Roxboro, North Carolina. **Note: President Williamson, under the authority granted to him by the State Board, approved this project on October 21, 2016.**
- C. Sandhills Community College – The Board of Trustees of Sandhills Community College request permission as per G.S. 115D-20 to acquire by donation, approximately 1.5 acres of property located at 110 East Central Avenue, Raeford, North Carolina.
- D. Wake Technical Community College – The Board of Trustees of Wake Technical Community College request permission as per G.S. 115D-20 to acquire by purchase, approximately 2.05 acres of property located on Daffodil Drive, Raleigh, North Carolina adjacent to the main campus.

**Contact:**

Dorrine Fokes or Wilma Lee  
Finance and Operations

Item	Community College	Campus or County	Project Number	Project Name	Brief Description
2A	Caldwell	Watauga Campus	2236	Student Service Center (Student Center)	Construct a new 16,000 square foot Student Services Center at the Watauga Campus. The facility will house a new Student Union, Bookstore, Media Center, Academic Support and Student Services.
2B	Central Carolina	West Harnett	2230	West Harnett Center Renovation (Auto Restoration)	Renovation of 8,650 square foot building to house the college's Auto Restoration program.
2C	Martin	Main Campus	2252	Campus Wide Door Replacements	Replace exterior doors campus wide inclusive of hinges, closers, and ADA operators.
2D	McDowell	Main Campus	2244	Building 14 Renovation (Health Sciences Lab)	Renovate the old electronics lab to house the Health Science program and the college's EMT Training program.
2E	Mitchell	Main Campus	2254	Wallace House Renovation (Student Activity - Multi-purpose)	Renovation will concentrate on the first floor and outside, to include painting, repairing of damaged and rotten wood and installation of a new ADA ramp. Interior renovations will include renovation to the existing kitchen and opening up the floor plan to create larger spaces. This building will be used as part of the efforts for showcasing new and innovative programs and meeting spaces will be used for lectures and seminar classes. Meeting spaces will be used for student groups such as SGA, Minority Male Mentoring functions. The updated kitchen and conference area will provide a venue for the new Culinary students to test their skills to various student groups around campus to provide real food service industry experience. This building also has space designated as the Louise Gilbert Art Gallery.
2F	Montgomery	Main Campus	2242	Building 200 HVAC Replacement (Instructional Classrooms)	HVAC Replacement for building that houses Learning Resource Center, tiered classrooms used for General Education and Continuing Education, computer labs and a large multi-purpose Room. The following will be replaced as part of the HVAC renovation:  <ol style="list-style-type: none"> <li>1. Rooftop air handling units</li> <li>2. Chillers - 2 chillers will be replaced by 1 chiller and the addition of an ice storage system.</li> <li>3. Boiler - current fuel oil boiler to be replaced with (2) propane boilers. These boilers are more compact and will offer a more efficient use of fuel.</li> <li>4. Variable air volume boxes - current series boxes to be replaced with non-fan VAVs with no heat.</li> <li>5. Controls – the automation system control for the effective scheduling of all devices controls and efficient operation settings.</li> <li>6. Pumps – the pumps for the circulation of hot and cold water in existing piping.</li> <li>7. Addition of an ice storage system.</li> <li>8. Increased size propane tank and delivery system.</li> </ol>
2G	Montgomery	Main Campus	2243	Center for Workplace Development Renovation (Student Center)	Renovate the current Student Union area to include a reception area, open computer area, conference room, offices and updated restrooms to better serve the students.
2H	Surry	Main Campus	2239	Building C Renovations (Instructional Classrooms)	Building C Renovations, this building houses classrooms and faculty offices in the Humanities and Social Sciences area. Renovations are needed to upgrade interior and exterior lighting, to upgrade the restrooms, add upgraded signage, add ADA access, painting, flooring replacement and repair, and other general improvements.

Item	Community College	Campus or County	Project Number	Project Name	Brief Description
2I	Surry	Main Campus	2240	Building P Renovations (Student Activity - Multi-purpose)	Building P is a multi-purpose facility used for various activities. The facility houses the Physical Education classes as well as the women's volleyball practices and games. It is used for large groups including student activities, job fairs, college day, and graduations. Renovations include upgrading the restrooms, upgrading the fixed seating, add ADA access from the parking area, painting, flooring replacement, and repair, and other general improvements.
2J	Surry	Main Campus	2241	Building S Renovations (Instructional Classrooms)	Building S houses the Welding and Metal-Working program. Enrollment for the Welding program has increased significantly in recent years causing the need to add classes at night and weekends. Because of the increased usage of this building, renovations are needed to upgrade the restrooms, add ADA access from the parking area, add signage, painting, perform lighting improvements, flooring replacement and repair, and other general improvements.
2K	Tri-County	Main Campus	2255	Student Services Reception Area Repairs and Renovation (Student Services)	Renovate the college's Student Services Reception area. Current storage space will be converted to student reception in order to better accommodate student needs regarding course inquiries, registration, financial aid and advisement.
3A	Central Piedmont	Main Campus	2114	Land Acquisition - Purchase	Amended (to included site prep cost) Request to acquire .27 acres of property with a building approximately 3,284 square feet. The college also requests permission to demolish the building. The new facility constructed on this property will house the General Classrooms, computer labs, Industrial Trades labs, CCE classrooms/labs, Engineering labs, and Administrative Support.
3B	Craven	Main Campus	2184	Barker Hall First Stop Renovation (Student Services)	Amended (Increase in project cost) Renovation will enable the consolidation of services for our students. The current space houses the Academic Skills center, Testing center and administrative offices. The renovated space will house Enrollment Services, Career/Transfer center, Financial Aid, Testing, and Student Accounts. By bringing these services together in the same physical space it will allow us to improve the quality of service to students and other stakeholders, facilitate sharing of information, and to improve efficiency for the college.
3C	Isothermal	Main Campus	2088	Comprehensive Applied Sciences and Workforce Development Center (Instructional Classrooms)	Amended (Increase in project cost) Construction of a new facility approximately 31,450 square feet and will house a variety of academic programs related to the Applied Sciences Division. Workforce training programs will also utilize the facility for scheduling industry specific training. The facility will consist of five high ceiling training bays, offices, conference rooms, classrooms and science and computer labs.
3D	Nash	Main Campus	2133	Building A & B Roof Replacement (Instructional Classrooms)	Amended (Increase in project cost) Replace roofs for Building A and B - Instructional programs are housed in these buildings.
3E	Rockingham	Main Campus	2095	Whitcomb Student Center Renovation (Student Center)	Amended (Increase in project cost) Renovation of existing 27,379 square foot building, consisting of offices, meeting spaces, student lounges, bookstore, and food service area. The building houses student support offices including Admissions, Records, Financial Aid, and the Student Advising Center. Renovations will include expansion of financial aid office, relocation of reception desk, and replacement of the fire alarm system.

## **AGENDA**

State Board of Community Colleges  
PROGRAMS COMMITTEE  
Caswell Building  
J. Gregory Poole Conference Room  
November 17, 2016 – 1:30 p.m.

### **Call to Order**

### **Roll Call**

### **Ethics Awareness and Conflict of Interest**

### **Approval of Agenda**

### **Approval of Minutes** –October 20, 2016

### **For Information**

#### ***Finance Items:***

- Allocation for Integrated English Literacy and Civics Education Planning Grants (Attachment FC 11) [CA]
- Service Agreement for Adult Basic Skills Professional Development (Attachment FC 12) [CA]

#### ***Program Items:***

- North Carolina Community College System Annual Curriculum Program Approval/Termination Report to the General Assembly (Attachment PROG 1)
- Curriculum Program Application as Approved by the System President (Attachment PROG 2)
  - Sampson Community College
    - Lateral Entry (Certificate) (C55430)
- Curriculum Program Applications for Health Science: Therapeutic Diagnostic Services as Approved by the System President (Attachment PROG 3)
  - Montgomery Community College
    - Nurse Aide (Diploma) (D45970)
    - Phlebotomy (Diploma) (D45950)
  - Nash Community College
    - Nurse Aide (Diploma) (D45970)
  - Sampson Community College
    - Emergency Medical Science (Diploma) (D45910)
    - Medical Assisting (Diploma) (D45920)
    - Nurse Aide (Diploma) (D45970)

## **AGENDA**

- Curriculum Program Termination as Approved by the System President (Attachment PROG 4)
  - Davidson Community College
    - Digital Media Technology (A25210)
    - Entrepreneurship (A25490)
    - Sustainability Technologies (A40370)

### **For Action**

#### ***Consent Agenda Items***

- Curriculum Program Application (Fast Track for Action) (Attachment PROG 5) [CA]
  - Alamance Community College
    - Histotechnology (A45370)
  - Asheville Buncombe Technical Community College
    - Nurse Aide (Certificate) (C45840)
- Curriculum Standard Revision (Attachment PROG 6) [CA]
  - Catawba Valley Community College
    - Respiratory Therapy (A45720)
- Captive/Co-Opted Groups (Attachment PROG 7) [CA]
  - Cape Fear Community College – New Hanover Correctional Institution
    - PLU-3024 – Plumbing
  - Gaston Community College – Gaston Correctional Center
    - HRD – 3005 – HRD Technology Awareness
- Combined Course Library – Continuing Education (Attachment PROG 8) [CA]
  - New Course Approvals, Modification, and Tier Designations

#### ***Agenda Items***

- The State Board of Community Colleges and the Multiple Pathways to High School Equivalency Course Credit Approval (PROG 9)

### **New Business**

### **Adjourn**

**MINUTES**  
**Programs Committee**  
**State Board of Community Colleges**  
**October 20, 2016**

**MEMBERS PRESENT:**

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

**SYSTEM OFFICE STAFF AND OTHERS:**

Dr. Lisa Chapman	Ms. Linda Suggs, Gates	Dr. Donny Hunter (NCACCT)
Ms. Shante Martin	Foundation	

**WELCOME AND ETHICS STATEMENT:** Dr. Powell called the meeting to order at 1:40 p.m. in the Craig F. Goess Center, Room 132. Roll was taken and there was a quorum. Dr. Powell read the the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

**APPROVAL OF THE AGENDA:** Dr. Powell requested a motion to approve the October 20, 2016 agenda. Dr. Blackwell made a motion to approve the agenda and Dr. Willis seconded the motion. It was unanimously approved by the committee.

**APPROVAL OF THE MINUTES:** Dr. Powell requested a motion to approve the September 15, 2016 minutes. Dr. Blackwell made a motion to approve the minutes and Mr. Irwin seconded the motion. It was unanimously approved by the committee.

**FOR INFORMATION**

**Finance Committee Agenda Items**

Summary of 2015-16 State Funded Financial Aid Programs for Community College Students  
(Attachment FC 3)

Allocation for RN to BSN Competency-Based Education (Attachment FC 9) [CA]

The committee had no questions or concerns.

**Programs Committee Information Items**

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

- Halifax Community College
  - Human Services Technology/Social Services (A4538D)

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

- Davidson County Community College
  - School-Age Education (A55440)

The committee discussed the difference between archiving and terminating. Dr. Chapman reviewed how the colleges determine the best course of action when a course is not being utilized.

**FOR ACTION:**

**The State Board of Community Colleges and The Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement (Attachment PROG 3)**

The above item was presented by Dr. Chapman.

- Dr. Powell shared with the committee that this annual report is due to the Education Oversight Committee by November 1, 2016.
- Dr. Chapman said the information covers the first two years of the articulation agreement and the first group of students covered by this is matriculating to the four year colleges.
- The first two reports were focused on the history of revising CAA, the Transfer Advisory Committee (TAC), and the structure and enrollment in the College Transfer Success course (ACA-122). ACA-122 helps students understand how to plan out the four year degree.
- Students and advisors can go the website of the university the student wants to attend to review the Baccalaureate plan. This guides them to the proper courses to take at the community college and what to expect to take at the university.
- Dr. Chapman reviewed the reporting structure and the highlights of the report.
- Staff will be keeping a close eye on this report to assure that the agreement continues to be beneficial for the student.
- TAC reviews institutions bi-annually per General Assembly direction. There are standard forms and processes for the reviews. Not all sixteen colleges have been reviewed yet.
- There was a report from President Shockley where there was a foreign language that should have been accepted and there were issues. Upon follow up, Dr. Chapman has contacted UNCGA and UNC Admissions to meet and discuss situations like this one.
- Discussed the importance of transfer students for some of the universities versus others. The goal is for all transfer students to be treated the same no matter which university they choose.
- Dr. Hunter discussed the intention of the law and the importance of it being enforced with the committee.
- In response to questions by Ms. Stovall, Dr. Chapman reviewed the Existing Challenges outlined on page 7 of the report.
  - Implement strategies to incentivize Associate Degree completion prior to transfer.
  - Develop process for communicating Baccalaureate Degree Plan changes to community college partners.
  - Reduce the number of total credit hours (UNC and NCCCS) to Baccalaureate Degree completion.
  - Collect additional comparative data of UNC native students and transfer students.
  - Enhance communication between UNC and community college partners and between the TAC and campus transfer personnel.
  - Leverage existing and new technology to assist transfer students with credit articulation and degree completion.
- Ms. Stovall shared what has helped her as a student based on these changes.
- Discussed whether there needs to be a ramification for the university if a student's course work is not accepted.

- It was recommended that a letter be sent to the TAC sharing the committee's concern that there were no findings, however an issue has been discussed at the Presidents' Association meeting.
- The report needs to show if the university system is working with the community college system or is there resistance. Mr. McBrayer said that we also need to share the positive, not just the negative.

Dr. Blackwell made the motion to move The State Board of Community Colleges and The Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement from Future Action to Action for the full board. Dr. Willis seconded the motion.

Dr. Blackwell motioned, Dr. Willis seconded and the committee approved The State Board of Community Colleges and The Board of Governors of the University of North Carolina Review of the Comprehensive Articulation Agreement.

### **Items for the Consent Agenda [CA]**

#### **Curriculum Program Application (AE) (Attachment PROG 4) [CA]**

- Montgomery Community College
  - Associate in Engineering (A10500)

The above item were presented by Dr. Chapman.

#### **\*Curriculum Program Application (New to System) (Attachment PROG 5) [CA]**

- Pitt Community College
  - Advanced Medical Coding (Certificate) (C45xxx)
  - Tiered Funding Recommendation – Advanced Medical Coding
  - Exceed Hour Request – Advanced Medical Coding

The above item were presented by Dr. Chapman.

#### **Curriculum Program Application (Fast Track for Action) (Attachment PROG 6) [CA]**

- Mayland Community College
  - Agribusiness Technology (A15100)

The above item were presented by Dr. Chapman.

#### **Curriculum Standard Revision (Attachment PROG 7) [CA]**

- Forsyth Technical Community College
  - Recreational Vehicle Maintenance and Repair Technology (D60310)

Dr. Chapman presented information on this revision request.

#### **Combined Course Library – Continuing Education (Attachment PROG 8) [CA]**

- New Course Approvals, Modification, and Tier Designations

Dr. Chapman discussed the requested course approval.

Agenda items 4-8 were discussed individually and grouped together for one motion. On a motion made by Dr. Blackwell, seconded by Dr. Willis, these agenda items were approved for placement on the full board "Consent Agenda" for action at their October 21, 2016 meeting.

\*Reviewed in previous month

**OTHER BUSINESS**

**ADJOURN**

The meeting was adjourned at 2:54 p.m. on a motion by Dr. Blackwell, seconded by Dr. Willis.

Respectfully submitted,  
Sondra Jarvis  
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

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

The North Carolina Community College System Office is required to submit an annual report to the North Carolina General Assembly on curriculum program approvals and terminations. The attached is a report of curriculum approvals and terminations that were approved by the North Carolina State Board of Community Colleges during 2016.

*Data from December 2016 has been included subject to approval by the State Board at the November 18, 2016 meeting.*

**Contact:**

Lisa Chapman, Ed.D.  
Senior Vice President/Chief Academic Officer  
Programs and Student Services

# North Carolina Community College System

## Curriculum Program Approvals and Terminations January - December 2016

Dr. James C. Williamson  
President

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

## Table of Contents

Executive Summary.....	3-4
Curriculum Program Approvals and Terminations	
Curriculum Program Approvals by Type.....	6
Traditional Curriculum Program Approvals by Community College.....	7-8
Special Curriculum Program Approvals by Community College.....	9-11
Curriculum Program Terminations by Community College .....	12-13
Appendices	
Appendix A: Traditional Curriculum Program Approvals by Community College .....	15-45 (State Board of Community Colleges Approval Date and Rationale for Approval)
Appendix B: Special Curriculum Programs by Month of Approval .....	46-48
Appendix C: Instructional Service Agreements (Level III) by Month of Approval .....	49
Appendix D: Curriculum Program Terminations by Community College .....	50-56 (Date of Information to the State Board of Community Colleges and College Rationale for Termination)
Appendix E: Curriculum Program Titles Eligible for the Special Curriculum Program Application Process .....	57-58
Appendix F: Contact Information .....	59

## Executive Summary

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

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

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

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

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

From January 2016 through December 2016, a total of 111 curriculum programs were approved and/or reported to the State Board of Community Colleges. Of the 111 approved programs, 56 programs were existing curriculum program titles, 54 programs were under eight New-to-the-System program titles, and one was a Level III Instructional Service Agreement.

The New to the System programs are:

- Advanced Medical Coding (Certificate) (C45530)  
(One college received approval for this new program.)
- Associate in Fine Arts in Music (A10700)  
(Twelve colleges received approval for this new program.)
- Associate in Fine Arts in Theatre (A10800)  
(Eleven colleges received approval for this new program.)
- Associate in Fine Arts in Visual Arts (A10600)  
(Twenty-six colleges received approval for this new program.)
- Early Childhood Administration (Certificate) (C55850)  
(One college received approval for this new program.)
- Early Childhood Preschool (Certificate) (C55860)  
(One college received approval for this new program.)
- Intelligence Studies (A25700)  
(One college received approval for this new program.)
- Surgical First Assistant (Certificate) (C45530)  
(One college received approval for this new program.)

Curriculum Program Terminations:

Per rule 1D SBCCC 400.95 (b), community colleges shall terminate a curriculum program when there has been zero enrollment for two years or request a one-year extension of the program. From January 2016 through December 2016, the North Carolina Community College System received program termination requests from 17 colleges. The colleges requested termination of one or more of their curriculum programs resulting in the termination of 61 curriculum programs system-wide.

# Curriculum Program Approvals and Terminations

## Curriculum Program Approvals by Type

### Traditional Curriculum Program Applications

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

New-to-the-System Curriculum Programs Applications ..... 5

Existing Curriculum Programs Applications..... 37

Subtotal: 42

### Special Curriculum Program Applications

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

New-to-the-System Special Curriculum Program Applications.....**49**

Special Curriculum Program Applications ..... 19

Subtotal: 68

### Instructional Service Agreements (Level III)

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

Instructional Service Agreements (Level III) ..... 1

Subtotal: 1

Total Curriculum **Program Approvals**..... Grand Total: 111

## Traditional Curriculum Program Approvals by Community College (New and Existing Program Titles)

Alamance Community College.....	2
Associate in Engineering (A10500)	
Histotechnology (A45370)	
Asheville-Buncombe Technical Community College.....	1
Nurse Aide (Certificate) (C45840)	
Blue Ridge Community College.....	3
Early Childhood Administration (Certificate) (C55850)*	
Early Childhood Preschool (Certificate) (C55860)*	
Emergency Management (A55460)	
Cape Fear Community College.....	3
Automotive Customizing Technology (A60190)	
Nurse Aide (Certificate) (C45840)	
Veterinary Medical Technology (A45780)	
Central Carolina Community College.....	4
Building Construction Technology (A35140)	
Health and Fitness Science (A45630)	
Occupational Education Associate (A55320)	
Therapeutic Massage (A45750)	
College of The Albemarle.....	2
Health and Fitness Science (A45630)	
Sustainable Agriculture (A15410)	
Davidson County Community College.....	1
Dental Assisting (Diploma) (D45240)	
Fayetteville Technical Community College.....	2
Intelligence Studies (A25700)*	
Surgical First Assistant (Certificate) (C45870)*	
Haywood Community College.....	1
Associate in Engineering (A10500)	
Johnston Community College.....	2
Mammography (Certificate) (C45830)	
Phlebotomy (Certificate) (A45600)	
Lenoir Community College.....	1
Associate in Engineering (A10500)	
Martin Community College.....	1
Criminal Justice Technology (A55180)	
Mayland Community College.....	2
Agribusiness Technology (A15100)	
Practical Nursing (Diploma) (D45660)	
McDowell Technical Community College.....	1
Associate in Engineering (A10500)	
Mitchell Community College.....	2
Computer-Integrated Machining (A50210)	
Emergency Medical Science (A45340)	

Montgomery Community College .....	2
Associate in Engineering (A10500)	
Phlebotomy (Certificate) (A45600)	
Nash Community College .....	2
Emergency Medical Science (A45340)	
Nurse Aide (Certificate) (C45840)	
Pitt Community College .....	1
Advanced Medical Coding (Certificate) (C45530)*	
Richmond Community College .....	1
Nonprofit Leadership and Management (A25410)	
Sampson Community College.....	3
Emergency Management (A55460)	
Emergency Medical Science (A45340)	
Medical Assisting (A45400)	
Tri-County Community College .....	1
Associate in Engineering (A10500)	
Vance-Granville Community College.....	1
Histotechnology (A45370)	
Wake Technical Community College .....	1
Mission Critical Operations (A40430)	
Wayne Community College .....	1
Associate in Engineering (A10500)	
Western Piedmont Community College.....	1
Mechatronics Engineering Technology (A40350)	
 Total .....	 42

*\*New to the System Program*

Special Curriculum Program Approvals  
by Community College  
(Abbreviated Approval Process)

Asheville-Buncombe Technical Community College.....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Blue Ridge Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Caldwell Community College and Technical Institute.....	2
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Cape Fear Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Carteret Community College.....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Catawba Valley Community College.....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Central Carolina Community College .....	1
Manicuring/Nail Technology (Certificate) (C55400)	
Central Piedmont Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Cleveland Community College.....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Coastal Carolina Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
College of The Albemarle .....	3
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Supply Chain Management (A25260)	
Durham Technical Community College .....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Edgecombe Carolina Community College.....	1
Welding Technology (A50420)	
Fayetteville Technical Community College.....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	

Forsyth Technical Community College .....	2
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Gaston College .....	2
Cosmetology Instructor (Certificate) (C55160)	
Esthetics Instructor (Certificate) (C55270)	
Guilford Technical Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Halifax Community College.....	1
Human Services Technology/Social Services (A4538D)	
Mitchell Community College .....	2
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Montgomery Community College.....	3
Medical Office Administration (A25310)	
Nurse Aide (Diploma) (D45970)**	
Phlebotomy (Diploma) (D45950)**	
Nash Community College .....	1
Nurse Aide (Diploma) (D45970)**	
Pitt Community College .....	3
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Randolph Community College.....	1
Human Services Technology/Substance Abuse (A4538E)	
Richmond Community College .....	3
Human Services Technology/Social Services (A4538D)	
Human Services Technology/Substance Abuse (A4538E)	
School-Age Care (Certificate) (C55450)	
Roanoke-Chowan Community College.....	2
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Rockingham Community College .....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Rowan-Cabarrus Community College .....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Sampson Community College.....	4
Emergency Medical Science (D45910)**	
Lateral Entry (Certificate) (C55430)	
Medical Assisting (Diploma) (D45920)**	
Nurse Aide (Diploma) (D45970)**	
Sandhills Community College.....	2
Associate in Fine Arts in Music (A10700)*	
Associate in Fine Arts in Visual Arts (A10600)*	
South Piedmont Community College.....	1
Associate in Fine Arts in Visual Arts (A10600)*	

Southwestern Community College.....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Surry Community College .....	2
Associate in Fine Arts in Visual Arts (A10600)*	
Supply Chain Management (A25620)	
Tri-County Community College .....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Wake Technical Community College .....	1
Associate in Fine Arts in Visual Arts (A10600)*	
Western Piedmont Community College.....	2
Associate in Fine Arts in Theatre (A10800)*	
Associate in Fine Arts in Visual Arts (A10600)*	
Total .....	68

*\*Represents new-to-the-system programs. In February of 2016, three discipline specific (Visual Arts, Music and Theatre) Associate in Fine Art degrees were approved by the State Board of Community Colleges.*

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

## Curriculum Program Terminations by Community College

Alamance Community College.....	1
Cosmetology Instructor (Certificate) (C55160)	
Asheville-Buncombe Technical Community College.....	1
Healthcare Business Informatics (A25510)	
Beaufort County Community College .....	1
Health and Fitness Science (A45630)	
Catawba Valley Community College.....	9
Esthetics Technology (Certificate) (C55230)	
Furniture Production Technology (A50180)	
Furniture Production Technology/Design and Product Development (A5018A)	
Industrial Engineering Technology (A40240)	
Real Estate (A25400)	
Real Estate Appraisal (A25420)	
Real Estate Licensing (Certificate) (C25480)	
School-Age Education (A55440)	
Truck Driver Training (Certificate) (C60300)	
Central Piedmont Community College .....	1
Manufacturing Technology (A50320)	
Davidson County Community College .....	4
Digital Media Technology (A25210)	
Entrepreneurship (A25490)	
School-Age Education (A55440)	
Sustainability Technologies (A40370)	
Durham Technical Community College .....	1
Collision Repair and Refinishing Technology (A60130)	
Johnston Community College.....	4
Associate in Fine Arts (A10200)	
Culinary Arts (A55150)	
Esthetics Instructor (Certificate) (C55270)	
Interventional Cardiac and Vascular Technology (A45410)	
Mitchell Community College .....	1
Lateral Entry (Certificate) (C55430)	
Montgomery Community College .....	3
Collision Repair and Refinishing Technology (A60130)	
General Occupational Technology (A55280)	
School-Age Care (Certificate) (C55450)	
Robeson Community College .....	3
Carpentry (Diploma) (D35180)	
Esthetics Technology (Certificate) (C55230)	
Manicuring/Nail Technology (Certificate) (C55400)	

Southwestern Community College .....	15
Building Construction Technology (A35140)	
Cosmetology Instructor (Certificate) (C55160)	
Criminal Justice Technology/Latent Evidence (A5518A)	
Esthetics Technology (Certificate) (C55230)	
Gaming Management (A25250)	
General Occupational Technology (A55280)	
Hospitality Management (A25110)	
Manicuring Instructor (Certificate) (C55380)	
Masonry (Diploma) (D35280)	
Medical Transcription (Diploma) (D25320)	
Office Administration/Legal (A2537A)	
Office Administration/Virtual Office Assistance (A2537B)	
Plumbing (Diploma) (D35300)	
Real Estate (A25400)	
Real Estate Licensing (Certificate) (C25480)	
Stanly Community College .....	3
Cardiovascular/Vascular Interventional Technology (Diploma) (D45140)	
Esthetics Instructor (Certificate) (C55270)	
General Occupational Technology (A55280)	
Tri-County Community College .....	5
Building Construction Technology (A35140)	
Esthetics Instructor (Certificate) (C55270)	
Healthcare Management Technology (A25200)	
Networking Technology (A25340)	
Real Estate Licensing (Certificate) (C25480)	
Vance-Granville Community College .....	2
Industrial Systems Technology (A50240)	
Sustainability Technologies (A40370)	
Wayne Community College .....	1
School-Age Education (A55440)	
Wilson Community College .....	6
Alternative Transportation Technology (Diploma) (D60420)	
Associate in General Education (A10300)	
General Occupational Technology (A55280)	
Lateral Entry (Certificate) (C55430)	
Manufacturing Technology (A50320)	
School-Age Care (Certificate) (C55450)	
Total Program Terminations .....	61

1D SBCCC 400.95(b) states the following:

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

# Appendices

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Alamance CC	Associate in Engineering (A10500)  July 15, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for</b> each course provided under the Associate in Engineering degree.</li> </ul>
Alamance CC	Histotechnology (A45370)  November 18, 2016	<ul style="list-style-type: none"> <li>According to the U.S. Department of Labor and the North Carolina Department of Commerce, the job outlook for the employment of medical and clinical laboratory technologists and technicians is strong. Nationally, the field is expected to add 23,100 jobs between 2014- 2024 a fourteen percent increase. State-wide, the field is projected to add 660 jobs between 2012-2022 a seventeen percent increase.</li> <li><b>On June 25, 2016, ACC's local newspaper reported, "The Burlington Metropolitan Statistical Area is the top small MSA for research, testing and medical laboratories in the country according to a recent study. From 2009 to 2014, our top regional code was in medical laboratories, with medical and clinical lab techs making up over seventeen percent of total jobs in the region."</b></li> <li>According to the Bureau of Labor and Statistics, the national annual <b>median wage in 2015 was \$59,430 and the state's median wage was \$57,170</b> for medical laboratory technologists.</li> <li>The Biotechnology and Medical Laboratory Technology programs are well <b>established at the College. ACC's current laboratory facilities will easily</b> accommodate the courses taught in the first year of the program. Laboratory Corporation of America (LabCorp) has committed to constructing a Histotechnology teaching lab on-site and faculty office space at one of its local facilities for second year courses. This lab will be adjacent to the Medical Laboratory Technology teaching lab located at the same facility. The two diagnostic testing programs, located in such close proximity, will be synergetic in terms of facilities, guest lectures and student interaction.</li> <li>In Fall 2016, ACC had thirty-nine students enrolled in their Biotechnology program and twenty-six enrolled in their Medical Laboratory Technology program. They are projecting similar enrollment numbers since Histotechnology is a specialized field in clinical laboratory science.</li> <li>Letters of support for the program were submitted to ACC by the Laboratory Corporation of America (LabCorp), Moses Cone Health System, and Aurora Diagnostics GPA Laboratories regarding the current and future demand for trained histotechnologists in the area.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Asheville-Buncombe Technical CC	Nurse Aide (Certificate) (C45840)  November 18, 2016	<ul style="list-style-type: none"> <li>• Currently, A-B Tech offers Nurse Aide training through continuing education and enrolls 400 to 500 students per year.</li> <li>• <b>A-B Tech’s nursing program requires certification as a Nurse Aide I (CNA I)</b> as part of the application eligibility criteria. Over the past three years, they received 302 nursing applications for the 2014-15 cohort, 277 nursing applications for the 2015-16 cohort and 217 nursing applications for the 2016-17 cohort.</li> <li>• EMSI data indicates that the number of Nurse Aide related positions in Buncombe and Madison counties will increase by sixteen percent over the next ten years, with an average salary of \$11.02 per hour.</li> <li>• An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and statewide.</li> <li>• Local school districts have asked that the College offer Nurse Aide for high school students. All three LEAs within the A-B Tech service area provide CNA courses, but would prefer that students pursue their studies through Career and College Promise. The addition of the NA program will allow the LEAs and the College to offer a new pathway focused on careers in healthcare. Feedback from each of the systems indicates that once fully implemented, A-B Tech can expect annual CCP enrollments in the program as follows: Asheville City ten students, Buncombe County one hundred and twenty students and Madison County fifteen students.</li> <li>• Letters of support for the program were submitted to A-B Tech by Asheville City Schools, Buncombe County Schools, and Madison County Schools.</li> </ul>
Blue Ridge CC	Emergency Management (A55460)  July 15, 2016	<ul style="list-style-type: none"> <li>• BRCC offers coursework in fire and emergency medical services through curriculum and occupational extension. The College reported 11,447 students enrolled in Fire and Technical Rescue courses between 2010 and 2015, and they reported 887 students enrolled in emergency medical services classes during the same time period.</li> <li>• Terrorist attacks and multiple natural disasters reverberate through both public and private sector organizations. As a result, spending directed at emergency management and disaster mitigation has increased. This increased spending has increased the employment opportunities in the emergency management field. The Bureau of Labor Statistics expects employment to grow by twenty-two percent, by 2018.</li> </ul> <p>(US News &amp; World Report, 2011).</p>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by College)
Blue Ridge CC	<p>Emergency Management (A55460)</p> <p><i>Continued</i></p> <p>July 15, 2016</p>	<ul style="list-style-type: none"> <li>Nationally, the employment of Emergency Management Directors is projected to grow eight percent from 2012 to 2022, about as fast as the average for all occupations. Employment of Emergency Management Directors is expected to grow the fastest in hospitals, schools, and private companies. For example, Emergency Management Directors is projected to grow by eighteen percent in health care and social assistance and twenty-two percent in the professional, scientific, and technical services industries from 2012 to 2022. (Bureau of Labor Statistics, U.S. Department of Labor).</li> <li>The Director of Staff Development and Training with the NC Department of Public Safety (DPS) indicated <i>they are the single-largest agency in NC, with over 26,000 full-time employees in both sworn/certified and civilian positions. We believe the creation of this associate degree program will benefit emergency management, fire departments, emergency medical services, and criminal justice agencies by providing a better educated applicant pool, a more efficient work force, and a safer North Carolina.</i></li> <li>The Director of Emergency Services for Transylvania County noted <i>Western NC is in need of an emergency management program as this will complement existing agency programs within the area.</i></li> <li>Letters of support for the program were submitted to BRCC by Henderson County Emergency Services, Transylvania County Emergency Services and the Director of the Emergency and Disaster Management Program at Western Carolina University.</li> <li>BRCC plans to offer courses to local high school students through Career and College Promise. The Emergency Management curriculum would provide these students with a foundation of technical and professional knowledge needed for emergency services delivery.</li> </ul>
Blue Ridge CC	<p>Early Childhood Administration (Certificate) (C55850)*</p> <p>August 19, 2016</p>	<ul style="list-style-type: none"> <li>The development of a stand-alone certificate in early childhood administration will provide students with the opportunity to earn a stackable credential with the specialization in administration which will enhance their employability opportunities as well as increase their future earning potential.</li> <li>Coursework within the early childhood administration certificate will allow students the opportunity to complete the requirements to earn the North Carolina Child Care Administrator Credentials which are recognized by the North Carolina Division of Child Development and Early Education and are required for those who are or wish to become employed as a director in a child care center.</li> <li>According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool and child care center directors is expected to increase by 7%. Additionally, preschool and child care center directors earn on average approximately \$21.96 per hour which equates to an average annual salary of approximately \$45,670. (U.S. Bureau of Labor Statistics).</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Blue Ridge CC	<p>Early Childhood Administration (Certificate) (C55850)*</p> <p><i>Continued</i></p> <p>August 19, 2016</p>	<ul style="list-style-type: none"> <li>In North Carolina, the employment opportunities for early childhood administrators are increasing faster than the national average. The North Carolina Department of Commerce projects a 23.8% increase in employment openings for education administrators in preschool and child care center programs statewide between 2012-22.</li> <li>The average annual wage for education administrators in preschool and child care center programs in North Carolina is \$37,820 which equates to approximately \$17.09 per hour. (North Carolina Department of Commerce).</li> <li>A stand-alone early childhood administration certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.</li> <li>Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.</li> <li>The development of a stand-alone early childhood preschool certificate will provide students with the opportunity to earn a stackable credential with the preschool specialization which will enhance their employment opportunities.</li> </ul>
Blue Ridge CC	<p>Early Childhood Preschool (Certificate) (C55860)*</p> <p>August 19, 2016</p>	<ul style="list-style-type: none"> <li>Coursework within the early childhood preschool certificate aligns with the Child Development Associate (CDA) training required subject areas which is part of the CDA certification recognized by Head Start. (Council for Professional Recognition; National Association of the Education of Young Children)</li> <li>According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool teachers is expected to increase by 7%. Additionally, preschool teachers earn on average approximately \$13.74 per hour which equates to an average annual salary of approximately \$28,570. (U.S. Bureau of Labor Statistics)</li> <li>In North Carolina, the employment opportunities for preschool teachers are increasing faster than the national average. The North Carolina Department of Commerce projects a 23% increase in employment openings for preschool teachers statewide between 2012-22.</li> <li>The average annual wage for preschool teachers in North Carolina is \$22,540 which equates to approximately \$11.74 per hour. (North Carolina Department of Commerce).</li> <li>A stand-alone early childhood preschool certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Blue Ridge CC	Early Childhood Preschool (Certificate) (C55860)* <i>Continued</i>  August 19, 2016	<ul style="list-style-type: none"> <li>Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.</li> </ul>
Cape Fear CC	Automotive Customizing Technology (A60190)  January 15, 2016	<ul style="list-style-type: none"> <li>According to data provided by the U.S. Bureau of Labor Statistics, 13% growth is projected for automotive and collision technician jobs nationally.</li> <li>The NC Department of Commerce listed 52 job openings with average hourly wages of \$18.12. There were many additional job openings for individuals possessing fabrication, welding, assembly, or auto insurance adjuster (collision) skill sets.</li> <li>The college conducted a survey of currently enrolled students at the beginning of the Fall 2015 semester to assess their interest in new vocational/technical programs. Of the 1,253 students who responded to this survey, 266 (21%) expressed interest in the Automotive Customizing program.</li> <li>This program will require minimal additional equipment and facilities as these resources are already in place for the automotive, collision, and welding technology programs.</li> <li>Three local automotive repair facilities expressed support for the program through an employer survey and forecasted positive growth for this industry in upcoming years.</li> <li>The college has had good success with their dual enrollment Career and College Promise programs due to their relationship with their local school system and believe that the customization program will be fit nicely into a robust transportation pathway.</li> </ul>
Cape Fear CC	Nurse Aide (Certificate) (C45840)  January 15, 2016	<ul style="list-style-type: none"> <li>Currently, CFCC offers Nurse Aide training through continuing education. The addition of the program in curriculum would only require one additional full-time faculty.</li> <li>Employment of nurse aides is expected to grow as the baby-boomer population ages. Between 2012 and 2022, the NC Commerce Occupational Outlook has projected a 33.5% increase in jobs for Nurse Aides, Psychiatric Aides and Home Health Aides.</li> <li>As of August 9, 2015, the Wilmington metropolitan statistical area advertised twenty-six job openings for nursing assistants. During this same time period, they also had seventy job openings advertised online for the related group of healthcare support occupations.</li> <li>CFCC surveyed their student body in August and September and identified that 361 students out of 1,252 students (29%) were supportive of the Nurse Aide program being offered in curriculum.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Cape Fear CC	Nurse Aide (Certificate) (C45840) <i>Continued</i>  January 15, 2016	<ul style="list-style-type: none"> <li>CFCC is working with UNC Wilmington and their own nursing programs to award points for students who complete the Nurse Aide curriculum certificate program. This will enable them to develop a Career and College Promise pathway for high school students that includes the certificate with their articulated health science courses.</li> </ul>
Cape Fear CC	Veterinary Medical Technology (A45780)  January 15, 2016	<ul style="list-style-type: none"> <li>The Veterinary Medical Technician (VMT) position is a highly skilled and <b>invaluable part of the growing veterinary occupational field</b>. VMT's carry out a variety of essential duties as they work both independently and hand-in-hand with veterinarians in providing care for animals. Increasingly, veterinarians and animal service providers seek certified VMT's to staff their practices.</li> <li>The U.S. Bureau of Labor Statistics projects the need for Veterinary Technologists and Technicians to grow by 30% between 2012 and 2022.</li> <li>In our state, VMT positions are projected to increase approximately 8.5%. However, it is projected that the Cape Fear region will have an increase of 25.2% between 2012 and 2022.</li> <li>Letters of support for the program were submitted to CFCC by the Wilmington Chamber of Commerce, Hampstead Animal Hospital and a former veterinarian in the Cape Fear region.</li> <li>The owner of Hampstead Animal Hospital stated the following: <i>They are the only employees we can assign the veterinary duties of a hospital technician. Non-licensed personnel must be hired as assistants. Licensed technicians are legally able to give injections, including rabies vaccinations.</i></li> <li>The Wilmington Chamber of Commerce believes the <i>business community would welcome the opportunity to be able to have a pool of skilled VTs to enhance services to address the needs of their customers.</i></li> <li>If approved, the VMT program will be housed in a new facility being constructed on the CFCC North Campus with New Hanover County bond funds.</li> </ul>
Central Carolina CC	Building Construction Technology (A35140)  January 15, 2016	<ul style="list-style-type: none"> <li>Nationally, employment in the construction sector is projected to grow 2.6% annually during 2012- 2022. This growth is the third highest among all industry sectors and the highest among all goods-producing sectors (Bureau of Labor Statistics).</li> <li>Construction and Specialty Trade Contractors are in the top five projected growth sectors for the North Central Region of NC which includes Chatham, Lee, and Harnett counties (NC Dept. of Commerce). Statewide, construction of buildings is projected to grow 36.4% (NC Dept. of Commerce). During the period 2011-2012, 81% of students that had achieved an associate degree in construction technologies in the NC Community College System were employed one year post-graduation (NC Tower).</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Central Carolina CC	<p>Building Construction Technology (A35140)</p> <p><i>Continued</i></p> <p>January 15, 2016</p>	<ul style="list-style-type: none"> <li>• Building permits have increased more than two-fold in Chatham County since 2010 and will continue to increase (U.S. Census Bureau). In Chatham County, Chatham Park, slated to develop in stages over the next 30 years, is a 7,000+ acre master-planned live, work, play, sustainable community under construction in Pittsboro, North Carolina. With zoning approval for 22-million square feet of commercial, office, and civic space and 22,000 residential units, it will be one of the largest master-planned communities in the country upon completion.</li> <li>• A "Planning Survey for New Academic Programs" was conducted to potential applicants and students in late 2015 which identified approximately 105 students already interested in enrolling in the Building Construction Technology program at CCCC.</li> <li>• CCCC currently offers several construction-related courses through their Sustainability Technologies program. Therefore, the college has much of the materials and equipment needed to teach coursework related to the proposed program, and has available classroom and laboratory space at the Pittsboro Campus in Chatham County.</li> <li>• Equipment and supply funds have been budgeted during the current fiscal year to plan for the Fall 2016 implementation. A full-time, fully-credentialed instructor for building/sustainability courses began at CCCC in August 2015 to begin planning for curriculum implementation.</li> <li>• UNC-C, ECU, NCSU, Western Carolina, NC A&amp;T, and Appalachian State offer undergraduate degrees in Construction Management, providing interested students with multiple pathways to four-year degrees.</li> <li>• Letters of support were received from Bold Construction and Newland Communities for the development of a Building Construction Technology program at CCCC.</li> </ul>
Central Carolina CC	<p>Health and Fitness Science (A45630)</p> <p>January 15, 2016</p>	<ul style="list-style-type: none"> <li>• In Fall 2014, CCCC conducted a health sciences program planning survey with all hospital CEOs, Chief Nursing Officers, and hiring managers in their service area.</li> <li>• According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an estimated 9.1% increase for Health and Fitness Science (Certified Personal Trainer/Fitness Specialist, Manager) until 2020.</li> <li>• In July/August 2015 there were 391 statewide job openings for Health and Fitness Science personnel listed on NCWorks.gov.</li> <li>• The Employment Security Commission of NC/NC Labor &amp; Economic Analysis Commerce estimates a 10% increase with a projection of 150 annual job openings. National data indicates that the annual employment demand for Health and Fitness Science graduates will increase 13% or 6,500 job openings.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Central Carolina CC	Health and Fitness Science (A45630)  <i>Continued</i>  January 15, 2016	<ul style="list-style-type: none"> <li>North Carolina employment data indicated that 100% of Health and Fitness Science graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (NCtower.com)</li> <li>In Fall 2015, CCCC completed a program planning survey that identified 164 potential Health and Fitness Science applicants.</li> <li>Dedicated classroom and gym space is planned on the Lee County Campus to allow for the implementation of the Health and Fitness Science program.</li> <li>Central Carolina Community College (CCCC) and North Carolina Central University (NCCU) are in the process of developing an articulation agreement that would allow graduates to receive articulated credit toward the following NCCU Physical Education and Recreation degrees: Fitness and Wellness Management, Exercise Sport Science, Physical Education: Teaching Major, Athletic Training and Recreation Administration.</li> <li>Letters of support for the program were submitted to CCCC by Directors at the Triangle-Lee County YMCA and the Harnett County Parks and Recreation.</li> </ul>
Central Carolina CC	Therapeutic Massage (A45750)  January 15, 2016	<ul style="list-style-type: none"> <li>According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an estimated 11.1% increase for Therapeutic Massage until 2020.</li> <li>Therapeutic Massage has a strong current demand with 74 local and 132 state wide job openings advertised in October/November, 2015 (NCWorks.gov). O-Net Online lists Therapeutic Massage as a bright outlook occupation that is expected to grow much faster than average over the period 2012-2022.</li> <li>The Employment Security Commission of NC/NC Labor &amp; Economic Analysis Commerce estimates a 21% increase with a projection of 140 annual job openings. National data indicates that the annual employment demand for Therapeutic Massage graduates will increase 23% or 4,410 job openings.</li> <li>North Carolina employment data indicated that 86% of Therapeutic Massage graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (NCtower.com)</li> <li>In Fall 2015, CCCC completed a program planning survey that identified 157 potential Therapeutic Massage applicants.</li> <li>Dedicated classroom and lab/clinical space is planned on the Lee County Campus to allow for the implementation of the Therapeutic Massage program.</li> <li>Letters of support for the program were submitted to CCCC by the owners of Massage to Heal and Real Body Therapy.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Central Carolina CC	Occupational Education Associate (A55320)  July 15, 2016	<ul style="list-style-type: none"> <li>• Prospective secondary school teachers who possess considerable trade and/or industrial skills/experience, yet lack credentialing required to fulfill lateral entry requirements, are required to take education courses prescribed by the Department of Public Instruction (DPI) and their Local Education Agency (LEA).</li> <li>• Central Region CTE Directors indicated significant need for the greater access to lateral entry courses for their CTE faculty in a survey conducted by CCCC. Response data highlights include:               <ul style="list-style-type: none"> <li>○ Roughly 31% of the aggregated CTE faculty employed by <b>respondents' districts were engaged in</b>, or in need of, lateral entry training.</li> <li>○ <b>Approximately 67% reported "finding courses" or "course offerings" as the greatest obstacle to lateral entry credentialing</b> for CTE teachers in their respective districts.</li> <li>○ Approximately 67% indicated that a trade/industrial skill was among the hardest CTE teaching specialty in which to hire/retain faculty.</li> <li>○ Open-ended comments indicated enhanced access and more proximate offerings and student services would be desired and appreciated by secondary education faculty seeking to meet licensure requirements.</li> </ul> </li> <li>• Employment demand for CTE teachers in the prosperity zones served by CCCC (North Central Region and Sandhills Region) is projected to increase 10.4% until 2022, with 75 annual vacancies on average. (North Carolina Department of Commerce).</li> <li>• In Fall 2015, a total of 158 potential Occupational Education applicants were identified at Central Carolina Community College via a Program Planning Survey for New Academic Programs.</li> <li>• Funds to cover the costs of instructional design and development of EDU-prefixed courses specific to the proposed program are allocated within the 2015-2016 institutional budget and are planned for the 2016-2017 budget, as well. Program implementation will require no dedicated physical facilities or equipment.</li> <li>• The CTE Director of Harnett County Schools, provided a letter of support for the Occupational Education Associate program and has also been involved in the development of the program - serving as a liaison between CCCC and the Central Region CTE Directors group, and by referring prospects seeking courses for lateral entry certification.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
College of The Albemarle	Health and Fitness Science (A45630)  February 19, 2016	<ul style="list-style-type: none"> <li>• According to the Center for Disease Control &amp; Prevention, <i>two-thirds of Americans are overweight, one-third of Americans are obese, half of Americans are at risk of heart disease, one-quarter of deaths in the U.S. are attributed to heart disease, and over 9% of Americans have diabetes.</i></li> <li>• According to the 2013 Pasquotank County Community Assessment, obesity, heart disease, and diabetes are significant health problems in the region. In addition, over 15% of the citizens in the Albemarle region are over 65 years of age, and they anticipate a significant increase in this age group over the next 15 years.</li> <li>• Locally, since obesity, heart disease, and diabetes are significant health problems and the population is aging the Health and Fitness Science program would meet a community need.</li> <li>• The U.S. Bureau of Labor Statistics estimates that employment for fitness professionals is expected to increase by 13% between 2012 and 2022.</li> <li>• North Carolina employment data indicated that 100% of Health and Fitness Science graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (Nctower.com)</li> <li>• COA completed a program planning survey that identified 238 potential Health and Fitness Science applicants.</li> <li>• Dedicated classroom and lab space has been identified for the Health and Fitness Science program.</li> <li>• The program would only require one additional adjunct part-time faculty with specialization in the field.</li> <li>• Because of the broad nature of this entry-level degree, a number of potential employment sites have been identified across the seven county region including: Parks and Recreation Departments, Boys and Girls Clubs, hospitals, rehabilitation centers, senior centers, nursing homes, local schools, special education classrooms and after-school programs.</li> <li>• The district vice president of the YMCA stated the following: <i>We need equipped coaches and leaders to help our community make a lifestyle change. One of the essential elements for a lifestyle coach is a basic understanding of the health and fitness sciences. A Health and Fitness Science program would help equip these future leaders to inspire and change others. A graduate could become employed as a personal trainer, wellness coach, YMCA Change coach, department leader or even as a division director.</i></li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
College of The Albemarle	Sustainable Agriculture (A15410)  August 19, 2016	<ul style="list-style-type: none"> <li>• Graduates of the program should be able to pursue entrepreneurial opportunities. The college will provide assistance for entrepreneurs through their Small Business Center.</li> <li>• The college surveyed thirty businesses within the service area. The survey indicated fifteen current openings, fifty-nine within the last two years and an anticipated fifty-seven openings within the next two years. The majority of the businesses indicated a need for employees with a minimum of their Associate in Applied Science degree.</li> <li>• The college surveyed high school students within their service area to determine interest in the proposed program. Five hundred and seventeen high school students expressed interest in the program.</li> <li>• COA plans to develop Sustainable Agriculture Career and College Promise programs in order to provide Associate in Applied Science pathways to high school students.</li> <li>• The college plans to pursue articulation opportunities with North Carolina State University and Mount Olive University for students wanted to further <b>their education with a bachelor's degree.</b></li> <li>• The college has a state of the art greenhouse on site that can be utilized by the students in this program. Whatever is grown by the agriculture department will be utilized by the culinary students at COA. Additional produce will be donated to the Food Bank.</li> <li>• The college received letters of support for the program from the Pasquotank County Center of the NC Cooperative Extension Service, B&amp;S Enterprises (sales and service retailer of agricultural products), Tidewater Agronomics, Inc., and VA. Fork Produce Company in Edenton, NC.</li> </ul>
Davidson County CC	Dental Assisting (Diploma) (D45240)  May 20, 2016	<ul style="list-style-type: none"> <li>• The ECU School of Dental Medicine established nine Community Service Learning Centers across NC 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 chose Davidson County as one of <b>the Community Service Learning Centers. The Dean of ECU's Dental School noted: <i>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 valued members of the dental care team in public health; private practices and academia.</i></b></li> <li>• 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.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Davidson County CC	Dental Assisting (Diploma) (D45240)  <i>Continued</i>  May 20, 2016	<ul style="list-style-type: none"> <li>The ECU School of Dental Medicine established nine Community Service Learning Centers across NC 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 chose Davidson County as one of the <b>Community Service Learning Centers</b>. The Dean of ECU's Dental School noted: <i>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 valued members of the dental care team in public health; private practices and academia.</i></li> <li>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.</li> <li>The Sheps Center for Health Services Research at Chapel Hill reports: <i>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.</i></li> <li>Letters of support for the program were submitted to DCCC by six dental practices in their area.</li> <li>One of the six dentist noted: <i>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.</i></li> </ul>
Fayetteville Technical CC	Intelligence Studies (A25700)  July 15, 2016	<ul style="list-style-type: none"> <li>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.</li> <li>FTCC has been teaching the contents of the proposed courses under continuing education. Instructors with experience in the Intelligence <b>Community and at least a Master's Degree related to the intelligence field</b> 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.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Fayetteville Technical CC	Intelligence Studies (A25700)  <i>Continued</i>  July 15, 2016	<ul style="list-style-type: none"> <li>• FTCC has collaborated with Fayetteville State University to ensure that the FTCC Intelligence Degree fits seamlessly into the FSU Intelligence Studies Bachelor's Degree. <b>If approved for the program, FTCC would like pursue a "bilateral" agreement with FSU.</b> 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.</li> <li>• 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 intelligences operations and studies for those agencies.</li> <li>• 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)</li> <li>• FTCC received eighteen letters of support from government intelligence agencies for the proposed program. Some of those agencies include, the Intelligence Agency for the 82<sup>nd</sup> Airborne Division, the 3<sup>rd</sup> Special Forces Group, the Special Operations Aviation Command, the 7<sup>th</sup> Special Forces Group, the 18<sup>th</sup> 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.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Fayetteville Technical CC	Surgical First Assistant (Certificate)* (C45870)  August 19, 2016	<ul style="list-style-type: none"> <li>• <b>FTCC's advisory committee for their Surgical Technology program</b> requested the development of this program. The Surgical First Assistant program would provide the certified surgical technologists (CST) a career pathway or sequence of credentials to increase their job qualifications and increase their marketability in the health care industry.</li> <li>• Currently, FTCC offers the Surgical Technology (A45740) program. Therefore, FTCC has the resources (personnel, facilities, clinical programs, etc.) available to implement the proposed Surgical First Assistant (Certificate) program.</li> <li>• It is reported in the National Board of Surgical Technology and Surgical Assisting (NBSTSA) newsletter that <i>the surgical first assisting profession has grown into an independent entity with more and more formal training programs available. The NBSTSA Board of Directors has recognized the necessity to establish standards for training via accreditation granted by the Commission on Accreditation of Allied Health education Programs (CAAHEP).</i></li> <li>• The National Board of Surgical Technology and Surgical Assisting (NBSTSA) recognizes both the origins of the Surgical First Assistant profession and the evolution of educational programs in surgical assisting. The Board of Directors for NBSTSA recently announced changes in eligibility to sit for the Certified Surgical First Assistant (CSFA) Examination. <i>Effective June 3, 2017, any new applicant who wishes to sit for the CSFA must be a graduate of a Commission on Accreditation of Allied Health Education Program (CAAHEP).</i></li> <li>• According to the U.S. Bureau of Labor Statistics the average starting salary for surgical assistants is \$55,000, and the average annual salary is \$75,000. (<i>Houston Chronicle, 2016</i>).</li> <li>• <b>The American Medical Association's (AMA) policy H475.986</b> <i>recognizes that the responsible surgeon may delegate the performance of part of a given operation to surgical assistants, provided the surgeon is an active participant throughout the essential part of the operation. Given the nature of the surgical assistant's role and the potential of risk to the public, it is appropriate to ensure that qualified personnel accomplish this function.</i></li> <li>• The Association of Surgical Assistants (ASA) supports legislative and regulatory efforts to ensure surgical assistants are credentialed as Certified Surgical First Assistant (CSFA), Certified Surgical Assistant (CSA) or Surgical Assistants-Certified (SA-Cs). NBSTSA offers the CSFA credential, the National Surgical Assistant Association (NSAA) offers the CSA credential, and the American Board of Surgical Assisting (ABSA) offers the SA-C credential.</li> <li>• It is reported in <u>Outpatient Surgery Magazine</u> that <i>surgeons who work with surgical assistants can increase their elective case volume. Surgical assistants bridge the communication gap between surgeons and surgical teams. They're extremely familiar with what surgeons need and how they operate, and they're in the OR before and after each case to help expedite the set up and turnover of rooms.</i></li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Fayetteville Technical CC	<p>Surgical First Assistant (Certificate)* (C45870)</p> <p><i>Continued</i></p> <p>August 19, 2016</p>	<ul style="list-style-type: none"> <li>• <u>OR Today</u> reports: <i>utilizing a skilled first assistant has decreased surgical time in the operating room, which decreases probability of surgical site infections and complications.</i> (<a href="http://WWW.ORTODAY.COM">WWW.ORTODAY.COM</a>, September 2015).</li> <li>• FTCC reports two major hospitals, within their service area, employ Surgical First Assistants. Currently, the two employers rely on the surgical assistant for the procurement of the saphenous vein, which is utilized during coronary artery bypass grafting (CABG) procedures.</li> <li>• Cape Fear Valley Health System, Southeastern Regional Medical Center, <b>and several surgeons that serve on FTCC's Surgical Technology Advisory Board</b> expressed support for the program.</li> <li>• FTCC completed a student interest survey that identified 71 out of 74 respondents were interested in the program.</li> <li>• According to CAAHEP data, there are eight accredited Surgical Assisting programs in the United States.</li> <li>• FTCC plans to offer the Surgical First Assistant (Certificate) program totally online with the clinical component as Work-Based Learning (WBL). Students will be responsible for procuring a surgeon to serve as their preceptor, while completing the surgical case requirements.</li> </ul>
Haywood CC	<p>Associate in Engineering (A10500)</p> <p>March 18, 2016</p>	<ul style="list-style-type: none"> <li>• The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>• The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>• The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>
Johnston CC	<p>Phlebotomy (Certificate) (C45600)</p> <p>February 19, 2016</p>	<ul style="list-style-type: none"> <li>• JCC currently offers phlebotomy training through continuing education. <b>From 2010 through 2015, the college's enrollment within continuing education has more than doubled</b>-from 30 unduplicated students served in the first year to 92 unduplicated students in 2014-2015.</li> <li>• The demand for phlebotomists is expected to remain high as doctors and other healthcare professionals require blood work for analysis and diagnosis. According to the U.S. Bureau of Labor and Statistics data, the job outlook for phlebotomists is growing much faster than average. The number of jobs is expected to grow 27% from 2012-2022 (the equivalent change of 27,100 jobs).</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Johnston CC	Phlebotomy (Certificate) (C45600)  <i>Continued</i>  February 19, 2016	<ul style="list-style-type: none"> <li>The Bureau of Labor Statistics forecasts employment of phlebotomists within North Carolina to grow 31% from 2012 to 2022, faster than the average for all occupations both nationally and statewide.</li> <li>Johnston County has a continuing need for qualified phlebotomists within <b>the college's service area</b>. According to the most recent occupational projections published by the North Carolina Department of Commerce, the North Central prosperity region of the state (which includes Johnston County) is expected to experience the largest occupational growth, at 33.5%, for phlebotomists than any other region across the state from 2012-2022.</li> <li>Once JCC receives approval for the Phlebotomy certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Phlebotomy pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable JCC to develop a Career and College Promise (CCP) pathway for high school students.</li> <li>Letters of support for the program were submitted to JCC by Johnston Health, a partner of UNC Health Care, Johnston County Public Health Department, Horizon Family Medicine, PA., FastMed Urgent Care, and the Johnston County Public School System.</li> <li>JCC surveyed over one hundred students in current CCP classes as well as pre-health science college students, and over 90% expressed an interest in the Phlebotomy program.</li> </ul>
Johnston CC	Mammography (Certificate) (C45830)  April 15, 2016	<ul style="list-style-type: none"> <li>The American Cancer Society estimated that in 2015 there would be 231,840 new cases of invasive breast cancer and 60,290 of in situ breast cancer diagnosed among women. In addition, they estimated a diagnosis of breast cancer for approximately 2,350 men. A mammogram is the single most effective method of early detection of breast cancer. The Affordable Care Act requires mammograms to be 100% covered under Medicare and new health insurance plans.</li> <li>Effective January 2016, candidates applying for mammography certification through the American Registry of Radiologic Technologists (ARRT) must document 16 hours of structured education.</li> <li>Effective January 2016, candidates applying for mammography certification through the American Registry of Radiologic Technologists (ARRT) must document 16 hours of structured education.</li> <li>Since the fall of 2006, JCC has offered a thirty-one contact hour continuing education seminar in mammography; however, students participating in the Mammography Initial Training Seminar who are not employed within a clinical facility, struggle to find clinical sites that will allow them to compete the clinical components required for Mammography Quality Standards Act and Program (MQSA) and ARRT mammography certification. As a curriculum program, the mammography certificate will provide students with the necessary clinical experience needed to become a registered mammographer.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Johnston CC	Mammography (Certificate) (C45830)  <i>Continued</i>  April 15, 2016	<ul style="list-style-type: none"> <li>According to the most recent occupational projections published by the North Carolina Department of Commerce, the North Central prosperity region of the state (which includes Johnston County) is expected to experience the largest occupational growth, at 29%, for radiologic technologists (including mammographers) from 2012 to 2022. This projected occupational increase within the North Central prosperity zone is greater than that for the state as a whole for mammographers (24%) and for the nation (21%).</li> <li>Letters of support for the program were submitted to JCC by Raleigh Radiology and Johnston Health, a partner of UNC Health Care which employs more than 200 physicians within the county.</li> <li>Throughout the past year, 110 current and prospective health science students have been surveyed to gauge interest in the proposed mammography curriculum program. To date, 90% of the students surveyed have expressed an interest in pursuing the mammography certificate.</li> </ul>
Lenoir CC	Associate in Engineering (A10500)  April 15, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>
Martin CC	Criminal Justice Technology (A55180)  July 15, 2016	<ul style="list-style-type: none"> <li>The US Bureau of Labor Statistics estimated that there are 6,160 protective service jobs regionally within the northeastern part of the state.</li> <li>Bertie Correctional Institute has 66 correctional officer position vacancies. There are 484 staff positions at the facility that have a criminal justice component to them. The facility is located just 10 miles from the college campus.</li> <li>Letters of support have been received from: The Mayor of Windsor, Windsor County Chamber of Commerce, Bertie County Board of Commissioners, Martin County Board of Commissioners, Martin County Economic Development President, Bertie County Economic and Industrial Planning and Development Commission, Martin County Chamber of Commerce, Bertie and Martin County Schools, and the Town of Windsor.</li> <li>Bertie area high schools estimate that there would be between 20-30 students interested in enrolling in the program.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Martin CC	<p>Criminal Justice Technology (A55180)</p> <p><i>Continued</i></p> <p>July 15, 2016</p>	<ul style="list-style-type: none"> <li>The college has developed the Bertie High School Criminal Justice Cadet Program with support from the Governor's Office and the NC Department of Public Safety. The program successfully began in January, 2016, as a collaborative between Martin and Roanoke-Chowan community colleges. Martin is ready to assume responsibility for the program that will result in an associate's degree in Criminal Justice Technology. The college is working on establishing collaborative bachelor criminal justice degree pathways with four-year universities. Approximately 50 students originally expressed interest in enrolling in the cadet program; sixteen students were accepted to participate in the initial semester offering.</li> <li>Bertie-Martin Regional Jail estimated that they will have five new employee positions; Martin County Sheriff's Department estimated they will have five new employee positions, Bertie County Sheriff's Department estimated eight new positions; Robersonville Police Department one; and Williamston Police Department ten-fifteen within the next five years.</li> </ul>
Mayland CC	<p>Practical Nursing (Diploma) (D45660)</p> <p>July 15, 2016</p>	<ul style="list-style-type: none"> <li>The Practical Nursing (PN) program, which started in 1972, was the first nursing program established at MCC. The program was started as a Nursing Exit Options (NEO) program in partnership with Caldwell Community College and Technical Institute. In 1995, The NEO program transitioned into the ADN degree at MCC.</li> <li>In 2004, the PN program was established with approval to teach twenty students by NCBON. The PN program was a strong program, posting good passing rates on the NCLEX-PN exam.</li> <li>In 2013, the PN program was put on hold. During this same time period, Mission Health located in Asheville, NC began purchasing several community health care providers in the service area. They made the decision to limit the number of Licensed Practical Nurses (LPNs) and hired Nurse Aide I employees. Therefore, with employment options decreasing, the PN program was terminated at MCC in 2014.</li> <li>Recent trends in healthcare are shifting away from acute care facilities and more toward extended care. For many patients, especially the elderly, the comprehensive and high-cost facility of a hospital is disproportionate to the kind of care that they may need. Extended care is a better option for patients who do not have acute trauma or require surgery or elaborate medical interventions. Extended care can be provided by assisted living facilities, hospice, or home health care.</li> <li>Over the past several years, the population of the service area has continued shifting toward an older demographic. The sixty years and older age group had tremendous growth between 2010 and 2014. In 2010, the US Census Bureau indicated, the percentage of persons 65 years and older were the following: Avery County 17.4%, Mitchell County 20.9% and Yancy County 20.6%. In 2014, Access NC indicated, the percentage of persons 60 years and older were the following: Avery County 25.8%, Mitchell County 29.8% and Yancy County 30.4%.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Mayland CC	<p>Practical Nursing (Diploma) (D45660)</p> <p><i>Continued</i></p> <p>July 15, 2016</p>	<ul style="list-style-type: none"> <li>The trend toward extended care and the shift toward an older demographic population has led to an increase in the number of new assisted living facilities, nursing homes, and home-health agencies within the area. MCC notes they have seen new employment growth in existing agencies. All of these healthcare providers hire LPNs, and they support the addition of the PN program at MCC.</li> <li>Based on these trends, MCC has partnered with healthcare agencies to explore their future workforce needs. This collaboration has determined that the PN program provides the educational foundation to create employment opportunities in the healthcare field.</li> <li><b>Approximately twenty percent of MCC's service region is currently in poverty.</b> Given the current economic conditions in the counties that MCC serves, many prospective students who desire to enter the nursing profession do not have the resources, even with financial aid, to complete a rigorous two or three year ADN program.</li> <li>With input and direction from their nursing advisory committee, coupled with extensive research including employers in the region, a one-year PN program is a viable option for students to obtain quality, entry-level jobs into the nursing profession.</li> <li>With the approval of the PN program, graduates can enter the workforce. With their increased earning potential, graduates of the PN program have the opportunity to progress in the nursing profession by completing the PN to ADN pathway to become a Registered Nurse (RN). Similarly, once the student has obtained their RN, the student can complete a BSN through the RN to BSN pathway.</li> <li>Letters of support for the program were submitted to MCC by Life Care Center of Banner Elk, Roan Highlands Nursing Center, Pruitt Home Health –Toe River, Appalachian Regional HealthCare System, Medi-Home Hospice, Smokey Ridge Health and Rehabilitation, and Glenbridge Health and Rehab Center.</li> <li>Life Care Center of Banner Elk, a long-term care facility, noted: <i>Educating and providing a competent, qualified workforce of future health care providers continues to be an important goal for our region. Since the discontinuation of the LPN program we are finding it difficult to recruit enough nurses to provide the high standard of care our residents need and deserve which is causing our current staff to have to pick up extra days to provide care. Many nurses are starting to become 'burnt out'. Therefore, we are in support of implementing the MCC PN program."</i></li> <li>It was noted by Appalachian Regional Healthcare System: <i>We currently employ LPNs within the MCC service area. We are expanding our long-term care capacity with the opening of The Foley Center at Chestnut Ridge during the summer of 2016. We anticipate expanded job opportunities for LPN's."</i></li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Mayland CC	Agribusiness Technology (A15100)  October 21, 2016	<ul style="list-style-type: none"> <li>• Farmers and other agricultural managers can expect a median pay of \$30.85 per hour. (US Bureau of Labor Statistics).</li> <li>• MCC plans to offer a Career and College Promise high school Agribusiness program if approved for the program.</li> <li>• Student enrollment in the Future Farmers of America (FFA) chapters in the local three high schools has continued to increase. MCC has already completed their application to start a FAA chapter in order to allow student involvement in FAA as they continue their pathway towards a degree in Agribusiness.</li> <li>• The Yancey County Government and the Yancey County Economic Development Commission recently created the Yancey County Agricultural Task Force. The role of the Task Force is to shape and enhance agricultural economic development in the county. MCC anticipates that this initiative will lead to increased student demand for the proposed program.</li> <li>• Graduates of the program will also be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center.</li> <li>• Both the Mitchell and Yancey County Cooperative Extension Directors are supportive of the proposed program and stated that they: <i>recognize both the opportunity and imperative of developing a rural infrastructure and support mechanism to create jobs as the basis for long term economic advantage.</i></li> <li>• A letter of support for the proposed program was received from the President of the Mitchell County Farm Bureau who stated: <i>This project is an essential initiative that will facilitate the growth of rural jobs in our region.</i></li> <li>• Letters of support were received from local businesses such as Tractor Food and Farms and Griffith General Store.</li> <li>• According to the US Department of Agriculture, <i>half of all current farmers in the United States are likely to retire in the next decade.</i></li> <li>• <i>Direct-to-consumer channels such as farmers' markets, roadside stands, u-pick, as well as intermediated channels, such as direct sales to restaurants, institutions, or regional food aggregators, are growing.</i> (US Department of Agriculture, Trends in US, Local and Regional Food Systems. January 2015).</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
McDowell Technical CC	Associate in Engineering (A10500)  July 15, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>
Mitchell CC	Computer-Integrated Machining (A50210)  April 15, 2016	<ul style="list-style-type: none"> <li>The college performed a comprehensive employment analysis to determine the need for and general viability of a computer-integrated machining program. Surveys of local machining industries along with feedback from the college advisory committee revealed that there is a significant need for qualified machinists in Iredell County. There are currently 408 machining-related jobs within the college's service area paying a median wage of \$19.29/hour and 110 projected job openings from 2012-2022.</li> <li>The US Bureau of Labor Statistics estimates 6% positive growth in machinist occupations for 2014-24. Workers familiar with computer software applications and who can perform multiple tasks in a machine shop will have the best job opportunities.</li> <li>The College has offered a certificate in machining under its Mechanical Engineering Technology program with success and is prepared to expand course offerings to meet industry needs for higher-end skills in areas such as computer numeric controlled (CNC) machining processes. A modern, well-equipped machining laboratory is presently in place.</li> <li>The college has received a letter from Iredell-Statesville Schools indicating support for the machining program and will develop a Career and College Promise dual-enrollment career pathway for Computer-Integrated Machining. Seventeen high school students expressed interest in the machining program and a local employer survey indicated that approximately 40 employees would likely enroll in the program.</li> <li>The college has recently joined SkillsUSA as a means to proactively build support and student interest in the machining program. Plans are for students to partake in various club and skills activities while also engaging in local, state, and national student machining competitions in order to promote interest in the program while fostering contextualized, hands-on learning.</li> <li>The college received letters of support from J.C. Steele &amp; Sons, Inc., and ProEdge Precision, LLC, in support of the Computer-Integrated Machining program.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Mitchell CC	Emergency Medical Science (A45340)  July 15, 2016	<ul style="list-style-type: none"> <li>MCC has offered coursework in emergency medical services through continuing education since 2006. The College reported 1,000 students have completed emergency medical services classes and over 85% of them have earned a credential.</li> <li>The U.S. Bureau of Labor Statistics projects: <i>employment of emergency medical technicians and paramedics is expected to grow by twenty-four percent from 2014 to 2024, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, and acts of violence, will continue to create demand for EMTs and paramedics.</i></li> <li>Letters of support for the program were submitted to MCC by the Principal of the Career Academy and Technical School, the Director of Career and Technical Education with the Iredell-Statesville Schools, Mooresville Fire-Rescue, Davis Regional Medical Center, and Iredell County Emergency Medical Services.</li> <li>MCC plans to offer courses to local high school students through Career and College Promise.</li> <li>Currently, MCC offers the program through continuing education and already has the equipment and supplies which will minimize expenses. Iredell County recently passes a \$12 million bond for a new Health Sciences building. The EMS program will be housed in this building.</li> </ul>
Montgomery CC	Phlebotomy (Certificate) (C45600)  February 19, 2016	<ul style="list-style-type: none"> <li>MCC currently offers phlebotomy training through continuing education. If Phlebotomy was approved through curriculum the college would create a stackable credential pathway from phlebotomy to their associate degree in Medical Assisting.</li> <li>The demand for phlebotomists is expected to remain high as doctors and other healthcare professionals require blood work for analysis and diagnosis. According to the U.S. Bureau of Labor and Statistics data, the job outlook for phlebotomists is growing much faster than average. The number of jobs is expected to grow 27% from 2012-2022 (the equivalent change of 27,100 jobs).</li> <li>The Bureau of Labor Statistics forecasts employment of phlebotomists within North Carolina to grow 31% from 2012 to 2022, faster than the average for all occupations both nationally and statewide.  The NC Commerce Star Jobs data projects a growth of 2.73% (176 annual openings) in the Sandhills region.</li> <li>Once MCC receives approval for the Phlebotomy certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Phlebotomy pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment.</li> <li>Letters of support for the program were submitted to MCC by White Oak Urgent Care and Premier Internal Medicine &amp; Urgent Care.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Montgomery CC	Associate in Engineering (A10500)  October 21, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>
Nash CC	Emergency Medical Science (A45340)  January 15, 2016	<ul style="list-style-type: none"> <li>NCC has been providing Emergency Medical Science (EMS) education through continuing education for approximately thirty years. The availability of the EMS program through curriculum would allow employment opportunities for new students and professional opportunities for EMS providers.</li> <li>The Bureau of Labor and Statistics (BLS) indicates the national demand for Emergency Medical Technicians and Paramedics is expected to increase by 23% between 2012 and 2022 or annually 12,060 job openings. BLS projects that North Carolina is expected to have a similar increase of 22% or 480 job openings on an annual basis.</li> <li>NCC has worked with Nash County EMS to ensure the target goals for a new program would meet both the needs of EMS employers and the communities they serve.</li> <li>Letters of support for the program were submitted to NCC by Nash County Emergency Services and the Nash-Rocky Mount Public School System.</li> <li>The Nash-Rocky Mount Public Schools are interested in the Emergency Medical Science program being available as a Career and College Promise pathway for their students.</li> </ul>
Nash CC	Nurse Aide (Certificate) (C45840)  September 16, 2016	<ul style="list-style-type: none"> <li>Currently, NCC offers Nurse Aide training through continuing education.</li> <li>In 2012, both the Associate Degree and Practical Nursing programs implemented the requirement for certification as a Nurse Aide I (CNA I) as part of the application eligibility criteria. Financial aid does not pay for continuing education classes, therefore Many students have expressed financial aid challenges related to taking the nurse aide class through continuing education while also taking curriculum courses toward nursing</li> <li>An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and statewide.</li> <li>Employment of nurse aides is expected to grow as the baby-boomer population ages. Between 2012 and 2022, the NC Commerce Occupational Outlook has projected a 33.5% increase in jobs for Nurse Aides, Psychiatric Aides and Home Health Aides.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Nash CC	Nurse Aide (Certificate) (C45840)  <i>Continued</i>  September 16, 2016	<ul style="list-style-type: none"> <li>According to an online job search conducted by the college in August 2016, there were over one hundred job openings for nursing assistants within the service area.</li> <li>Letters of support for the program were submitted to NCC by the Director at ASG Home Health and the CEO at LifeCare Hospitals of North Carolina.</li> <li>The Nash-Rocky Mount Public Schools are interested in the Nurse Aide program being available as a Career and College Promise pathway for their students.</li> <li>Once NCC receives approval for the Nurse Aide certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Nurse Aide pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable NCC to develop a Career and College Promise (CCP) pathway for high school students.</li> </ul>
Pitt CC	Advanced Medical Coding (C45530)*  October 21, 2016	<ul style="list-style-type: none"> <li>PCC has been a longstanding producer of Registered Health Information Technician (RHIT) credentialed coders in Eastern North Carolina. Graduates of the Health Information Technology (HIT) program are eligible for <i>entry-level</i> coding positions in both acute and ambulatory care. Students interested in pursuing <i>advanced</i> medical coding education and credentials have been required to seek training online via the American Health Information Management Association (AHIMA), local workshops, self-guided study and on the job training. East Carolina University (ECU) previously offered a baccalaureate degree in Health Information Management and was another source of credentialed coders for the area. <b>In 2013, ECU transitioned to a master's level program</b> and focused more on informatics and less on the practical application of codes. The termination of the baccalaureate program created a educational gap in NC.</li> <li>An aging population will require more medical services, and health information technicians will be needed to organize and manage the older <b>generations' health information data. Moreover, the number of individuals</b> who have access to health insurance is expected to continue to increase because of federal health insurance reform. (U.S. Department of Labor, 2016).</li> <li>According to the American Health Information Management Association (AHIMA), the job demand for coders has increased for all levels of education and credentialing. Approximately 12,000-50,000 new jobs are anticipated by 2017 (AHIMA, 2016).</li> <li>According to the American Health Information Management Association (AHIMA), the job demand for coders has increased for all levels of education and credentialing. Approximately 12,000-50,000 new jobs are anticipated by 2017 (AHIMA, 2016).</li> <li>According to the Department of Labor, the Health Information Technologists and especially the coding professional continues to be ranked among the fastest growing professions in the United States. The profession continues to see a fifteen percent projection increase.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Pitt CC	Advanced Medical Coding (C45530)*  <i>Continued</i>  October 21, 2016	<ul style="list-style-type: none"> <li>• Passing the Certified Coding Specialist (CCS) exam for both the Certified Coding Specialist-Physician-Based (CCS-P) and/or CCS credential represents high-level achievement and proficiency in inpatient and outpatient coding. An article in <i>The Journal of AHIMA</i> notes the benefit of certification includes: a potential growth opportunity as a coder, possible salary increases, and heightened employer confidence in skills and knowledge (Horn, 2015).</li> <li>• In October 2015, when industry transitioned from ICD-9 to ICD-10 coding, the actual time spent coding records increased significantly for most medical record types. Previously, coders in ICD-9 could skim documentation in the medical record to ensure what the physician documented matched the operative report. Now with ICD-10-Procedure Coding System (PCS), the record must be read in detail in order to capture every aspect of the surgical episode and its intent (Fitzgerald, 2016).</li> <li>• PCC assessed student interest by surveying graduates of their HIT Program. Thirty-seven out of 87 graduates responded to the survey. Ninety-seven percent of the respondents expressed interest in the program.</li> <li>• <b>PCC assessed local employer's current and future needs related to the program.</b> Nine out of twenty-three employers/personnel responded. All responded that Pitt County (eastern NC) needs an Advanced Medical Coding Program.</li> <li>• Letters of support for the program were submitted to PCC by the Managers/Directors of Physician East, PA., Vidant SurgiCenter, and Vidant Health.</li> </ul>
Richmond CC	Nonprofit Leadership and Management (A25410)  April 15, 2016	<ul style="list-style-type: none"> <li>• There are 82 registered 501-C(3) organizations within the service area of RCC. Currently, more than ten percent of individuals employed in the service area are employed by nonprofit organizations. Collectively, these nonprofits contribute almost \$200 million to the service area economy (2015, NC Center for Nonprofits).</li> <li>• RCC conducted surveys among a sampling of registered nonprofit organizations in the service area. The survey results indicated support for the proposed Nonprofit Leadership and Management program. Furthermore, nine local nonprofit organizations stated in their survey response that they would consider hiring future Nonprofit Leadership and Management graduates.</li> <li>• A surveys of 240 students was conducted among currently enrolled RCC students, as well as students from the local high schools. Twenty-one students showed interest in enrolling in the proposed program or taking courses related to the program.</li> <li>• <b>According to the North Carolina Secretary of State's website, there are 343 registered nonprofits located in Scotland County, and 488 in Richmond County, North Carolina.</b></li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Richmond CC	<p>Nonprofit Leadership and Management (A25410)</p> <p><i>Continued</i></p> <p>April 15, 2016</p>	<ul style="list-style-type: none"> <li>• There are more than 367,000 individuals employed by nonprofit organizations in North Carolina. About 2,500 of those individuals are employed by nonprofit organizations in the RCC service area. The average wage of a nonprofit employee within the Richmond Community College service area is \$34,273 per year. (2015, NC Center for Nonprofits).</li> <li>• According to the 2015 NC Center for Nonprofits Report, Nonprofit organizations in North Carolina are struggling to respond to skyrocketing needs. Seventy-eight percent of NC nonprofit organizations saw more demand for their services in 2014, but only forty percent were able to meet the demands. The proposed program will help prepare graduates to better assist the nonprofit organizations in RCC service area in managing their resources and finding ways to generate more funds.</li> <li>• Letters of support for the program were submitted to RCC by Scotland Community Health Clinic and Rainbow 66 Storehouse, Inc. Both organizations are nonprofit based businesses located in the service area of RCC.</li> </ul>
Sampson CC	<p>Emergency Management (A55460)</p> <p>March 18, 2016</p>	<ul style="list-style-type: none"> <li>• Sampson Community College offers coursework in fire and emergency medical services through occupational extension. The College reported 5,491 students enrolled in Fire and Technical Rescue courses between 2012 and 2014, and they reported 4,200 students enrolled in emergency medical services classes during the same time period.</li> <li>• The service area includes a number of potential students who have completed certification in fire suppression, fire inspections, incident management, aerial operations, technical rescue, and hazmat who would be interested in completing an Associate Degree in Emergency Management.</li> <li>• Thirty-eight Fire and Technical Rescue Services staff and 108 Emergency Medical Services staff in Sampson and surrounding counties need access to credit coursework to support career advancement.</li> <li>• Resolutions of support for the Emergency Management program were submitted to the College by the Clinton City Council and the Board of Commissioners for Sampson County.</li> <li>• Letters of support for the program were submitted to Sampson Community College by Sampson County Emergency Management Services, Spivey's Corner Volunteer Fire and Rescue, Harrells Volunteer Fire Department, Inc., Smithfield Foods, Clement Volunteer Fire Department, Inc., Vann Crossroads Fire Department, Newton Grove Fire and Rescue, Turkey Volunteer Fire Department, Sampson County Dive Team, Suttontown EMS, and Taylors Bridge Fire Department.</li> <li>• <i>"Nationally, the employment of Emergency Management Directors is projected to grow eight percent from 2012 to 2022, about as fast as the average for all occupations. Employment of Emergency Management Directors is expected to grow the fastest in hospitals, schools, and private companies. For example, Emergency Management Directors is projected to grow by eighteen percent in health care and social assistance and twenty-two percent in the professional, scientific, and technical services industries from 2012 to 2022."</i> (Bureau of Labor Statistics, U.S. Department of Labor)</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Sampson CC	<p>Emergency Management (A55460)</p> <p><i>Continued</i></p> <p>March 18, 2016</p>	<ul style="list-style-type: none"> <li>Sampson Community College plans to offer courses to local high school students through Career and College Promise. Both the Clinton City and Sampson County schools have requested the College to provide EMS and Fire programs. The Emergency Management curriculum would provide these students with a foundation of technical and professional knowledge needed for emergency services delivery.</li> <li>Sampson Community College offers coursework in emergency medical services through occupational extension. The College reported 4,200 students enrolled in emergency medical services classes between 2012 and 2014.</li> <li>One hundred and eight Emergency Medical Services staff and eighty-five volunteers in Sampson and surrounding counties need access to credit coursework to support career advancement.</li> <li><b>The U.S. Bureau of Labor Statistics predicts that "employment of emergency medical technicians and paramedics is expected to grow by twenty-three percent from 2012 to 2022 (the equivalent of 55,300 jobs). The state is projected to have a similar increase of 22% or 480 job openings on an annual basis."</b></li> <li><b>The U.S. Bureau of Labor Statistics predicts that "employment of emergency medical technicians and paramedics is expected to grow by twenty-three percent from 2012 to 2022 (the equivalent of 55,300 jobs). The state is projected to have a similar increase of 22% or 480 job openings on an annual basis."</b></li> <li>Letters of support for the program were submitted to Sampson Community College by Sampson County Emergency Management Services, Vann Crossroads Fire Department, Harrells Volunteer Fire Department, Inc., Smithfield Foods, Clement Volunteer Fire Department, Inc., Newton Grove Fire and Rescue, Spivey's Corner Volunteer Fire and Rescue, Turkey Volunteer Fire Department, Sampson County Dive Team, Suttontown EMS, and Taylors Bridge Fire Department.</li> <li>Sampson Community College plans to offer courses to local high school students through Career and College Promise. Both the Clinton City and Sampson County schools have requested the College to provide EMS training.</li> </ul>
Sampson CC	<p>Emergency Medical Science (A4540)</p> <p>March 18, 2016</p>	<ul style="list-style-type: none"> <li>Sampson Community College offers coursework in emergency medical services through occupational extension. The College reported 4,200 students enrolled in emergency medical services classes between 2012 and 2014.</li> <li>One hundred and eight Emergency Medical Services staff and 85 volunteers in Sampson and surrounding counties need access to credit coursework to support career advancement.</li> <li><b>The U.S. Bureau of Labor Statistics predicts that "employment of emergency medical technicians and paramedics is expected to grow by twenty-three percent from 2012 to 2022 (the equivalent of 55,300 jobs). The state is projected to have a similar increase of 22% or 480 job openings on an annual basis."</b></li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Sampson CC	Emergency Medical Science (A4540)  <i>Continued</i>  March 18, 2016	<ul style="list-style-type: none"> <li>• <b>The U.S. Bureau of Labor Statistics predicts that “employment of emergency medical technicians and paramedics is expected to grow by twenty-three percent from 2012 to 2022 (the equivalent of 55,300 jobs). The state is projected to have a similar increase of 22% or 480 job openings on an annual basis.”</b></li> <li>• Letters of support for the program were submitted to Sampson Community College by Sampson County Emergency Management Services, Vann Crossroads Fire Department, Harrells Volunteer Fire Department, Inc., Smithfield Foods, Clement Volunteer Fire Department, Inc., Newton Grove Fire and Rescue, Spivey’s Corner Volunteer Fire and Rescue, Turkey Volunteer Fire Department, Sampson County Dive Team, Suttontown EMS, and Taylors Bridge Fire Department.</li> <li>• Sampson Community College plans to offer courses to local high school students through Career and College Promise. Both the Clinton City and Sampson County schools have requested the College to provide EMS training.</li> </ul>
Sampson CC	Medical Assisting (A45400)  March 18, 2016	<ul style="list-style-type: none"> <li>• According to the U.S. Bureau of Labor Statistics, <i>employment for medical assistants is expected to grow by twenty-nine percent from 2012-2022. A major contributing factor to the growth is the implementation of the Affordable Care Act and impending medical coverage to several million previously uninsured individuals. Health care practitioners will have to hire more medical assistants to perform routine administrative and clinical duties so practitioners can see more patients.</i></li> <li>• In 2013, the Centers for Medicare and Medicaid Services (CMS) determined “<b>credentialed medical assistants” and licensed health care professionals</b> are eligible to enter orders into the computerized provider order entry system. CMS has determined that credentialing of medical assistants must be obtained from an organization other than the employing organization.</li> <li>• Sampson Community College plans to offer courses to local high school students through Career and College Promise. Both the Clinton City and Sampson County schools have requested that the College provide EMS training.</li> <li>• Sampson Community College completed a student interest survey at five public high schools and one private school that identified 200 out of 477 (55.8%) students that would enroll in a Medical Assisting Career and College Promise pathway. In addition, the College emailed an online survey to currently enrolled students, where 34% of the 106 respondents indicated they were interested in enrolling in the program if approved.</li> <li>• Clinton Medical Clinic, Inc, Imaging Manager noted <i>Medical Assistants have become an emerging presence in allied health for medical offices, hospitals and industrial medicine. They also provide an integrated approach to the development of skills that we need in primary care.</i></li> <li>• Letters of support for the program were submitted to Sampson Community College by Goshen Medical Center, Inc., Smithfield Foods, Sessoms Medical Associates, PLLC, Clinton City Schools, and Sampson County Schools.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Tri-County CC	Associate in Engineering (A10500)  January 15, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>
Vance-Granville CC	Histotechnology (A45370)  February 19, 2016	<ul style="list-style-type: none"> <li>According to the U.S. Bureau of Labor and Statistics data, the job outlook for the employment of medical laboratory technologists and technicians is projected to grow 22% from 2012-2022.</li> <li>An increase in the aging population will lead to a greater need to diagnose medical conditions, such as cancer or type 2 diabetes, through laboratory procedures. Federal health legislation will increase the number of patients who have access to health insurance, increasing patient access to medical care. As a result, the demand for the services of laboratory personnel is expected to grow.</li> <li>The median annual wage for medical laboratory technologists in May 2012 was \$57,580.</li> <li>The overall job outlook for Histotechnologists or Histologic Technician careers have been positive since 2004. Demand for Histotechnologists and Histologic Technicians is expected to go up, with an expected 28,570 new jobs filled by 2018. This represents an annual increase of 2.17% over the next few years.</li> <li>Area hospitals and laboratories have expressed an urgent need for education in conjunction with laboratory exposure in order to hire qualified Histotechnologists.</li> <li>Letters of support for the program were submitted to VGCC by the Granville County Chamber of Commerce, Granville County Board of Commissioners, Granville Health System, Provia Diagnostics, Pathology Associates (PAI), Experimental Pathology Laboratories RTP, NCSU CVM Histopathology Lab, Rollins Animal Disease and Diagnostic Laboratory and the president of the North Carolina State Histology Society.</li> </ul>
Wake Technical CC	Mission Critical Operations (A40430)  July 15, 2016	<ul style="list-style-type: none"> <li>WTCC participated in a consortium of colleges that were awarded \$23.2 million in grant funds by the US Department of Labor (DOL) for developing curriculum and content matter in support of education and training for a critical infrastructure work force. The US DOL requires that the consortium design and develop a career pathway to address an increasing demand for a mission critical workforce able to anticipate, prevent, mitigate and respond to mission critical breaches.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Wake Technical CC	Mission Critical Operations (A40430)  <i>Continued</i>  July 15, 2016	<ul style="list-style-type: none"> <li>According to Network Security Services (NSS) Labs, a renowned national leader within the information technology security industry, the federal government employs approximately 273,000 critical infrastructure workers. This number is expected to increase to the expanding use of the Internet of Things (IoT) along with the growing challenge of threats, thereby resulting in additional employment within broad industries.</li> <li>Two regional employer surveys were completed involving 147 companies. Fifty percent of the companies expected to hire, on average, at least six employees within a six month period. A total of 699 positions were expected to be available.</li> <li>WTCC surveyed currently enrolled students and local industry to determine interest and 30 responded that they were interested in enrolling in the MCO program.</li> <li>Consortium members are Nash CC, Wake TCC, Moultrie Technical College (Ga.) and The University of North Carolina at Charlotte. Industry partners in the project include ISA, the Automation Federation, 7x24 Exchange Carolinas, and numerous local employers.</li> </ul>
Wayne CC	Associate in Engineering (A10500)  March 18, 2016	<ul style="list-style-type: none"> <li>The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college.</li> <li>The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college.</li> <li>The college has evidence of sufficient student demand to offer the <b>program and will provide master's credentialed faculty for each course</b> provided under the Associate in Engineering degree.</li> </ul>

Appendix A: Traditional Curriculum Program Approvals by Community College (State Board of Community Colleges Approval Date and Rationale for Approval)		
Community College (CC)	Curriculum Title, Code & SBCC Approval Date	Rationale for Approval (Provided by Community College)
Western Piedmont CC	<p>Mechatronics Engineering Technology (A40350)</p> <p>January 15, 2016</p>	<ul style="list-style-type: none"> <li>• <b>There are over 30 diverse manufacturers within the college's service area</b> specializing in textiles, furniture, chemicals, aerospace, heavy truck, automotive, food processing and consumer electronics, with approximately 25 positions available for skilled mechatronics technicians.</li> <li>• The Burke Manufacturers Executive Council expressed the need to develop a mechatronics program supportive of modern manufacturing skills.</li> <li>• The college has provided mechatronics training to over 90 workers in these industries over the past two years, yet companies require a more comprehensive training program containing additional automation competencies for their workforce to stay current with advanced manufacturing industry trends.</li> <li>• Burke County Public Schools is in support of the mechatronics program. The college is currently delivering a mechatronics certificate program under Industrial Systems Technology to 38 students in four Burke County high schools. Based on the success of this program, they plan on expanding the program beyond the certificate level.</li> <li>• Automotive parts manufacturer, Continental Teves, has worked with the college to establish six \$3,500 mechatronics scholarships.</li> <li>• The college has received letters of support from the Burke County Manager, Continental, Leviton, Caterpillar, Richelieu, Sypris Technologies, Valdese Weavers, Molded Fiberglass, and Burke County Schools.</li> <li>• The college was recently awarded a Duke Energy grant for \$185,000 to secure appropriate mechatronics training equipment as well as a \$750,000 from Golden Leaf to fund a building expansion project for the Mechatronics program.</li> </ul>

*\*New to the System Program*

Appendix B: Special Curriculum Programs by Month of Approval (Abbreviated Program Application Process)	
Community College	Curriculum Title and Code
<i>February 2016</i>	
Gaston College	Cosmetology Instructor (Certificate) (C55160)
Gaston College	Esthetics Instructor (Certificate) (C55270)
<i>March 2016</i>	
Blue Ridge Community College	Associate in Fine Arts in Music (A10700)*
Blue Ridge Community College	Associate in Fine Arts in Theatre (A10800)*
Blue Ridge Community College	Associate in Fine Arts in Visual Arts (A10600)*
Caldwell CC and Technical Institute	Associate in Fine Arts in Music (A10700)*
Caldwell CC and Technical Institute	Associate in Fine Arts in Visual Arts (A10600)*
Cape Fear Community College	Associate in Fine Arts in Music (A10700)*
Cape Fear Community College	Associate in Fine Arts in Theatre (A10800)*
Cape Fear Community College	Associate in Fine Arts in Visual Arts (A10600)*
Catawba Valley CC	Associate in Fine Arts in Music (A10700)*
Catawba Valley CC	Associate in Fine Arts in Theatre (A10800)*
Catawba Valley CC	Associate in Fine Arts in Visual Arts (A10600)*
Central Piedmont CC	Associate in Fine Arts in Music (A10700)*
Central Piedmont CC	Associate in Fine Arts in Theatre (A10800)*
Central Piedmont CC	Associate in Fine Arts in Visual Arts (A10600)*
Cleveland Community College	Associate in Fine Arts in Visual Arts (A10600)*
College of The Albemarle	Associate in Fine Arts in Theatre (A10800)*
College of The Albemarle	Associate in Fine Arts in Visual Arts (A10600)*
Fayetteville Technical CC	Associate in Fine Arts in Music (A10700)*
Fayetteville Technical CC	Associate in Fine Arts in Theatre (A10800)*
Fayetteville Technical CC	Associate in Fine Arts in Visual Arts (A10600)*
Guilford Technical CC	Associate in Fine Arts in Music (A10700)*
Guilford Technical CC	Associate in Fine Arts in Theatre (A10800)*
Guilford Technical CC	Associate in Fine Arts in Visual Arts (A10600)*
Pitt Community College	Associate in Fine Arts in Music (A10700)*
Pitt Community College	Associate in Fine Arts in Theatre (A10800)*
Pitt Community College	Associate in Fine Arts in Visual Arts (A10600)*
Roanoke-Chowan CC	Associate in Fine Arts in Music (A10700)*
Roanoke-Chowan CC	Associate in Fine Arts in Visual Arts (A10600)*
Rockingham Community College	Associate in Fine Arts in Visual Arts (A10600)*
Rowan-Cabarrus CC	Associate in Fine Arts in Visual Arts (A10600)*
South Piedmont CC	Associate in Fine Arts in Visual Arts (A10600)*
Southwestern Community College	Associate in Fine Arts in Visual Arts (A10600)*
Surry Community College	Associate in Fine Arts in Visual Arts (A10600)*
Wake Technical CC	Associate in Fine Arts in Visual Arts (A10600)*
Western Piedmont CC	Associate in Fine Arts in Theatre (A10800)*
Western Piedmont CC	Associate in Fine Arts in Visual Arts (A10600)*

Appendix B: Special Curriculum Programs by Month of Approval (Abbreviated Program Application Process)	
Community College	Curriculum Title and Code
<i>April 2016</i>	
Asheville-Buncombe CC	Associate in Fine Arts in Visual Arts (A10600)*
Carteret Community College	Associate in Fine Arts in Visual Arts (A10600)*
Coastal Carolina CC	Associate in Fine Arts in Music (A10700)*
Coastal Carolina CC	Associate in Fine Arts in Theatre (A10800)*
Coastal Carolina CC	Associate in Fine Arts in Visual Arts (A10600)*
Durham Technical CC	Associate in Fine Arts in Visual Arts (A10600)*
Mitchell Community College	Associate in Fine Arts in Visual Arts (A10600)*
Richmond Community College	School-Age Care (Certificate) (C55450)
Sandhills Community College	Associate in Fine Arts in Music (A10700)*
Sandhills Community College	Associate in Fine Arts in Visual Arts (A10600)*
Surry Community College	Supply Chain Management (A25620)
Tri-County Community College	Associate in Fine Arts in Visual Arts (A10600)*
<i>May 2016</i>	
Central Carolina CC	Manicuring/Nail Technology (Certificate) (C55400)
Mitchell Community College	Associate in Fine Arts in Music (A10700)*
<i>June 2016</i>	
Forsyth Technical CC	Associate in Fine Arts in Theatre (A10800)*
Forsyth Technical CC	Associate in Fine Arts in Visual Arts (A10600)*
<i>July 2016</i>	
College of The Albemarle	Supply Chain Management (A25260)
Edgecombe Community College	Welding Technology (A50420)
<i>August 2016</i>	
Montgomery Community College	Medical Office Administration (A25310)
Randolph Community College	Human Services Technology/Substance Abuse (A4538E)
Richmond Community College	Human Services Technology/Social Services (A4538D)
Richmond Community College	Human Services Technology/Substance Abuse (A4538E)
<i>September 2016</i>	
Montgomery Community College	Nurse Aide (Diploma) (D45970)**
Montgomery Community College	Phlebotomy (Diploma) (D45950)**
Nash Community College	Nurse Aide (Diploma) (D45970)**
Sampson Community College	Emergency Medical Science (Diploma) (D45910)**
Sampson Community College	Medical Assisting (Diploma) (D45920)**
Sampson Community College	Nurse Aide (Diploma) (D45970)**
<i>October 2016</i>	
Halifax Community College	Human Services Technology/Social Services (A4538D)
<i>November 2016</i>	
Sampson Community College	Lateral Entry (Certificate) (C55430)

*\*Represents new-to-the-system programs. In February of 2016, three discipline specific (Visual Arts, Music and Theatre) Associate in Fine Art degrees were approved by the State Board of Community Colleges.*

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

Appendix C: Instructional Service Agreements (Level III) By Month of Approval		
Curriculum Title and Code	Host College	Participating College
<i>August 2016</i>		
Fire Protection Technology (A55240)	Catawba Valley CC	Rockingham CC

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

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Alamance CC	Cosmetology Instructor (Certificate) (C55160)  July 15, 2016	No enrollment: The college added the Esthetics Certificate and the Manicuring Certificate and plan to put their resources into those programs.
Asheville-Buncombe Technical CC	Healthcare Business Informatics (A25510)  September 16, 2016	Low Enrollment: There was a lack of student interest in the program. Medical facilities in the <b>college's service area prefer employees who have</b> experience working in a medical facility, which most students in this program do not have.
Beaufort County CC	Health and Fitness Science (A45630)  January 15, 2016	Low Enrollment: There was limited student interest due to insufficient employment opportunities for <b>graduates of the program within the college's</b> service area.
Catawba Valley CC	Esthetics Technology (Certificate) (C55230)  March 18, 2016	No enrollment for two or more years: Students have been enrolling in other related programs at the college.
Catawba Valley CC	Furniture Production Technology (A50180)  March 18, 2016	No enrollment for two or more years: The program was no longer sustainable due to a severe downturn in the furniture industry. The college is able to provide the instruction through continuing education.
Catawba Valley CC	Furniture Production Technology/Design and Product Development (A5018A)  March 18, 2016	No enrollment for two or more years: The program was no longer sustainable due to a severe downturn in the furniture industry.
Catawba Valley CC	Industrial Engineering Technology (A40240)  March 18, 2016	No enrollment for two or more years: There was limited student interest due to insufficient employment opportunities for graduates of the <b>program within the college's service area. The</b> Mechatronics Engineering Technology program was added in 2015 because is better suited for local industry needs and has better prospects for employment.
Catawba Valley CC	Real Estate (A25400)  March 18, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Catawba Valley CC	Real Estate Appraisal (A25420)  March 18, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.
Catawba Valley CC	Real Estate Licensing (Certificate) (C25480)  March 18, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.
Catawba Valley CC	School-Age Education (A55440)  March 18, 2016	No enrollment for two or more years: Courses offered in other programs of study at the college meet the needs of students.
Catawba Valley CC	Truck Driver Training (Certificate) (C60300)  March 18, 2016	No enrollment for two or more years: The College signed a continuing education service area agreement with Caldwell Community College and Technical Institute (CCC & TI) to offer non-credit truck driver training. Catawba Valley CC provides the facility and CCC & TI provides instruction and equipment.
Central Piedmont CC	Manufacturing Technology (A50320)  August 19, 2016	The College has replaced the program with the Mechatronics Engineering Technology program which places emphasis on competencies that align to employment skillsets in modern manufacturing facilities.
Davidson County CC	Digital Media Technology (A25210)  November 18, 2016	No Enrollment for two or more years: The program content has been consolidated into the Computer Technology Integration (A25500) program.
Davidson County CC	Entrepreneurship (A25490)  November 18, 2016	No enrollment: There was insufficient student interest in the full degree. The program content was consolidated into the Business Administration (A25120) program and the Small Business Center.
Davidson County CC	School-Age Education (A55440)  October 21, 2016	There has been a decline in the demand for teacher assistant positions. This is no longer an effective career pathway for employment in the college's service area.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Davidson County CC	Sustainability Technologies (A40370)  November 18, 2016	No enrollment. There was a lack of student interest in the program. Sustainability concepts are included in the heating and air conditioning program and the college is considering adding continuing education construction courses that could include appropriate competencies.
Durham Technical CC	Collision Repair and Refinishing Technology (A60130)  January 15, 2016	No enrollment for two or more years: The college never implemented the program due to limited space.
Johnston CC	Associate in Fine Arts (A10200)  January 15, 2016	No enrollment for two or more years: The revisions made to the Associate in Arts (AA) degree in 2014 made the Associate in Arts program a more <b>appropriate choice for the college's students.</b>
Johnston CC	Culinary Arts (A55150)  January 15, 2016	No enrollment for two or more years: The program was terminated due to low student enrollment and high costs.
Johnston CC	Esthetics Instructor (Certificate) (C55270)  January 15, 2016	No enrollment for two or more years: The program was never activated due to low enrollment in the Esthetics program itself.
Johnston CC	Interventional Cardiac and Vascular Technology (A45410)  January 15, 2016	No enrollment for two or more years: Student interest was insufficient to sustain the high cost program. The college is able to provide the instruction through continuing education.
Mitchell CC	Lateral Entry (Certificate) (C55430)  July 15, 2016	Low Enrollment: Students needing lateral entry courses generally need 1-3 courses to meet the teacher certification requirements for the state. Therefore, they do not need all the courses in the certificate and do not enroll in the program. These students take the courses they need - often as special credit students.
Montgomery CC	Collision Repair and Refinishing Technology (A60130)  January 15, 2016	No enrollment for two or more years: Facility upgrades required to provide current instruction became too cost prohibitive.
Montgomery CC	General Occupational Technology (A55280)  January 15, 2016	No enrollment for two or more years: Students are now enrolled in the Associate in Arts or Associate in Science programs.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Montgomery CC	School-Age Care (Certificate) (C55450)  January 15, 2016	No enrollment for two or more years: Students are enrolled in other programs including Early Childhood Education (A55220), Infant and Toddler Certificate (C55290), and Lateral Entry Certificate (C55430).
Robeson CC	Carpentry (Diploma) (D35180)  March 18, 2016	No enrollment for two or more years: The college discontinued the campus program several years ago, offering it only at the Lumberton Correctional Institution. When captive program funding changes occurred in 2011, the college determined it could no longer support the program. There is no available space on campus to support the program.
Robeson CC	Esthetics Technology (Certificate) (C55230)  March 18, 2016	No enrollment for two or more years: The program was never implemented due to space limitations.
Robeson CC	Manicuring/Nail Technology (Certificate) (C55400)  March 18, 2016	No enrollment for two or more years: The program was never implemented due to space limitations.
Southwestern CC	Building Construction Technology (A35140)  January 15, 2016	No enrollment for two or more years: The college experienced a decline in enrollment in the program due to the economic downturn.
Southwestern CC	Cosmetology Instructor (Certificate) (C55160)  January 15, 2016	No enrollment for two or more years: There was a lack of student interest in the program has been due to limited employment opportunities in the college's service area.
Southwestern CC	Criminal Justice Technology/Latent Evidence (A5518A)  January 15, 2016	No enrollment: There was a lack of student interest based on limited job prospects for graduates.
Southwestern CC	Esthetics Technology (Certificate) (C55230)  January 15, 2016	No enrollment for two or more years: Students are <b>enrolled in the college's Cosmetology program</b> , which includes an esthetics component.
Southwestern CC	Gaming Management (A25250)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content was consolidated into continuing education.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Southwestern CC	General Occupational Technology (A55280)  January 15, 2016	No enrollment for two or more years: This program was historically used for pre-health science students completing admission requirements for selective health science programs. Those students have been transitioned to the Therapeutic and Diagnostic diploma programs.
Southwestern CC	Hospitality Management (A25110)  January 15, 2016	No enrollment for two or more years: Local employers indicated that a short-term occupational certificate through continuing education is sufficient.
Southwestern CC	Manicuring Instructor (Certificate) (C55380)  January 15, 2016	No enrollment for two or more years: Lack of student interest in the program has been due to limited employment opportunities in the college's service area.
Southwestern CC	Masonry (Diploma) (D35280)  January 15, 2016	No enrollment for two or more years: The college experienced a decline in enrollment in the program due to the economic downturn.
Southwestern CC	Medical Transcription (Diploma) (D25320)  January 15, 2016	No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Medical Office Administration (A25310) program.
Southwestern CC	Office Administration/Legal (A2537A)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Office Administration (A25370) program.
Southwestern CC	Office Administration/Virtual Office Assistance (A2537B)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Office Administration (A25370) program.
Southwestern CC	Plumbing (Diploma) (D35300)  January 15, 2016	No enrollment for two or more years: The college experienced a decline in enrollment due to the economic downturn.
Southwestern CC	Real Estate (A25400)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Southwestern CC	Real Estate Licensing (Certificate) (C25480)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.
Stanly CC	Cardiovascular/Vascular Interventional Technology (Diploma) (D45140)  March 18, 2016	No enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college may offer instruction through continuing education if there is a need for it in the future.
Stanly CC	Esthetics Instructor (Certificate) (C55270)  March 18, 2016	No enrollment for two or more years: Enrollment declined due to a change in the local job market and market saturation.
Stanly CC	General Occupational Technology (A55280)  March 18, 2016	No enrollment for two or more years: Students are choosing to enroll in the Associate in General Education (A10300) program.
Tri-County CC	Building Construction Technology (A35140)  January 15, 2016	No enrollment for two or more years: The program was no longer sustainable due to a severe downturn in the local building industry.
Tri-County CC	Esthetics Instructor (Certificate) (C55270)  January 15, 2016	No enrollment for two or more years: Lack of student interest in the program due to limited employment opportunities in the college's service area.
Tri-County CC	Healthcare Management Technology (A25200)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Office Administration (A25370) and Medical Office Administration (A25310) programs.
Tri-County CC	Networking Technology (A25340)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The program content has been consolidated into the Computer Information Technology (A25260) program.
Tri-County CC	Real Estate Licensing (Certificate) (C25480)  January 15, 2016	No Enrollment for two or more years: There were insufficient employment opportunities for graduates in the service area. The college will offer real estate instruction through continuing education if there is a need for it in the future.

Appendix D: Curriculum Program Terminations by Community College (Date of Information to the State Board of Community Colleges and College Rationale for Termination)		
Community College (CC)	Curriculum Title, Code & Information Date	College Rationale for Termination
Vance-Granville CC	Industrial Systems Technology (A50240)  April 15, 2016	Low enrollment: There was a lack of demand for the program due to the economic downturn and lack of student interest. The college now offers a mechatronics program that better suits industry needs.
Vance-Granville CC	Sustainability Technologies (A40370)  September 16, 2016	Low enrollment: There was a lack of student interest in the program. The college is considering adding the competencies of the sustainability program into construction management or another construction-specific program.
Wayne CC	School-Age Education (A55440)  March 18, 2016	Low enrollment: The current labor market in NC has been eliminating teacher assistants over the past few years.
Wilson CC	Alternative Transportation Technology (Diploma) (D60420)  January 15, 2016	No enrollment: The college anticipated a need to offer the program but did not have sufficient demand.
Wilson CC	Lateral Entry (Certificate) (C55430)  January 15, 2016	No enrollment for two or more years: Students needing lateral entry courses generally need one through three courses to meet the teacher certification requirements for the state. Therefore, they do not need all the courses in the certificate and do not enroll in the program. These students take the courses they need as special credit students.
Wilson CC	Manufacturing Technology (A50320)  January 15, 2016	No enrollment for two or more years: There has been no demand for the program due to the economic downturn.
Wilson CC	School-Age Care (Certificate) (C55450)  January 15, 2016	No enrollment for two or more years: Students are not enrolling in the certificate due to the reduction in available teacher assistant positions.
Wilson CC	Associate in General Education (A10300)  April 15, 2016	There have not been many completers for this program. The college believes that students will be better served in the Associate in Science (A10400) program.
Wilson CC	General Occupational Technology (A55280)  April 15, 2016	No enrollment: Students are now choosing more definitive programs to enhance placement opportunities.

Appendix E:  
Curriculum Program Titles Eligible for the Special Curriculum Program Application Process  
(Abbreviated Approval Process)

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

- Community Spanish Interpreter (A55370)
- Entrepreneurship (A25490)
- Supply Chain Management (A25620)
- Industrial Systems Technology (A50240)
- Infant/Toddler Care (Certificate)(C55290)
- Information Technology (A25590)
- Lateral Entry (Certificate)(C55430)
- Medical Office Administration (A25310)
- School-Age Care (Certificate)(C55450)
- Sustainability Technologies (A40370)
- Welding Technology (A50420)

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

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

The following curriculums have been approved by the State Board of Community College for the Special Application process, but requires that the college have prior approval for the Early Childhood Education (A55220) program: ***(Pending State Board approval)***

- Early Childhood Administration (Certificate)(C55850)
- Early Childhood Preschool (Certificate)(C55860)

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

- Real Estate Licensing (Certificate) (C25480)

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

- Foodservice Technology (Diploma) (D55250)

Appendix E: (Continued)

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

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

The following curriculums have been approved by the State Board of Community Colleges as eligible for an abbreviated approval process, but requires that the college have prior approval for the Associate in Fine Arts (A10200) program:

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

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

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

Emergency Medical Science (D45910)  
 Medical Assisting (D45920)  
 Nursing Aide (D45970)

Pharmacy Technology (D45940)  
 Phlebotomy (D45950)  
 Therapeutic Massage (D45960)

Appendix F:  
Contact Information

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

Dr. Lisa M. Chapman  
Senior Vice President for Programs and Student Services/Chief Academic Officer  
North Carolina Community College System  
200 West Jones Street  
Raleigh, North Carolina 27603  
Email: [chapmanl@nccommunitycolleges.edu](mailto:chapmanl@nccommunitycolleges.edu)  
Phone: (919) 807-7096

**STATE BOARD OF COMMUNITY COLLEGES  
Curriculum Program Application  
As Approved by the System President**

The System President has approved the application listed below:

**Sampson Community College**  
Lateral Entry (Certificate) (C55430)

**Contact:**

Ms. Jennifer Frazelle  
Director, Academic Programs

**STATE BOARD OF COMMUNITY COLLEGES**  
**Curriculum Program Applications for**  
**Health Science: Therapeutic and Diagnostic Services**  
**As Approved by the System President**

**Information:** The following Health Science: Therapeutic and Diagnostic Services program majors have been approved by the System President during 2016:

**Montgomery Community College**

Nurse Aide (Diploma) (D45970)  
Phlebotomy (Diploma) (D45950)

**Nash Community College**

Nurse Aide (Diploma) (D45970)

**Sampson Community College**

Emergency Medical Science (Diploma) (D45910)  
Medical Assisting (Diploma) (D45920)  
Nurse Aide (Diploma) (D45970)

**Background:** The Health Science: Therapeutic and Diagnostic Services curriculum standard contains the following six program majors, designed to prepare students for careers in health science:

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

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

**Contact:**

Ms. Renee Batts  
Associate Director

**STATE BOARD OF COMMUNITY COLLEGES  
Curriculum Program Terminations  
As Approved by the System President**

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

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

**Davidson County Community College**

Digital Media Technology (A25210)

**Rationale:** No Enrollment for two or more years. The program content was consolidated into the Computer Technology Integration (A25500) program.  
Termination Semester: **Spring 2017**

Entrepreneurship (A25490)

**Rationale:** No enrollment: There was insufficient student interest in the full degree. The program content was consolidated into the Business Administration (A25120) program and the Small Business Center.  
Termination Semester: **Spring 2017**

Sustainability Technologies (A40370)

**Rationale:** No enrollment. There was a lack of student interest in the program. Sustainability concepts are included in the heating and air conditioning program and the college is considering adding continuing education construction courses that could include appropriate competencies.  
Termination Semester: **Fall 2016**

**Contact:**

Ms. Jennifer Frazelle  
Director, Academic Programs

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

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

Alamance Community College  
Histotechnology (A45370)

Asheville Buncombe Technical Community College  
Nurse Aide (Certificate) (C45840)

**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  
Alamance Community College  
Histotechnology (A45370)**

**Program Planning:** Alamance Community College is seeking approval for the Histotechnology (A45370) program to begin Fall 2017. The planning area is defined as the college's service area of Alamance County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Alamance Community College on May 9, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Alamance Community College have certified the following:

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

**Program Rationale:** Alamance Community College (ACC) indicates the following:

- According to the U.S. Department of Labor and the North Carolina Department of Commerce, the job outlook for the employment of medical and clinical laboratory technologists and technicians is strong. Nationally, the field is expected to add 23,100 jobs between 2014 and 2024, reflecting a 14% increase. State-wide, the field is projected to add 660 jobs between 2012 and 2022, reflecting a 17% increase.
- On June 25, 2016, ACC's local newspaper reported: *The Burlington Metropolitan Statistical Area is the top small MSA for research, testing and medical laboratories in the country according to a recent study. From 2009 to 2014, our top regional code was in medical laboratories, with medical and clinical lab techs making up over seventeen percent of total jobs in the region.*
- According to the Bureau of Labor and Statistics, the national annual median wage in 2015 was \$59,430 and the state's median wage was \$57,170 for medical laboratory technologists.
- The Biotechnology and Medical Laboratory Technology programs are well established at the College. ACC's current laboratory facilities will easily accommodate the courses taught in the first year of the program. Laboratory Corporation of America (LabCorp)

has committed to constructing a Histotechnology teaching lab on-site and faculty office space at one of its local facilities for second year courses. This lab will be adjacent to the Medical Laboratory Technology teaching lab located at the same facility. The two diagnostic testing programs, located in such close proximity, will be synergetic in terms of facilities, guest lectures and student interaction.

- In Fall 2016, ACC had thirty-nine students enrolled in their Biotechnology program and twenty-six enrolled in their Medical Laboratory Technology program. They are projecting similar enrollment numbers since Histotechnology is a specialized field in clinical laboratory science.
- Letters of support for the program were submitted to ACC by the Laboratory Corporation of America (LabCorp), Moses Cone Health System, and Aurora Diagnostics GPA Laboratories regarding the current and future demand for trained histotechnologists in the area.

**Impact of the Proposed Program on Other Programs:** Two community colleges are approved to offer the Histotechnology program. This program contains a clinical component; therefore, each college was provided with a program impact from ACC. **All colleges approved to offer the program are in agreement with the impact assessment.**

**Implementation of Collaborative Plan:** Not Applicable

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

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

*This curriculum provides individuals with the knowledge and skills necessary to prepare tissue specimens for microscopic examination using various stains and dyes to identify tissue and cell structures. Course work emphasizes scientific concepts related to laboratory testing, quality assurance, histology, microscopy, and other related topics. Graduates may be eligible to apply to take the national examination given by the Board of Registry of the American Society for Clinical Pathology. Employment opportunities include pathology laboratories in hospitals and clinics and medical or research laboratories.*

**Contact:**

Ms. Renee Batts  
Associate Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Asheville-Buncombe Technical Community College  
Nurse Aide (Certificate) (C45840)**

**Program Planning:** Asheville-Buncombe Technical Community College is seeking approval for the Nurse Aide (Certificate) (C45840) program to begin Spring 2017. The planning area is defined as the college's service area of Buncombe and Madison counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Asheville-Buncombe Technical Community College on September 19, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Asheville-Buncombe Technical Community College have certified the following:

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

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

- Currently, A-B Tech offers Nurse Aide training through continuing education and enrolls 400 to 500 students per year.
- A-B Tech's nursing program requires certification as a Nurse Aide I (CNA I) as part of the application eligibility criteria. Over the past three years, they received 302 nursing applications for the 2014-15 cohort, 277 nursing applications for the 2015-16 cohort and 217 nursing applications for the 2016-17 cohort.
- EMSI data indicates that the number of Nurse Aide related positions in Buncombe and Madison counties will increase by sixteen percent over the next ten years, with an average salary of \$11.02 per hour.
- An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and state-wide.
- Local school districts have asked that the College offer Nurse Aide for high school students. All three LEAs within the A-B Tech service area provide CNA courses, but would prefer that students pursue their studies through Career and College Promise.

The addition of the NA program will allow the LEAs and the College to offer a new pathway focused on careers in healthcare. Feedback from each of the systems indicates that once fully implemented, A-B Tech can expect annual CCP enrollments in the program as follows: Asheville City ten students, Buncombe County one hundred and twenty students and Madison County fifteen students.

- Letters of support for the program were submitted to A-B Tech by Asheville City Schools, Buncombe County Schools, and Madison County Schools.

**Impact of the Proposed Program on Other Programs:** Forty-four community colleges are approved to offer the Nurse Aide program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from A-B Tech. **All colleges approved to offer the program are in agreement with the impact assessment.**

**Implementation of Collaborative Plan:** Not Applicable

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

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

*The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.*

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

**STATE BOARD OF COMMUNITY COLLEGES**

**CURRICULUM STANDARD REVISION**

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

Catawba Valley Community College  
Respiratory Therapy (A45720)

**Contact Person:**

Ms. Jennifer Frazelle  
Director

**STATE BOARD OF COMMUNITY COLLEGES  
CURRICULUM STANDARD REVISION  
Catawba Valley Community College  
Respiratory Therapy (A45720)**

**Request:** The State Board of Community Colleges is asked to approve Catawba Valley Community College's request to revise the Respiratory Therapy (A45720) curriculum standard with an effective term of Fall 2017.

**Proposed Revisions:**

- Revise the curriculum description
- Remove the following courses from the Clinical Experience pick list:

RCP 136 RCP Clinical Practice I	RCP 249 RCP Clinical Practice V
RCP 138 RCP Clinical Practice I	RCP 252 RCP Clinical Practice VI
RCP 148 RCP Clinical Practice II	RCP 253 RCP Clinical Practice VI
RCP 156 RCP Clinical Practice III	RCP 254 RCP Clinical Practice VI
RCP 232 RCP Clinical Practice IV	RCP 255 RCP Clinical Practice VI
RCP 233 RCP Clinical Practice IV	RCP 256 RCP Clinical Practice VI
RCP 239 RCP Clinical Practice IV	RCP 257 RCP Clinical Practice VI
RCP 242 RCP Clinical Practice V	RCP 258 RCP Clinical Practice VI
RCP 243 RCP Clinical Practice V	RCP 259 RCP Clinical Practice VI
RCP 244 RCP Clinical Practice V	

**Rationale:** The Respiratory Therapy Program Directors have recommended the curriculum description be revised to align with the new National Board for Respiratory Care (NBRC) testing matrix, Commission on Accreditation for Respiratory Care (CoARC) standards and the American Association for Respiratory Care (AARC) 2015 objectives.

On May 26, 2016, the Curriculum Review Committee voted to archive the RCP courses listed above. None of the fourteen colleges approved to offer this program have utilized these courses as part of their clinical experience within the last three years.

**Vote Results:**

Colleges approved to offer the program: 14

Colleges in favor of recommendations: 14

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

# PROPOSED CURRICULUM STANDARD

Effective Term

~~Fall 2000~~~~Fall 2017~~~~[2000\*03]~~~~[2017\*03]~~

Curriculum Program Title

**Respiratory Therapy**

Program Code

**A45720**

Concentration

**(not applicable)**

CIP Code

**51.0908**

## Curriculum Description

~~The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.~~

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings.

~~Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.~~

The curriculum prepares graduates to operate within inter-professional teams and effectively communicate with clients/patients of various ages, ethnicities, and cultures. Application of problem solving strategies, applying ethical decision making, and understanding professional responsibilities are emphasized. ~~Graduates of accredited programs may be eligible to take entry level examinations from the National Board of Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.~~

Graduates are eligible to complete the credentialing process through the National Board for Respiratory Care, which will qualify them for a license to practice in a variety of healthcare settings with responsibilities for assessment, treatment, management and education of patients with cardiopulmonary diseases.

## Curriculum Requirements\*

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

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

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

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

**Proposed****Major Hours**

[ref. 1D SBCCC 400.97 (3)]

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

**Respiratory Therapy A45720**

	<b>AAS</b>	<b>Diploma</b>	<b>Certificate</b>
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b> <i>Courses required for the diploma are designated with *</i>	<b>35 SHC</b>	<b>18 SHC</b>	
<b>Required Courses:</b>			
* RCP 110 Introduction to Respiratory Care 4 SHC			
* RCP 111 Therapeutics and Diagnostics 5 SHC			
RCP 210 Critical Care Concepts 4 SHC			
RCP 211 Advanced Monitoring/Procedures 4 SHC			
<b>Required Subject Areas:</b>			
<b>Clinical Education. Select 18 SHC for AAS, 9 SHC for diploma:</b>			
RCP 132 RCP Clinical Practice I 2 SHC			
RCP 133 RCP Clinical Practice I 3 SHC			
RCP 134 RCP Clinical Practice I 4 SHC			
RCP 135 RCP Clinical Practice I 5 SHC			
<del>RCP 136 RCP Clinical Practice I 6 SHC</del>			
<del>RCP 138 RCP Clinical Practice I 8 SHC</del>			
RCP 139 RCP Clinical Practice I 9 SHC			
RCP 142 RCP Clinical Practice II 2 SHC			
RCP 143 RCP Clinical Practice II 3 SHC			
RCP 144 RCP Clinical Practice II 4 SHC			
RCP 145 RCP Clinical Practice II 5 SHC			
RCP 146 RCP Clinical Practice II 6 SHC			
<del>RCP 148 RCP Clinical Practice II 8 SHC</del>			
RCP 149 RCP Clinical Practice II 9 SHC			
RCP 152 RCP Clinical Practice III 2 SHC			
RCP 153 RCP Clinical Practice III 3 SHC			
RCP 154 RCP Clinical Practice III 4 SHC			
RCP 155 RCP Clinical Practice III 5 SHC			
<del>RCP 156 RCP Clinical Practice III 6 SHC</del>			
RCP 158 RCP Clinical Practice III 8 SHC			
RCP 159 RCP Clinical Practice III 9 SHC			
RCP 169 RCP Clinical Applications I 11 SHC			
<del>RCP 232 RCP Clinical Practice IV 2 SHC</del>			
<del>RCP 233 RCP Clinical Practice IV 3 SHC</del>			

Continued on next page

<b>Respiratory Therapy A45720 (continued)</b>			
RCP 234	RCP Clinical Practice IV	4 SHC	
RCP 235	RCP Clinical Practice IV	5 SHC	
RCP 236	RCP Clinical Practice IV	6 SHC	
RCP 237	RCP Clinical Practice IV	7 SHC	
RCP 238	RCP Clinical Practice IV	8 SHC	
<del>RCP 239</del>	<del>RCP Clinical Practice IV</del>	<del>9 SHC</del>	
<del>RCP 242</del>	<del>RCP Clinical Practice V</del>	<del>2 SHC</del>	
<del>RCP 243</del>	<del>RCP Clinical Practice V</del>	<del>3 SHC</del>	
<del>RCP 244</del>	<del>RCP Clinical Practice V</del>	<del>4 SHC</del>	
RCP 245	RCP Clinical Practice V	5 SHC	
RCP 246	RCP Clinical Practice V	6 SHC	
RCP 247	RCP Clinical Practice V	7 SHC	
RCP 248	RCP Clinical Practice V	8 SHC	
<del>RCP 249</del>	<del>RCP Clinical Practice V</del>	<del>9 SHC</del>	
<del>RCP 252</del>	<del>RCP Clinical Practice VI</del>	<del>2 SHC</del>	
<del>RCP 253</del>	<del>RCP Clinical Practice VI</del>	<del>3 SHC</del>	
<del>RCP 254</del>	<del>RCP Clinical Practice VI</del>	<del>4 SHC</del>	
<del>RCP 255</del>	<del>RCP Clinical Practice VI</del>	<del>5 SHC</del>	
<del>RCP 256</del>	<del>RCP Clinical Practice VI</del>	<del>6 SHC</del>	
<del>RCP 257</del>	<del>RCP Clinical Practice VI</del>	<del>7 SHC</del>	
<del>RCP 258</del>	<del>RCP Clinical Practice VI</del>	<del>8 SHC</del>	
<del>RCP 259</del>	<del>RCP Clinical Practice VI</del>	<del>9 SHC</del>	
RCP 269	RCP Clinical Applications II	11 SHC	
<b>B. CONCENTRATION</b> <i>(Not applicable)</i>			
<b>C. OTHER MAJOR HOURS</b> <i>To be selected from the following prefixes:</i>  ASL, BIO, CIS, CSC, HSC, MED, PHM, and RCP  <i>Up to two semester hour credits may be selected from ACA.</i>  <i>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</i>			

**STATE BOARD OF COMMUNITY COLLEGES  
CAPTIVE/CO-OPTED GROUPS**

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

**Continuing Education: Courses of Instruction**

- Cape Fear Community College – New Hanover Correctional Instituion
  - PLU-3024 Plumbing (Plumbing)
- Gaston Community College – Gaston Correctional Center
  - HRD-3005 HRD Technology Awareness (HRD Technology Awareness)

**Contact:**

Nate Humphrey, Director  
Workforce Continuing Education – Training and Standards

**CONTINUING EDUCATION and BASIC SKILLS**

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer. They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the Division of Prisons and found in compliance with state standards and prison programming policies.

**CODES FOR GROUPS TO BE SERVED**

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

**EXAMPLE:** **CAS 3120 Code P** indicates the continuing education course is being offered in the Prison (Correction) setting.

**BSP 2000 Code S** indicates the basic skills course is being offered in a Sheltered Workshop setting.

**CONTINUING EDUCATION** and **BASIC SKILLS** courses are reported in class hours.

**CURRICULUM** courses are reported in semester-hour credits.

**MATRIX CATEGORIES\* For Division of Adult Correction (DAC)****Matrix Category****North Carolina Community College System Programming Options**

- |          |   |
|----------|---|
| <b>1</b> | Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Minimum length of stay: 2 months)   |
| <b>2</b> | Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)  |
|          | Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)  |
| <b>4</b> | Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months) |

\* Only Division of Adult Correction (DAC) prisons are assigned matrix categories

**CONTINUING EDUCATION COURSES  
Captive & Co-opted**Month: **11/18/2016**

<b>Community College</b>	<b>Facility</b>	<b>Matrix Class.</b>	<b>Course Number</b>	<b>Code</b>	<b>Master Course List Title (Local Title)</b>	<b>Contact Hours</b>
Cape Fear Community College	New Hanover Correctional Center	2	PLU-3024	4170	Plumbing (Plumbing)	396
Gaston College	Gaston Correctional Center	2	HRD-3005	4515	HRD Technology Awareness (HRD Technology Awareness)	58

**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 2 (New)**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier Designation</b>
HET 3125	Fleet Maintenance Technician	240	V40 – Automotive Occupations	1A

**Description:**

This course will introduce the basic components and systems necessary for a fleet maintenance technician, including brake system, exhaust system, fuel system, lighting devices, steering mechanism, suspension, frame, tires, wheels and rims, and windshield wipers. An emphasis will be placed on safety and identifying potential problems before they become major repair issues. Upon completion of the course, students will be able to identify heavy truck components and systems and perform basic troubleshooting procedures.

**Rationale:**

Based on data from the EMSI Q3 2016 Data Set ([www.economicmodeling.com](http://www.economicmodeling.com)), an 11.3% growth rate is projected for the greater Charlotte region from 2016-2026 with median hourly earnings of \$21.06 per hour. In addition, over 20% of the current workforce in this region will eligible for retirement in the next 10 years. For the state of North Carolina, the growth rate is projected to be 12.8% with median hourly earnings of \$19.84 per hour.

Tier designation: Course leads to occupations in high growth, high pay positions. Tier 1A is equivalent to curriculum designation for similar training and course code.

**Potential Credentials:**

National Institute for Automotive Service Excellence (ASE) Medium-Heavy Duty Truck Certification Tests (T-series 4 – 6)

**Request #2 of 2 (Modification)**

Course ID	Course Title	Current Hours	Requested Modification of Hours	Current Tier Designation
FIP 3000	Firefighter/ HAZMAT/TIMS Block	458	464	2

**Description:**

This block course is designed for Fire and Rescue Academies and aligns with firefighter certification requirements as approved by the NC Fire and Rescue Commission. This certification-related course consists of all content identified by the NC Fire and Rescue Commission as currently required for Firefighter I and II and Hazardous Materials Level 1 Responder certifications and for Traffic Incident Management System (TIMS) training. FIP-3000 transfers as one block, in its entirety, to the Office of State Fire Marshal (OSFM). Colleges must adhere to specific policies that govern its use, including the following: 1) Students must successfully complete all components of this block course to get credit for any of the individual certifications/courses; 2) each part of the block has its own mandated attendance policy that must still be followed; and 3) any part within this block that has its own state testing requirements, to include practicals if any, must still be followed. Colleges may additionally integrate physical training competencies into the FIP-3000 block academy to complement Commission-regulated content, not to exceed the maximum hours of the course.

**Rationale:**

This course is being modified to align with new requirements for receiving Firefighter Certification from the NC Fire and Rescue Commission/NC Office of State Fire Marshal, which includes successfully completing prescribed Traffic Incident Management System training, in addition to successfully completing Firefighter and Hazardous Materials Level 1 Responder certification modules. The modified block course will be effective January 1, 2017.

**Contact:**

Margaret Roberton, Associate Vice President  
Workforce Continuing Education

**STATE BOARD OF COMMUNITY COLLEGES**  
**The State Board of Community Colleges and the**  
**Multiple Pathways to High School Equivalency Course Credit Approval**

**Request:** The State Board of Community Colleges is asked to approve the release of the following courses to College and Career Readiness programs. These courses will then be accessible to all high school equivalency programs through Colleague.

**Background:** The purpose of the Multiple Pathways to High School Equivalency is to repackage valid academic credit, so an individual may earn a high school equivalency diploma. In 2014 under the direction of President David Johnson of Johnston Community College, an ad hoc committee comprised of community college administrators across the state was convened to study the option of creating an alternative pathway for an individual to earn a high school equivalency credential, rather than by using a single testing instrument or path to completion.

**Rationale:** The Multiple Pathways to High Equivalency was approved by the State Board of Community Colleges in December 2015. The approval and release of these courses will establish a systemic process to award and document student achievements while providing a standard method in Colleague to manage permanent records and generate transcripts. The transcript for High School Equivalency from Multiple Pathways must be identical across all 58 community colleges. The Multiple Pathways option for earning a high school equivalency diploma is available to individuals based on the same eligibility guidelines as with other Basic Skills programs for persons seeking a high school credential.

**Contact:**

Amy W. Cooke, Director of Professional Development and Instructional Support  
College and Career Readiness

**College and Career Readiness Courses  
Multiple Pathways to High School Equivalency**

Month: November 2016

Course ID.	Course Title	Academic Level	Start Date
MPC-G02W	GED 2002 Writing	BSP	1/1/2017
MPC-G02S	GED 2002 Social Studies	BSP	1/1/2017
MPC-G02C	GED 2002 Science	BSP	1/1/2017
MPC-G02R	GED 2002 Reading	BSP	1/1/2017
MPC-G02M	GED 2002 Math	BSP	1/1/2017
MPC-G14E	GED 2014 RLA	BSP	1/1/2017
MPC-G14M	GED 2014 Math	BSP	1/1/2016
MPC-G14C	GED 2014 Science	BSP	1/1/2016
MPC-G14S	GED 2014 Social Studies	BSP	1/1/2016
MPC-HISW	HiSET LA-Writing	BSP	1/1/2016
MPC-HISR	HiSET LA-Reading	BSP	1/1/2017
MPC-HISM	HiSET Math	BSP	1/1/2017
MPC-HISC	HiSET Science	BSP	1/1/2017
MPC-HISS	HiSET Social Studies	BSP	1/1/2017
MPC-TASW	TASC ELA-Writing	BSP	1/1/2017
MPC-TASR	TASC ELA-Reading	BSP	1/1/2017
MPC-TASM	TASC Math	BSP	1/1/2017
MPC-TASC	TASC Science	BSP	1/1/2017
MPC-TASS	TASC Social Studies	BSP	1/1/2017
MPC-DREC	NCDAP DRE Composite	BSP	1/1/2017
MPC-DMA1	DMA 010-Operations with Integers	BSP	1/1/2017
MPC-DMA2	DMA 020-Fractions and Decimals	BSP	1/1/2017
MPC-DMA3	DMA 030-Prop/Ratios/Rates/Percent	BSP	1/1/2017
MPC-DMA4	DMA 040-Exprs/Linear Equ/Linear Inequal.	BSP	1/1/2017
MPC-DMA5	DMA 050-Graphs/Equa.	BSP	1/1/2017
MPC-DMA6	DMA 060-Polynomials/Quad.	BSP	1/1/2017
MPC-ACSS	Accu-Sentence Skills	BSP	1/1/2017
MPC-ACRD	Accu-Reading	BSP	1/1/2017
MPC-ACAR	Accu-Arithmetic	BSP	1/1/2017
MPC-ACAL	Accu-Algebra	BSP	1/1/2017
MPC-COMR	Compas-Reading	BSP	1/1/2017
MPC-COMW	Compas-Writing	BSP	1/1/2017
MPC-COPA	Compas-Pre Algebra	BSP	1/1/2017

MPC-COAL	Compas-Algebra	BSP	1/1/2017
MPC-SATE	SAT English	BSP	1/1/2017
MPC-SATR	SAT Reading	BSP	1/1/2017
MPC-SATM	SAT Math	BSP	1/1/2017
MPC-PLNE	Plan English	BSP	1/1/2017
MPC-PLNC	Plan Reading	BSP	1/1/2017
MPC-PLNM	Plan Math	BSP	1/1/2017
MPC-PLNS	Plan Science	BSP	1/1/2017
MPC-ACTR	ACT Reading	BSP	1/1/2017
MPC-ACTE	ACT English	BSP	1/1/2017
MPC-ACTM	ACT Math	BSP	1/1/2017
MPC-ACTC	ACT Science	BSP	1/1/2017
MPC-ASTE	ASSET English	BSP	1/1/2017
MPC-ASTR	ASSET Reading	BSP	1/1/2017
MPC-ASTN	ASSET Numeracy	BSP	1/1/2017
MPC-ASTA	ASSET Algebra	BSP	1/1/2017
AHS-ENG1	English 1	BSP	1/1/2017
AHS-ENG2	English 2	BSP	1/1/2017
AHS-ENG3	English 3	BSP	1/1/2017
AHS-ENG4	English 4	BSP	1/1/2017
AHS-PHYC	Physical Science	BSP	1/01/2017
AHS-CHEM	Chemistry	BSP	1/01/2017
AHS-BIOL	Biology	BSP	1/01/2017
AHS-EARC	Earth Science	BSP	1/01/2017
AHS-UHIS	US History	BSP	1/01/2017
AHS-UHI1	US History 1	BSP	1/01/2017
AHS-UHI2	US History 2	BSP	1/01/2017
AHS-WGEO	World Geography	BSP	1/01/2017
AHS-WHIS	World History	BSP	1/01/2017
AHS-IMA1	Integrated Math I	BSP	1/01/2017
AHS-IMA2	Integrated Math II	BSP	1/01/2017
AHS-GENM	General Math	BSP	1/01/2017
AHS-GEOM	Geometry	BSP	1/01/2017
AHS-ALG2	Foundations of Math	BSP	1/01/2017
AHS-PALG	Pre-Algebra	BSP	1/01/2017
AHS-PCAL	Pre-Calculus	BSP	1/01/2017
AHS-CAL1	Calculus 1	BSP	1/01/2017
AHS-MBUS	Business Math	BSP	1/01/2017
AHS-MFOU	Foundations of Math	BSP	1/01/2017
AHS-AL1A	Algebra 1A	BSP	1/01/2017
AHS-AL1B	Algebra 1B	BSP	1/01/2017

**AGENDA**  
State Board of Community Colleges  
STRATEGIC PLANNING COMMITTEE  
Caswell Building  
AW Conference Room  
November 17, 2016 - 1:30 p.m.

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – October 20, 2016

**For Information**

- College Guarantee Programs - Richmond Community College and Sandhills Community College
- Credentials of Value (Attachment PLAN 1)
- NC Apprenticeship Expansion Project (Attachment PLAN 2)

**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](mailto:stateboard@nccommunitycolleges.edu).

**State Board of Community Colleges  
Strategic Planning Committee**

Held as part of State Board of Community Colleges Planning Meeting  
Pitt Community College - Craig F. Goess Student Center, Room 137  
October 20, 2016 – 1:30 p.m.

**Call to Order**

Dr. Darrell Saunders called the meeting of the Strategic Planning Committee to order at approximately 1:35 pm.

***Board Members Participating:***

Dr. Darrell Saunders  
Mr. Bobby Irwin  
Mr. Ernest Pearson  
Mr. Clark Twiddy  
Representative Jimmie Ford

***Also Attending:***

Linda Weiner  
Chreatha Alston  
Anne Bacon  
Maureen Little  
Dr. Matt Meyer  
Lyn Austin

**Ethics Awareness and Conflicts of Interest**

Dr. Darrell Saunders asked Dr. Matt Meyer to 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, Dr. Meyer asked that the record reflect that no conflicts of interest or potential conflicts of interest were reported.

**Approval of Agenda**

Dr. Saunders asked for a motion to approve the meeting agenda and a motion was made by Mr. Clark Twiddy and seconded by Representative Jimmie Ford. The motion was adopted.

**Approval of Minutes**

Dr. Saunders asked for a motion to approve the minutes of the September 15th meeting and a motion was made by Representative Ford and seconded by Mr. Twiddy to approve the minutes. The motion was adopted.

**Feedback on the Planning Meeting**

Prior to the discussion of items on the agenda, Ms. Linda Weiner asked the Committee to share their feedback on the Planning Meeting events so far. Board members commented on their appreciation of Pitt Community College's hands-on technical training exposure for Board members via its "Taste of Industry" event that morning. Board members reflected on the quality and enthusiasm of Pitt Community College's staff, as well as strategies that colleges can use to recruit/retain good faculty. The Board members also discussed possible future ideas: academics (if possible to show work being done there), a view on first day registration at a college, activities related to the simulated hospital at CVCC, and where the planning meeting is scheduled to take place next year.

### **Virginia Workforce Certification Initiative**

Dr. Matt Meyer referred to the handout and shared with the Committee what he had learned about Virginia's Workforce Certification Initiative, the Workforce Credentials Grant Fund Program (WCG). Through Virginia's new program, and signed into law by its governor in March 2016, a student only pays one third of their tuition for workforce training leading to a 3<sup>rd</sup> party credential. Community colleges in Virginia receive reimbursement for the remaining two thirds of the cost from the Commonwealth of Virginia when the student completes the training (one third) and earns the externally-validated workforce credential (one third).

The aim of this initiative in Virginia relate to the Align4NCWorks goals re: demand-driven workforce development and validating skills and competencies via credentials. As Ms. Weiner mentioned, this initiative has drawn the attention of the National Governors Association Workforce Policy Academy.

The Committee asked questions about the initiative, including how the funding mechanism worked and the initial cost. Dr. Meyer answered most questions and, following the meeting, researched the State investment and found it to be a \$20 million to \$12.5 million incentive funding for the colleges and \$7.5 million for marketing of the program.

### **Joint Strategic Plan/IT Plan**

With some context provided by Ms. Weiner, Ms. Anne Bacon provided an update for the Committee on how the Align4NCWorks strategic plan, approved by the board in May 2015, is being used for other planning documents. Ms. Bacon described how the State Budget Director and State Chief Information Officer directed the NC Community College System Office to submit (for the first time) a joint strategic and IT plan. The purpose is to ensure that IT planning is aligned to strategic planning, that the two plans connect, and metrics are identified for success. Ms. Bacon reported that leadership of the NC Community Colleges is taking this request seriously, and staff are putting the finishing touches on the plan, due October 31st. In addition to doing the required alignment between programmatic and IT functions, she reported that leadership/staff were going out of their way to use the joint report to also connect to our legislative agenda/budget requests and other functional tools in the System Office. The goals for the strategic/IT plan are based on Align4NCWorks (condensing of the eight Align4NCWorks goals into four broader goals) and also tie in themes from SuccessNC.

### **Update on Existing Industry Protocols**

Ms. Maureen Little explained that, following the completion in 2015 of the Governor's "1,000 in 100" Initiative (in which 1,000 businesses were visited by workforce partners in 100 days), there was a desire in some communities to continue to collaborate to meet businesses' workforce needs.

Ms. Little convened key economic and workforce development partners (Economic Development Partnership of North Carolina, Department of Commerce/Division of Workforce Solutions, and Workforce Development Boards) in the past year to explore ideas and there was interest in continuing to work together via a set of protocols that could be customized at the local level.

Ms. Little reported how she developed and updated a template document with input from partners, and collaborated with the Chair of the NC Workforce Development Directors Council for a simultaneous distribution in August 2016 of the template to the fifty-eight college's Customized Training directors and the twenty-three Workforce Development Board directors. These local co-leaders are now working on using the templates to develop a plan for serving existing businesses as one unified team, bringing in additional area partners that provide workforce services to employers. The goal is for local teams to develop county plans by January 2017. (Note: protocols for serving business as one team is part of the Align4NCWorks plan.)

### **Cross-training of Workforce and Economic Development Partners**

Ms. Little explained that along with protocols for serving businesses, it is important that partners understand one's roles. For this reason, she has reached out to partners to involve them in the Customized Training staff's new employee orientation. On September 13-14, fifty-four individuals participated, including staff from the Division of Workforce Solutions (Apprenticeship staff as well as Regional Operations Directors), Workforce Development Boards, and the Economic Development Partnership of North Carolina. The aim is for partners to follow suit as we continue to promote team approaches to serving businesses in workforce development.

### **Input from Committee on Outreach to Industry Associations**

Ms. Bacon described that, in response to feedback from industry and the Legislature, the NC Community College System plans to reach out to industry associations in a greater way than before to ensure that we are aligned to their needs, provide information about how we can serve them, and just generally ramp up our connections with industries. She described how a focus was on statewide industry associations which could complement the relationships colleges already have with their local industry. Ms. Bacon asked the Committee questions about how this could be achieved most successfully and committee members offered feedback. For example, committee members advised that initial meetings be more about listening rather than trying to convey what we have to offer. The feedback will be used in planning outreach activities.

A motion was made and seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at approximately 2:50 p.m.

Respectfully submitted,  
Ms. Jerrie Farmer  
Recording Secretary

# CREDENTIALS OF VALUE

STATE STRATEGIES FOR IDENTIFYING AND ENDORSING INDUSTRY-RECOGNIZED CREDENTIALS

## Introduction

In today's economy, a traditional high school diploma is no longer sufficient to prepare students for careers that offer a family-sustaining wage and pathways to advancement. By 2020, two-thirds of all new jobs are projected to require some education and training beyond high school, ranging from credentials and certificates to advanced degrees.<sup>1</sup> As employers demand more skills and career-ready employees, the U.S. education system must keep pace and ensure that students graduate with not only the academic, but also the technical and professional skills necessary for success in their future careers.

One increasingly popular way of ensuring students are entering the workforce with appropriate skills is through industry-recognized credentials. Credentials can be used to signal that an individual has acquired the knowledge, skills and abilities required in a specific occupation or industry, giving employers confidence in their new hires.

Industry-recognized credentials can also provide value to state and regional governments by helping them respond to the needs of the labor market, align education and workforce development efforts and measure program impact. In fact, 11 states currently include the attainment of industry-recognized credentials within their school accountability systems as a way that secondary students can demonstrate career readiness.<sup>2</sup> Many credentials are stackable, meaning they can build on previous skills and competencies through various stages of an individual's education and training, ultimately leading toward an advanced credential or degree. Such stackable credentials allow states to support career pathways that are aligned to workforce competencies that span across Career Technical Education (CTE) and workforce development systems.

However, despite the potential benefit of industry-recognized credentials, there is much work to be done to ensure that any credentials offered — and incentivized through accountability or funding systems — have true utility and value, and are quality measures of skill attainment. This question of utility, value and quality is complicated by the sheer volume of credentials on the market.

In the United States alone,<sup>5</sup> more than 4,000 certification bodies issue credentials in a number of different industries, making it difficult

for employers, states and students to ascertain the value of a given credential over another in the labor market. For example, while some credentials are required by employers in a particular industry and provide tremendous value for students seeking jobs or promotions, others have little or no value in the labor market.

### What is an Industry-Recognized Credential?

A credential is a qualification of a specific set of competencies related to a particular industry or occupation. Industry-recognized credentials of value are recognized in the labor market, are portable across state borders and are valid assessments of student skills. They can take many different forms, including educational degrees, certificates, certifications and licenses.<sup>3</sup>

The precise definition and use of industry-recognized credentials vary from state to state, but most include a few common elements, in that they are<sup>4</sup>:

- >>> Exam-based
- >>> Administered by third parties
- >>> Supplemental to a traditional postsecondary award.

Further, there are few processes currently in place at the state or national level to ensure that credentials on the market are high quality. A quality credential can serve as a form of currency<sup>6</sup> between job seekers and employers, providing a mutually-recognized signal that the student has developed the necessary competencies to be successful on the job. Yet there is little agreement in most states, and lack of consensus even within the employer community, as to how to evaluate or validate a credential's quality.

There is a need for processes and protocols that address this challenge. Students must have information about which credentials lead to high-demand, high-wage jobs and are valued by employers in the hiring process; which credentials are no longer valuable in the labor market; and which educational programs will adequately prepare them to earn the credential. With some assessments costing up to several hundred dollars, a lack of transparency about the value of the credential could be prohibitive to low-income job seekers. Finally, in a constantly changing economy, credentials must be nimble and adapt to the needs of the workforce, requiring states to also have responsive processes for identifying credentials of value.

## Lessons from the States

While several national initiatives have begun work detangling the massive web of credentials, nothing to date has netted a comprehensive national solution. In the meantime, there is a critical role for states to play in identifying, validating and endorsing credentials of value in their own economies. Under the New Skills for Youth Initiative<sup>7</sup> — a multi-year grant program designed to transform career readiness systems in the U.S. — participating states are exploring strategies to increase the number of students earning credentials of value. Others are looking to their example or implementing strategies of their own. States are well positioned to take on this work because they can convene representatives from education, industry and workforce development to ensure that industry-recognized credentials associated with CTE, workforce development programs and other educational pathways are accessible to students and have currency in the labor market. By building a list of endorsed credentials, states can also ensure that there is transparency in the certification and assessment of student competencies, and that students are encouraged to pursue occupations in high-demand fields. Job seekers and employers alike stand to benefit from such a system.

Some states — like **Florida, Kansas and Louisiana** — have already begun this work. This brief explores how they have tackled the challenge of navigating the universe of existing credentials and examines each state's process for verifying and endorsing credentials, their incentives for students to earn credentials of value, and the challenges they met along the way. While each process is different, some common trends emerge across the three states:

- >>> Business and industry is brought in early;
- >>> The credential review process involves a concerted, cross-institutional effort;

- >>> Credentials are differentiated based on rigor and industry demand; and
- >>> Systems are designed to be adaptive.

All three states are still in the early years of implementing their credential review programs. All the same, there is much to learn from their unique approaches to building such systems and the lessons they learned along the way.

## Florida's Industry Certification Funding Lists

States are often well positioned to leverage economic data, educational resources and financial incentives to encourage credential attainment along the education continuum. In Florida, the State Board of Education annually publishes two separate lists of validated credentials that are eligible for incentive funding at either the secondary<sup>8</sup> or postsecondary<sup>9</sup> level. Getting a credential on either list is a rigorous process, particularly at the secondary level. Approved secondary credentials must be linked to workforce needs, require a specified number of instructional hours and be endorsed by industry leaders. Once a credential makes it onto that list, however, school districts, teachers and colleges become eligible for additional bonus funding for each student who earns an approved credential.

## Getting Started

Florida launched its credential incentive program in 2007 through the Career and Professional Education (CAPE) Act, a law that has become the structural backbone undergirding much of Florida's work in CTE. The law was designed to facilitate regional cross-sector partnerships, expand access to high-quality career academies and encourage more students to earn credentials of value. To ensure more students have access to high-quality credentials, CAPE directed the State Board of Education to create a process for annually identifying, endorsing and incentivizing credentials that are aligned to workforce needs.

CAPE first directed the Agency for Workforce Innovation to create a definition for "Industry Certification" based on "the highest available national standards for specific industry certification, to ensure student skill proficiency and to address emerging labor-market and industry trends."<sup>10</sup> This definition would set broad quality criteria and ensure transparency for both students and employers. The agency later decided that an official industry certification must be awarded by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, and must:

- >>> Be within an industry that addresses a critical local or statewide economic need;
- >>> Be linked to occupations that are included in the workforce system's targeted occupation list; or
- >>> Be linked to an occupation identified as emerging.<sup>11</sup>

SBCC

11/18/2016

## Vetting Credentials for Secondary Students

The above definition provided a framework around which the state developed its credential endorsement system — a rigorous, cross-sector process involving input from business and industry, workforce development, education and others. At the secondary level, the process starts with the state workforce development board, an independent non-profit organization called CareerSource Florida. Throughout the year, eligible applicants submit recommended credentials to CareerSource Florida, which vets the credentials to create a preliminary list.

Credentials already on the list carry over from the previous year as long as they continue to meet the state's criteria for quality and relevance. While only local workforce boards and public high school principals are permitted to submit a credential for review, other organizations can partner with an eligible entity to create a submission package.

The submission process serves as an early quality filter to ensure that the credential has currency in the institution's region. To be considered, recommended credentials must include letters of endorsement from a local workforce board, a Florida-based state or regional business/trade association, and an economic development organization. Once the submission period closes, CareerSource Florida then reviews the certifications against the Department of Economic Opportunity's list of in-demand occupations. This results in a preliminary list of recommendations that CareerSource Florida passes along to the Florida Department of Education for additional vetting.

The Department of Education uses its own criteria to further narrow the list. Across the universe of available credentials, some are too easy to be of value, others require little to no classroom instruction and still more are available through unproctored online assessments. To ensure that all approved credentials are accessible and high-quality, the Department removes any credentials that do not meet the following criteria:

- >>> Are on the list of CareerSource Florida recommendations;
- >>> Are achievable by students in a secondary level program;
- >>> Require a minimum of 150 hours of instruction (approximately one full school year); and
- >>> Are only offered through a proctored examination.

While CareerSource Florida transfers existing credentials from the previous year to the next year's preliminary list, they must still undergo the same rigorous vetting process so that outdated credentials do not remain on the list. This vetting occurs annually, ensuring that the list is adaptive and reflective of changes in the labor market.



## Matching Credentials to Labor Market Outcomes

One way to evaluate the quality of an industry-recognized credential is by matching student data with labor market outcomes to determine the return on investment. The Certification Data Exchange Project, an initiative led by the Association for Career and Technical Education and other state and national partners, has piloted several projects at the state level to determine return on investment for credentials.

In Illinois, the state partnered with CompTIA, an IT certification organization, to match basic test taker information to postsecondary and employment data. They found that students who earned a certification had slightly higher employment rates and substantially higher wages than their noncertified peers.<sup>12</sup> Similar projects are underway in several other states.

## Differentiating Credentials

Credentials on the secondary list are divided into two tiers based on credit articulation agreements, which allow high school students to receive postsecondary credits by earning a credential. The first tier, called *CAPE Industry Certifications*, meet the aforementioned quality criteria and have articulation agreements that transfer up to 14 credits toward either an Associate of Science or an Applied Associate of Science degree. The second tier includes credentials with articulation agreements of 15 or more credits, which are known as *CAPE Acceleration Industry Certifications*. These credentials are difficult to achieve at the secondary level and are incredibly rare — on the 2015–16 list, only three out of more than 200 credentials met this bar.<sup>13</sup>

Students in earlier grades are also eligible to earn industry certifications after the state added *CAPE Digital Tool Certificates* to the secondary list in 2014. The process for reviewing and approving CAPE Digital Tool Certificates is different than for CAPE Industry Certifications and CAPE

Acceleration Industry Certifications, though it is still rigorous. Instead of going through CareerSource Florida, these credentials are vetted in-house at the Department of Education. To qualify as a CAPE Digital Tool Certificate, a credential must be achievable by elementary school and middle grade students, be part of a career pathway leading to a CAPE Industry Certification and assess one of a number of digital skills, such as word processing or coding. Florida statute limits the number of CAPE Digital Tool Certificates included on the list to 15 per year.

Once it finalizes the list, which includes all three types of credentials, the Department sends it to the State Board of Education for a final review and an official stamp of approval. The Department is required to publish a draft of the list by August 1 each year, just in time for the school year to begin.

## Extending Credential Attainment to Postsecondary

Over the years, Florida has expanded CAPE to the postsecondary level by developing articulation agreements for credentials earned in high school and by passing legislation to create a separate postsecondary credential list. These strategies have helped align educational systems and provide a seamless pathway into postsecondary.

Students earning a state-approved credential in high school can apply credit toward an Associate of Science or an Associate of Applied Science degree at any of Florida's 28 community colleges. A minimum guarantee of college credit is identified in the statewide articulation agreements adopted by the State Board of Education, although the precise number of transferring credits varies. To develop articulation agreements, the Department of Education and the state's community college system convene college faculty members to review knowledge, skills and abilities associated with each credential and to determine whether it aligns with an existing course or program of study. The Department then works with the college system to develop and publish credential articulation agreements that designate how many postsecondary credits a student can earn for each credential.<sup>14</sup> In the 2014–15 school year, CAPE participants earned 28,584 industry certifications with at least one articulation agreement.<sup>15</sup>

In 2014, the state legislature further amended the CAPE Act to establish an additional industry certification list at the postsecondary level.<sup>16</sup> Unlike the secondary list, which is initiated by the state's workforce development board, the postsecondary list is vetted at the Department of Education. In fact, the processes for developing the postsecondary list is entirely separate. Colleges and school districts (which are authorized to offer postsecondary clock hour instruction

through local technical centers) recommend credentials for review, and the Division of Career and Adult Education and Division of Florida Colleges within the Department work together to vet and approve them for the postsecondary list. Credentials must be aligned to legislated target occupational areas to be eligible for funding.

## Incentivizing and Evaluating Credential Attainment

To encourage more secondary students to earn industry-recognized credentials, the state created a tiered incentive system that rewards districts and teachers based on the number of students receiving credentials on the list. Under this system, a district's full-time enrollment (FTE), which determines its annual funding allocation, is weighted an additional 0.025 for each student earning a CAPE Digital Tool Certificate, up to 0.2 for each student earning a CAPE Industry Certification, and up to 1.0 for students earning CAPE Acceleration Industry Certifications.<sup>17</sup> Additionally, classroom teachers can receive bonuses of up to \$100 per student depending on the type of credential earned. The legislature has adjusted these weights over the years to simplify the funding calculation and eliminate some gaming of the funding incentive. While some districts use incentive funds to cover the cost of certification examinations, others pay for the program using state operating funds, Carl D. Perkins Career and Technical Education Act of 2006 funds or a combination of those funds.

At the postsecondary level, districts and colleges can receive up to \$1,000 per student who receives a credential on the legislature's list of target occupational areas, although this amount depends on available appropriations. Additional credentials that do not qualify for funding are often included on the list as well as to fulfill the state requirement that dual-enrolled CTE students attain a credential in their pathway.

Florida tracks and publishes data on credential attainment, including information on pass rates and return on investment by certification. In the 2013–14 school year, students in grades 6–12 earned over 75,000 industry-recognized credentials, up from only 954 in 2007–08.<sup>18</sup> State statute also requires schools to notify parents of the estimated cost savings for students earning postsecondary credentials in high school compared to those paying the full tuition and fees associated with the same number of credits. State college savings per student range from \$106 to more than \$3,800, depending on the type of credential.<sup>19</sup>

## How Kansas Is Tackling Credential Quality

To ensure that state-approved credentials are high-quality and relevant, states need to develop strict criteria for evaluating eligible credentials. Kansas is making notable progress in this area, adopting collaborative processes at both the secondary and postsecondary levels to identify and promote credentials of value for CTE students. While these processes are separate, secondary CTE programs are structured to align with postsecondary pathways, often promoting credentials that are aligned to those offered in community and technical colleges. In order to complete a CTE pathway, secondary students are required to attain an industry credential (if one is available) that articulates to at least one postsecondary institution in the state.

At the moment, the Department of Education does not use criteria to validate high-quality credentials aligned to career pathways. However, the state does have a separate program called Excel in CTE that identifies and incentivizes credentials in high-demand occupations. Further, Kansas is engaging in work to make the credential review system more rigorous to support both secondary and postsecondary programs.

## How Excel in CTE Works

Excel in CTE was enacted by the state legislature in 2012 with the aim of preparing more secondary students for the workforce by incentivizing credential attainment at the district level.<sup>20</sup> The law sets aside a pool of money for a CTE Incentive Program, which allocates \$500 (originally \$1,000) to school districts for each high school student graduating with a credential on the state's Qualifying Credential Incentive List.<sup>21</sup> Postsecondary colleges and technical institutions are also eligible to receive compensation for dual enrolled students at private secondary schools who attain a credential through their programs.

According to state statute, credentials on the Qualifying Credential Incentive List must be aligned with "those occupations in highest need of additional skilled employees."<sup>22</sup> To compile the list, the Department of Labor identifies high-demand occupations and works with the Board of Regents and the Kansas Department of Education to research and review credentials associated with those occupations.

The Department of Labor creates a list using the following criteria:

- >>> Occupations must have an industry credential;
- >>> Courses leading to that credential must be available to high school students;
- >>> The credential must be attainable within six months of graduation (or before);

- >>> Wages for the occupation must be at least 70 percent of the average wage in Kansas (unless the credential is stackable);
- >>> The education level for the occupation must require at least a high school diploma; and
- >>> Occupations must be considered in-demand based on an evaluation of job vacancy, short-term job projections, long-term job projections and wage data.<sup>23</sup>

If an identified credential meets these criteria and passes the Department of Education's vetting, it becomes eligible for CTE Incentive Program funds. While CTE Incentive Program funds can be used to cover half of the cost of the credential assessment, recent budget cuts in the state have left local districts and students responsible for the remaining costs associated with assessments.

Excel in CTE has significantly increased the number of Kansas students graduating with credentials, in part due to the incentive program and in part due to a communications budget of \$50,000 that the Department of Education has used to develop brochures, videos, posters and other resource materials.<sup>24</sup> Since the 2011–12 school year, the number of high school students receiving industry-recognized credentials has doubled, with more than 1,200 students in school year 2015–16 earning a credential in a high-demand industry within six months of graduation.

## Three Tiers for Kansas Credentials

Kansas has also begun to focus on the broader issue of credential quality, spurred in part by education leaders who, in 2014, raised concerns over the lack of policies and procedures to control the quality of state-approved credentials. Many credentials offered at the secondary level do not undergo an assessment to ensure they are of value in the workplace, align to labor market projections, and are delivered through impartial, third-party organizations. Even those offered through Excel in CTE, which must be aligned to in-demand occupations, are not evaluated against other dimensions of quality.

To address this concern, the Kansas Board of Regents contracted with an independent consultant to help design a set of criteria and a process for properly vetting industry credentials. The proposed framework, which has yet to be launched, includes differentiated criteria based on three tiers of credential quality: *required by law, industry mandated and employer preferred*.

The first tier, credentials required by law, includes those credentials and licenses that are mandated by law or regulation in the state. Examples of credentials in the first tier would include licenses for being a registered nurse or driving commercial vehicles. The second tier includes credentials that are required by at least two companies or organizations

in a specific industry and serve as a gateway for students pursuing a career in that field. The third tier of credentials could be considered “nice-to-have” credentials that, while having value in the labor market, are not essential to begin an entry-level job.

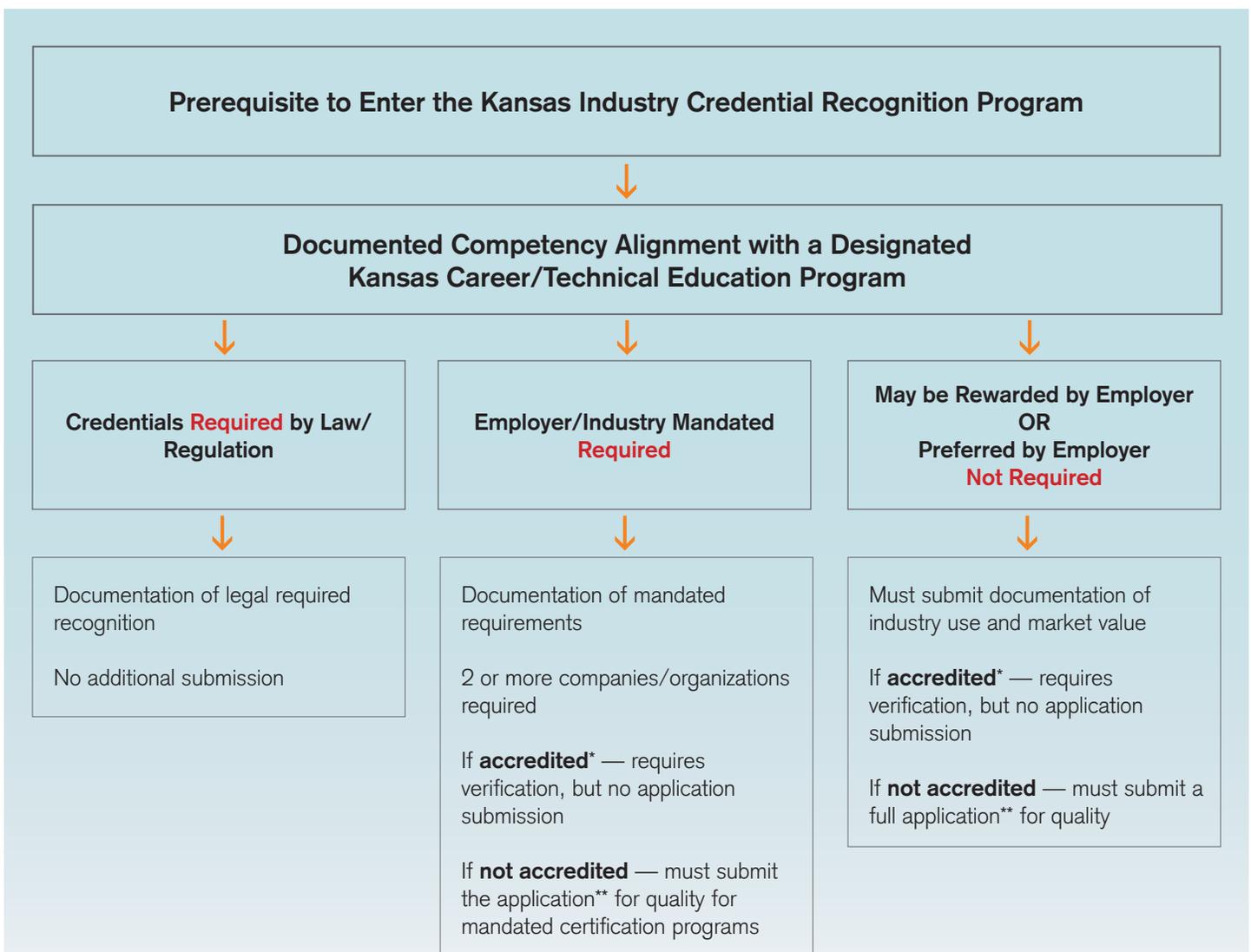
This framework would allow the state to differentiate credentials based on their value in the labor market. Employer preferred credentials may provide value to job seekers, but their value is marginal compared to credentials that are mandated by law or required by employers, without which a job seeker would be barred from a specific occupation or industry. In a system saturated with credentials of varying value, this provides a helpful quality indicator for students and educators.

Under the framework, state-approved credentials would require accompanying evidence to ensure that the certifying body is impartial and that the process for receiving a credential is fair and transparent. Evidence would come in the form of policies and procedures

demonstrating that the credentialing organization meets explicit requirements for, among other things:

- >>> Organizational structure;
- >>> Recordkeeping and disseminating information;
- >>> Developing and maintaining a certification scheme; and
- >>> The certification process itself.

Although the framework is in the final stages of development, Kansas is soliciting feedback from members of the business and industry community before adopting the recommended credential review process. High-quality credentials must have currency not only in the classroom, but in the workforce as well. The state is hesitant to move forward without first receiving input from employers, whose recognition and use of vetted credentials in hiring decisions is critical to their value. Kansas plans to implement the framework in the 2016–17 school year.



Adapted from Swift, Roy and Johnson, Rita. (2015). "Validating a Proposed Three-Tiered Industry Credential Recognition Model (ICRM) for your State — A Process to Recognized Quality Certifications." Workshop Presentation.

SBCC

11/18/2016

## Mapping Quality Credentials to Graduation Pathways in Louisiana

A number of states have begun to offer alternative diplomas or graduation requirements for students pursuing career pathways.<sup>25</sup>

Louisiana, however, leverages its Jump Start program to not only provide students with alternative graduation pathways, but also to increase the number of students earning industry-recognized credentials in high-demand fields. Jump Start was launched in 2014 with a four-year plan to reboot and repair the state's career diploma. Through regional public-private partnerships involving representatives from secondary, postsecondary and industry, the state has developed and approved 47 graduation pathways in a variety of career fields,<sup>26</sup> each culminating in an industry-recognized credential.<sup>27</sup> Each pathway credential is approved and endorsed through a rigorous review process involving input from both the public and private sectors.

### How Credentials Get on the List

Jump Start credentials fall into one of three categories: *"Statewide"* credentials are those that have value and portability in the state economy and are used by employers in high-demand occupations; *"regional"* credentials prepare students for career paths relevant to the regional economy; and *"complementary"* credentials, such as first aid or computer literacy, have value across industry sectors. Statewide credentials are further categorized into two tiers depending on rigor: "Basic" (typically first level industry certification) and stackable "Advanced" credentials.

Louisiana Code assigns the responsibility of reviewing and endorsing industry credentials to the state's Workforce Investment Council (WIC), which publishes a Focus List of statewide certifications aligned to high-

growth, high-wage job sectors.<sup>28</sup> The WIC is made up of representatives from business and industry, organized labor, state and local government and community organizations. To begin the process of adding a credential to the Focus List, regional Jump Start teams come together to discuss local labor market needs and identify credentials related to in-demand career pathways.

Representatives from the employer community play a significant role in these discussions, helping to prioritize the credentials that are most valuable when they make hiring decisions. Regional teams, with consultation from the business community, then prepare and submit application packages to be reviewed by the WIC. Applications must include evidence of employer endorsement, national recognition, alignment to Jump Start curriculum and more.

The state WIC convenes throughout the year to review submissions against rigorous criteria covering multiple dimensions of quality such as portability, alignment with high-demand and high-wage occupations, employer support, stackability and assessment validity. While "statewide" credentials must be reviewed and approved by the WIC, a "regional" credential can be approved at the state level by a cross-agency panel that evaluates regional labor market data to ensure there is sufficient demand for the credential.

To ensure that the Focus List is relevant and up to date, the WIC reviews each credential every two years using labor market information and pathway completion data. Starting with the graduating class of 2018, the state also plans to map credentials to wage earnings data to calculate return on investment. Credentials that fail to meet the state's standards of quality upon further review will be removed from the list. The process of continually reviewing and vetting credentials will ensure that the state-approved list is adaptive to changes in the labor market and reflects competencies and skills aligned to high-demand, high-wage occupations.

### KEY JUMP START IMPLEMENTATION TIMELINE<sup>29</sup>

#### 2014–2015

Regional teams form and develop/adopt graduation pathways. Districts within regional teams start to determine which graduation pathways they will implement with their students.

#### 2015–2016 & 2016–2017

Districts utilize new CTE funding sources to develop their instructional capabilities. CTE instructors attain the credentials they'll need to help students attain industry certification. Students have the option of graduation via Jump Start graduation pathways.

#### 2017–2018

Fall Jump Start implementation. AOCs no longer count toward a graduation. Basic Diplomas are no longer awarded.

SBCC

11/18/2016

Once a credential is finalized on the Focus List, the Louisiana Department of Education maps it to one or more of the 47 state-approved Jump Start career pathways. An Emergency Medical Responder credential, for example, maps to both the Emergency Medical Tech pathway (one of Louisiana's statewide graduation pathways) and a regional Public Service pathway. The Department publishes fact sheets that describe each credential, the expected wages for the applicable occupation, the certification process and costs and the aligned Jump Start graduation pathways.<sup>30</sup> This provides an additional level of transparency for students and coordinators in the program, while providing educators essential information for training teachers and developing Jump Start implementation budgets.

The cost for certification examinations is covered at the local level through both Perkins and the Louisiana Career Development Fund. The Career Development Fund was set up in 2014 with the understanding that CTE programs often require costs above and beyond those covered by a baseline per-pupil funding formula. The fund provides additional support for students in state-approved technical courses.<sup>31</sup>

Jump Start is a secondary-level program, but the industry credential list benefits students at any learning level. In fact, many credentials on Louisiana's Focus List are available at the state's community and technical colleges.

## How Louisiana Incentivizes Credential Attainment

Louisiana primarily uses two levers to encourage students to earn a Jump Start credential: the state accountability system and a multi-faceted communications strategy. In 2014, the Louisiana legislature passed legislation that restructured the state's accountability system so that career diplomas would be weighted equally to the standard diploma.<sup>32</sup> Under the new system, a school or school system receives 100 points towards its Graduation Index score (which makes up 25 percent of the overall accountability score) for each student who graduates with either a standard diploma or a Jump Start career diploma.

The system attributes additional points for students graduating with a "Basic" or "Advanced" statewide Jump Start credential. Students graduating with "Basic" credentials are valued at 110 points (equivalent to a student who passes at least one Advanced Placement, International Baccalaureate or dual credit course) and students graduating with "Advanced" credentials are valued at 150 points (equivalent to students earning a test score at a qualifying level on the AP, IB or CLEP exam). The most points a school can earn per student is 160 points for a student who both earns an "Advanced" industry-based credential and achieves a test score at a qualifying level on the AP, IB or CLEP exam.

### Emerging Policies from the States

While Florida, Kansas and Louisiana are further along in the industry credential recognition process, several other states have recently launched promising policies that are worth keeping an eye on:

- >>> Under the Complete 2021 plan, **Virginia** aims to triple the number of community college students earning credentials by 2021. Community colleges must submit credentials to be included on the list, which the state evaluates to ensure they are stackable, portable, competency-based, validated by a third party, reviewed for articulated credit and awarded through certification assessments.<sup>33</sup>
- >>> **Tennessee's** credential system identifies credentials that are valued by industry, aligned to CTE programs of study, transferable to postsecondary, and lead to high quality employment.<sup>34</sup> In 2015 the state also launched a pilot program that covered industry certification fees for 215 students.<sup>35</sup>
- >>> In 2016, **North Carolina** authorized a pilot program to reward teachers up to \$50 for each student that obtains an industry-recognized credential. The Department of Commerce and State Board of Education are responsible for designating the amount of the award depending on the credential's academic rigor and employment value.<sup>36</sup>
- >>> **Colorado** passed a law in 2016 creating a pilot program that awards school districts \$1,000 for each high school student who, among other activities, earns an industry certification tied to an in-demand job.<sup>37</sup>

By restructuring the way it calculates the graduation index, Louisiana has positioned the Jump Start program as a viable alternative graduation pathway and created school-level and systems-level incentives for graduating students with industry-recognized credentials.

Louisiana has also encouraged credential attainment through a multi-faceted communications strategy that aims to raise awareness about Jump Start at every level — from the school district down to individual students and parents. The state is currently working with educators to create YouTube videos highlighting the Jump Start program and the benefits to students, and will soon launch a statewide contest for digital media classes to develop a Jump Start video. Additionally, the state is rolling out an automated text response system that will provide information to students and parents about career pathways and Jump Start credentials through an interactive mobile platform. Through both the accountability system and communications strategy, Louisiana has elevated the Jump Start program as a viable graduation pathway, and ensured that students graduate with a credential of value.

## Conclusion

Industry-recognized credentials have the potential to provide tremendous value to both students and employers, particularly in industries where credentials are required for entry-level jobs, but the current lack of transparency around the quality of such credentials can make it difficult to identify those with labor market value. This is detrimental to both job seekers and employers. As such, there is a growing need for states to step up and create a systematic process to identify, validate and endorse credentials of value. Florida, Kansas and Louisiana have already begun this work. Though each state approaches the challenge in a unique way, some trends emerge:

**>>> Business and Industry is Brought in Early:** Credentials that are not recognized and accepted by employers provide negligible value to job seekers and are merely “nice-to-haves.” Leaders from business and industry can provide crucial insight about which credentials are valued when making hiring decisions. Both Florida and Louisiana require each credential submitted for the state list to include letters of endorsement from the employer community, providing an early quality filter to ensure that each one has value in the labor market.

**>>> The Credential Review Process Involves a Concerted, Cross-Institutional Effort:** To do this work well, no state agency can operate in a vacuum — in fact, each of the examples explored in this paper involve actors from multiple agencies and levels of government. In Florida, the state workforce development board conducts the initial round of vetting to ensure that credentials are aligned to high-need industries, allowing the Department of Education to use additional criteria to conduct a second review. Louisiana uses a bottom-up model, requiring regional councils of secondary, postsecondary and industry representatives to submit recommended credentials to the state. Meanwhile, Kansas involves the Department of Labor, the Department of Education and the Board of Regents in the process of reviewing and endorsing credentials.

**>>> Credentials are Differentiated Based on Rigor and Industry Demand:** In the universe of industry credentials, some are easy to attain but are not valued in the labor market. Others require months of training but do not lead to in-demand occupations. One distinguishing feature of the state lists featured in this brief is that they differentiate credentials based on quality, often structuring incentives to reward schools for graduating students with higher-quality credentials. In Kansas, the state will be dividing credentials into three tiers based on employer preference. Florida uses postsecondary credit articulation to identify and differentiate high-quality credentials. In Louisiana, credentials are classified based on their utility at the regional versus the state level, and whether they are “Basic” or “Advanced.”

**>>> Systems are Designed to be Adaptive:** States should not expect to get it right on the first try. Every state is unique and so must be prepared to adapt to unexpected challenges at every level of implementation. Leaders in Florida recognized early on that the credential incentive program was not structured appropriately to encourage the right behavior at the local level. The state quickly adjusted the formula to address challenges with the system. Likewise, Kansas decided to develop a new framework for evaluating credentials once it realized that the current process was insufficient.

A high school diploma on its own is no longer sufficient to prepare students for the first day on the job, but the future is bright. As the role of the U.S. education system adapts to a changing economy, states have already started playing a role in preparing students for the workforce by endorsing and incentivizing high-quality credentials. Still, there is much work to be done. States early in this work can turn to Florida, Kansas and Louisiana for strategies to get started.

## Comparing State Systems for Endorsing Credentials of Value

	Florida	Kansas	Louisiana
<b>Engaging Employers</b>	<ul style="list-style-type: none"> <li>Submitted applications must include letters of endorsement from a local workforce board, a Florida-based state or regional business/trade association and an economic development organization.</li> </ul>	<ul style="list-style-type: none"> <li>At the moment, Kansas does not formally engage employers in this process.</li> </ul>	<ul style="list-style-type: none"> <li>Regional Jump Start teams, which include industry representatives, identify and propose credentials based on labor market needs.</li> <li>Applications must include employer endorsements.</li> </ul>
<b>Agencies Involved</b>	<ul style="list-style-type: none"> <li>Actors include the Agency for Workforce Innovation; the Department of Economic Opportunity; CareerSource Florida (Florida's workforce development board); The Department of Education, Division of Career and Adult Education; and the Department of Education, Division of Florida Colleges.</li> </ul>	<ul style="list-style-type: none"> <li>In Kansas, this process involves the Department of Labor, the Board of Regents and the Department of Education.</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana's credential review process engages the state's regional Jump Start teams, the Workforce Investment Council and the Department of Education.</li> </ul>
<b>Measures Used to Determine Credential Quality</b>	<ul style="list-style-type: none"> <li>Credentials on the secondary list are evaluated based on alignment to in-demand occupations, accessibility to secondary students and assessment through a proctored examination.</li> </ul>	<ul style="list-style-type: none"> <li>Credentials on the CTE Incentive Program funding list are evaluated based on accessibility to secondary students; alignment to high-wage, high-demand occupations; and whether or not they require at least a high school diploma.</li> <li>Kansas is considering additional criteria for vetting all state-approved credentials. These criteria may include specifications related to organizational structure; recordkeeping and disseminating information; developing and maintaining a certification scheme; and the certification process for the certifying body.</li> </ul>	<ul style="list-style-type: none"> <li>State-approved Jump Start credentials are evaluated based on portability, alignment with high-demand and high-wage occupations, employer support, stackability and assessment validity.</li> </ul>

## Comparing State Systems for Endorsing Credentials of Value (continued)

	Florida	Kansas	Louisiana
<b>How Credentials are Differentiated</b>	<ul style="list-style-type: none"> <li>• Credentials on the secondary list are categorized into two tiers based on articulation agreements.</li> <li>• CAPE Digital Tool Certifications are also available to students in elementary and middle grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Kansas is considering differentiating credentials into three tiers: required by law, industry mandated and industry preferred.</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Certifications have value and portability in the state economy and are used by employers in high-demand occupations.</li> <li>• Regional Certifications prepare students for career paths relevant to the regional economy.</li> <li>• Complementary Certifications have value across sectors.</li> <li>• Credentials are further classified by rigor as “Basic” or “Advanced”.</li> </ul>
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>• The state has adjusted its funding formula to incentivize appropriate behavior at the local level.</li> <li>• Credentials on the list are evaluated annually to ensure they continue to meet quality criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Kansas re-evaluated its credential approval framework once it realized the existing criteria were insufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Credentials are reviewed every two years using labor market information and pathway completion data.</li> <li>• Jump Start regional teams continually propose new credentials for review.</li> </ul>
<b>Incentive Structure</b>	<ul style="list-style-type: none"> <li>• Florida incentivizes credential attainment through adjustments to the per-pupil funding formula based on credentials earned at the secondary level; bonuses for secondary teachers whose students receive state-approved credentials; and bonuses to districts whose students earn credentials.</li> </ul>	<ul style="list-style-type: none"> <li>• School districts are compensated for each high school student graduating with a credential on the state’s list.</li> </ul>	<ul style="list-style-type: none"> <li>• Louisiana awards additional points to school and district accountability scores for students graduating with a “Basic” or “Advanced” statewide Jump Start credential.</li> </ul>

## Acknowledgments

Advance CTE would like to give special thanks to Kathleen Taylor, Bureau Chief of Standards, Benchmarks and Frameworks at the Florida Department of Education; Sean Friend, CAPE Industry Certification Manager at the Florida Department of Education; Connie Beene, Senior Director, Adult & Career Technical Education at the Kansas Board of Regents; Jay Scott, Assistant Director, Career and Technical Education at the Kansas Department of Education; and Lisa French, Deputy Director, College and Career Readiness at the Louisiana Department of Education for their input and feedback throughout the development of this brief.

This brief was developed through the New Skills for Youth initiative, a partnership of the Council of Chief State School Officers, Advance CTE and the Education Strategy Group, generously funded by JPMorgan Chase & Co.

1. Carnevale, Anthony P., Tamara Jayasundera, and Andrew R. Hanson. 2012. "Career and Technical Education: Five Ways That Pay Along the Way to the B.A." Georgetown University, Washington, DC. Retrieved from: <https://cew.georgetown.edu/wp-content/uploads/2014/11/CTE.FiveWays.FullReport.pdf>
2. Achieve & Advance CTE. 2016. "How States Are Making Career Readiness Count: A 2016 Update." Washington, DC. Retrieved from: <https://careertech.org/sites/default/files/MakingCareerReadinessCountUpdate-2016.pdf>
3. Adapted from American Council on Education. 2016. "Quality Dimensions for Connected Credentials." Washington, DC. Retrieved from: <https://www.acenet.edu/news-room/Documents/Quality-Dimensions-for-Connected-Credentials.pdf>
4. Adapted from Carnevale, Anthony P., Tamara Jayasundera, and Andrew R. Hanson. 2012. "Career and Technical Education: Five Ways That Pay Along the Way to the B.A." Georgetown University, Washington, DC. Retrieved from: <https://cew.georgetown.edu/wp-content/uploads/2014/11/CTE.FiveWays.FullReport.pdf>
5. Lumina Foundation. 2015. "Connecting Credentials: Making the Case for Reforming the U.S. Credentialing System." Indianapolis, IN. Retrieved from: <http://connectingcredentials.org/wp-content/uploads/2015/06/MakingTheCase-6-8-15.pdf>
6. "Call for a National Conversation on Creating a Competency-based Credentialing Ecosystem," see <http://www.clasp.org/resources-and-publications/files/Developing-a-Competency-Based-Credentialing-Ecosystem.pdf>
7. The New Skills for Youth Initiative is a partnership of the Council of Chief State School Officers, Advance CTE and the Education Strategy Group, generously funded by JPMorgan Chase & Co. This brief was funded through the Initiative.
8. Florida's Secondary CAPE Industry Certification Funding List, see <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.shtml>
9. Florida's Postsecondary CAPE Industry Certification Funding List, see: <http://www.fldoe.org/academics/career-adult-edu/cape-postsecondary/cape-post-industry-cert-funding-list-current.shtml>
10. Florida Senate Bill 1232, see: <http://archive.flsenate.gov/data/session/2007/Senate/bills/billtext/pdf/s1232er.pdf>
11. Florida's Industry Certification, see: <http://www.fldoe.org/academics/career-adult-edu/industry-certification/>
12. Koch, Gretchen, and Scott J. Parke. 2013 "CompTIA and Illinois Industry Certification Data Sharing Pilot Project." Retrieved from: [https://www.actonline.org/uploadedFiles/Assets\\_and\\_Documents/Global/files/Policy/Data%20Sharing%20Pilot%20January%202013%20Update.pdf](https://www.actonline.org/uploadedFiles/Assets_and_Documents/Global/files/Policy/Data%20Sharing%20Pilot%20January%202013%20Update.pdf)
13. Florida Department of Education. 2015. "2015–2016 CAPE Industry Certification Funding List." Retrieved from: <http://www.fldoe.org/core/fileparse.php/8904/urlt/1516icfl.pdf>
14. Florida's Statewide Articulation Agreements, see <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>
15. Florida Department of Education. 2015. "Career and Professional Education Act Enrollment and Performance Report, 2014 15." Retrieved from: <http://www.fldoe.org/core/fileparse.php/9904/urlt/1415capepr.pdf>
16. Florida Senate Bill 850, see: <http://www.flsenate.gov/Session/Bill/2014/0850/BillText/er/PDF>
17. These weights translate to approximately \$100 for a student earning a Digital Tool Certificate, approximately \$400–\$800 for a student earning a CAPE Industry Certification and \$2,000–\$4,000 for a student earning a CAPE Acceleration Certificate.
18. Florida's CAPE Industry Certification K-12 Data Summary Reports, see: <http://www.fldoe.org/academics/career-adult-edu/research-evaluation/cape-industry-certification.shtml>
19. This is based on data from the 2015–16 school year
20. Kansas Senate Bill 155, see: [http://www.kslegislature.org/li\\_2012/b2011\\_12/measures/documents/sb155\\_enrolled.pdf](http://www.kslegislature.org/li_2012/b2011_12/measures/documents/sb155_enrolled.pdf)
21. Kansas' Excel in CTE, see: [http://www.kansasregents.org/workforce\\_development/excel\\_in\\_career\\_technical\\_education\\_initiative\\_senate\\_bill\\_155](http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155)
22. Kansas Senate Bill 155
23. Determination Process for SB155 Credential Incentive List for High Demand Occupations, see: <http://www.kansasregents.org/resources/PDF/2821-DeterminationProcessforSB155CredentialIncentiveListforHighDemandOccupations-1.30.14.pdf>
24. Kansas' Excel in CTE
25. Advance CTE. 2015. "Endorsements, Electives & More: CTE & State Graduation Requirements." Silver Spring, MD. Retrieved from: <https://careertech.org/resource/CTE-graduation-requirements>
26. Louisiana's Jump Start Graduation Pathways, see <http://www.louisianabelieves.com/resources/library/jump-start-graduation-pathways>
27. Louisiana's Jump Start Industry Credential Fact Sheets, see <http://www.louisianabelieves.com/resources/library/jump-start-fact-sheets>
28. Louisiana Workforce Commission. 2015. "Louisiana Industry-based Certification (IBC) State Focus List." Retrieved from: [http://www.laworks.net/Downloads/PR/WIC/IBC\\_StateFocusList\\_20151215.pdf](http://www.laworks.net/Downloads/PR/WIC/IBC_StateFocusList_20151215.pdf)
29. Jump Start: Expanding Opportunities for Louisiana Students." Retrieved from <https://www.louisianabelieves.com/docs/default-source/jumpstart/jump-start-expanding-opportunities-for-louisiana-students.pdf?sfvrsn=7>
30. Louisiana's Jump Start Industry Credential Fact Sheets
31. Jump Start Career Development Fund, see <https://www.louisianabelieves.com/courses/career-development-fund>
32. Louisiana House Bill 944, see: <http://www.legis.la.gov/Legis/ViewDocument.aspx?d=914212>
33. Virginia's Community Colleges Industry Credentials List, see <http://www.vccs.edu/workforce/industry-credentials/>
34. Tennessee Department of Education. 2016. "Student Industry Certifications." Retrieved from: [https://www.tn.gov/assets/entities/education/attachments/cte\\_certs\\_guidance.pdf](https://www.tn.gov/assets/entities/education/attachments/cte_certs_guidance.pdf)
35. Tennessee Department of Education. "Division of College, Career and Technical Education: 2015 Year in Review & Upcoming Initiatives for 2016." Retrieved from: [https://www.tn.gov/assets/entities/education/attachments/cte\\_year-in-review\\_2015.pdf](https://www.tn.gov/assets/entities/education/attachments/cte_year-in-review_2015.pdf)
36. North Carolina House Bill 1030, see <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>
37. Colorado House Bill 16–1289, see [http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont3/35FDA08FD326F0AB87257F2400643F6A?Open&file=1289\\_enr.pdf](http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont3/35FDA08FD326F0AB87257F2400643F6A?Open&file=1289_enr.pdf)

**STATE BOARD OF COMMUNITY COLLEGES  
NC Apprenticeship Expansion Project**

The North Carolina Department of Commerce was awarded \$1,050,000 to fund the NC Apprenticeship Expansion Project; a partnership with the North Carolina Community College System that will leverage the existing state regional structures to expand apprenticeship opportunities in the industries of Manufacturing, Logistics/Transportation, Healthcare, and Information Technology. The project will seek to increase participation of individuals from underrepresented populations, build the State's capacity to expand registered apprenticeship opportunities, modernize information management technologies, and increase awareness of registered apprenticeship through major outreach efforts. The project will serve 1,500 apprentices throughout the life of the grant, with a focus on youth, incumbent workers, individuals with disabilities, minorities, economically disadvantaged, and women.

A total of \$97,000 will be sub-granted to the NC Community College System Office for a coordinator of Registered Apprenticeship College Consortium (RACC). This person will work on creating a handbook for colleges interested in joining the RACC and engaging industry about apprenticeship.

**AGENDA**

State Board of Community Colleges  
ACCOUNTABILITY AND AUDIT COMMITTEE  
Caswell Building, AW North Carolina Conference Room  
Thursday, November 17, 2016 – 3:00 p.m.

**Welcome and Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** – October 20, 2016

**For Information**

Report on Martin Community College (Attachment AUD 1)

**New Business**

**Adjourn**

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

**MINUTES**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**STATE BOARD OF COMMUNITY COLLEGES**  
**OCTOBER 20, 2016**

**MEMBERS PRESENT:**

Lisa Estep  
Jimmie Ford  
Samuel Powell

Darrell Saunders  
Candler Willis  
Scott Shook

Jim Rose  
Clark Twiddy  
Lynn Raye

Absent: Jerry Vaughan

**SYSTEM OFFICE STAFF AND OTHERS:**

Jennifer Haygood  
Pres. Jimmie Williamson  
Maureen Little  
Chreatha Alston  
Mary Shuping

Shanté Martin  
Lisa Chapman  
Bryan Jenkins  
Linda Suggs  
Lyn Austin

Donny Hunter  
Pres. Dale McInnis  
Pres. Dennis Massey

**CALL TO ORDER**

Representative Ford called the meeting to order at 3:11 p.m. in the Craig F. Goess Student Center, Room 137.

**ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST**

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

**APPROVAL OF THE AGENDA**

Representative Ford requested a motion to approve the October 20, 2016 meeting agenda. Dr. Willis moved to approve, Dr. Powell seconded, and the committee approved the agenda without change.

**APPROVAL OF THE MINUTES**

Representative Ford requested a motion to approve the September 15, 2016 minutes. Dr. Blackwell moved to approve, Dr. Saunders seconded, and the minutes were approved by the committee as presented.

**MINUTES**  
**ACCOUNTABILITY AND AUDIT COMMITTEE**  
**STATE BOARD OF COMMUNITY COLLEGES**  
**SEPTEMBER 15, 2016**

**FOR INFORMATION**

**Update on Martin Community College (Discussion)**

Mr. Jenkins gave an update on the Martin Community College project. According to Mr. Jenkins, an e-mail communication was sent to Martin Community College faculty, staff, trustees, and other local college partners offering an invitation to speak with members of the group. The visit occurred September 29-30, 2016. As part of the visit, the group conducted interviews with more than 35 individuals either in person or via telephone. The group also requested information from staff to include financial statements, bank reconciliations, board minutes, and organizational charts. A subsequent request for information was sent to Martin Community College on October 4, 2016. Due to the effects of Hurricane Matthew, the deadline for submission was extended. The materials had not been received prior to departing for Greenville. The materials should be in the office when we return.

Rep. Ford discussed the need for the committee to meet via telephone prior to the November State Board meeting. He moved, with a second by Dr. Blackwell, to ask the Board to empower the Accountability and Audit Committee to meet by telephone prior to the November State Board meeting, if the need arises. The committee approved via voice vote.

**NEW BUSINESS**

Mr. Jenkins presented, for discussion, language related to consecutive audit findings in the Special Provisions section of 2017-19 Legislative Priorities (Attachment LEG 1).

Ms. Estep stated the language provides the State Board with an additional tool to help colleges with fiscal control and financial reporting.

Dr. Blackwell stated additional tools are something the State Board should consider as it moves forward.

**ADJOURNMENT**

Representative Ford, asked for a motion to adjourn and the committee approved to adjourn the meeting at 4:03 p.m. via voice vote.

Respectfully submitted,  
Bryan Jenkins, Recording Secretary



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

*James C. Williamson, Ph. D.*

*President*

**REPORT ON MARTIN COMMUNITY COLLEGE**

**NOVEMBER 18, 2016**

## INTRODUCTION

### **Background**

Annually, the State Board of Community Colleges reviews summary information related to the financial audits conducted at the applicable community colleges. During its review of the FY 2014-15 financial audit information, the findings pertaining to Martin Community College were deemed serious enough to warrant a deeper review. At its meeting on Friday, September 16, 2016, the State Board of Community Colleges passed a motion directing System Office staff or other representatives to obtain information from Martin Community College on a variety of items to include 1) the most recent financial audit; 2) employee turnover; 3) spending issues; 4) procurement; 5) organizational structure; 6) local board governance; and 7) strategies to rectify any deficiencies in items 1 through 6. Mr. Scott Shook, State Board Chair, appointed a group to work on the project. The individuals appointed to serve were Dr. Linwood Powell, former State Board Chair; Mr. George Fouts, former Interim System President; Ms. Lisa Estep, State Board member; Ms. Jennifer Haygood, Chief of Staff; and Mr. Bryan Jenkins, Executive Director of Accountability and State Board Affairs. Dr. Powell served as Chair.

### **Methodology**

The appointed group planned an onsite visit to Martin Community College. Prior to the visit, an e-mail communication was sent to Martin Community College faculty, staff, trustees, and other local college partners offering an invitation to speak with members of the group. The visit occurred September 29-30, 2016. As part of the visit, the group conducted interviews with more than 35 individuals either in person or via telephone. The group also requested information from staff to include financial statements, bank reconciliations, board minutes, and organizational charts. A subsequent request for information was sent to President Ann Britt on October 4, 2016. Requested information included human resources data, third (3<sup>rd</sup>) party receivables/payables detail, a copy of the 2016-17 Academic Catalog, SACSCOC reports, board committee minutes, and details of President's Council meetings among other items. This information was provided by Martin Community College and received in the System Office on October 21, 2016.

## AREAS OF CONCERN

### Human Resources

A request was made of Martin Community College to provide detailed information for the following positions –

- Director of Research and Institutional Effectiveness
- Dean of Administrative Services
- Dean of Academic Affairs and Student Services
- Director of Public Relations and Institutional Advancement
- Assistant to the President for Business and Industry & Special Projects
- Executive Director of Continuing Education
- Institutional Analyst/Director College Resource Development
- Director of Information Technology
- Business Services Director
- Director of Facilities and Grounds
- Associate Dean of Academic Affairs and Student Services
- Human Resources Director
- Director of Basic Skills
- Financial Aid Director
- Registrar and Admissions Officer
- Director of Bertie Campus

A review of the data provided by Martin Community College yielded evidence that seven (7) of the 16 positions, 44%, are being held by individuals serving on interim, part time, or extra duties basis. Several key positions have been held in such status for an extended period of time. The Registrar position has not been held on a full time basis in nearly three (3) years. The Financial Aid Director position has been held on an extra duties basis for approximately two and one half (2½) years. The Chief Financial Officer position has been held on an interim basis for more than two (2) years. Additionally, the Director of Facilities position has been held on an interim basis for approximately three and one half (3½) years while the Executive Director of Continuing Education has been held on an interim basis since December, 2004, nearly 12 years.

Furthermore, in addition to the information detailed above, six (6) of the positions are held by individuals having served less than two (2) years in the role. In total, 13 of the 16, 81%, are held by individuals serving on interim, part time, or extra duties basis or by an individual serving less than two (2) years.

A strong theme that emerged from the group's interviews was the perception that the college lacked strong leadership and direction. The above sixteen positions represent key leadership positions responsible for the efficient and effective operations of the college.

### **Fiscal Management**

A review of the annual expenditure data of Martin Community College was conducted by the group. Each year, the General Assembly establishes the appropriations to the North Carolina Community College System. Subsequently, Martin Community College receives an annual budget allocation approved by the State Board of Community Colleges. Seven (7) years of data was examined. In five (5) of seven (7) years, Martin Community College expended a percentage of funds significantly less than the System average. In four (4) of those years, the difference was greater than ten (10) percentage points. Indeed, as a result of this trend between FY 2010-11 and FY 2013-14, former President Scott Ralls and former State Board Chairman Linwood Powell met with Dr. Britt and Chairwoman Jackie Gillam in the latter half of 2014 to discuss their concerns about the college leaving funds unexpended if the college had unmet needs. In total, Martin Community College received, via allocation, \$49,181,839 from FY 2009-10 through FY 2015-16. Actual expenses totaled \$43,961,362 leaving an unexpended total of \$5,220,477. In other words, only 89% of funds received over the most recent seven (7) years were expended. Despite the funds left unexpended, another theme from the group's interviews was the perception that the college had unmet staffing, equipment, and capital needs. The table below is presented for illustrative purposes:

#### **State Budget and Expenditures History**

<b>Fiscal Year</b>	<b>State Budget</b>	<b>Actual Expenses</b>	<b>Unexpended</b>	<b>% Expended</b>	<b>System % Expended</b>
FY 2009-10	\$ 6,789,214	\$ 6,325,451	\$ 463,763	93%	97%
FY 2010-11	7,397,222	6,227,966	1,169,256	84%	97%
FY 2011-12	6,726,719	5,958,984	767,735	89%	99%
FY 2012-13	7,162,132	5,919,559	1,242,573	83%	99%
FY 2013-14	7,221,088	5,822,992	1,398,096	81%	98%
FY 2014-15	7,125,772	6,997,792	127,980	98%	98%
FY 2015-16	6,759,692	6,708,618	51,074	99%	98%
	<b>\$ 49,181,839</b>	<b>\$ 43,961,362</b>	<b>\$ 5,220,477</b>	<b>89%</b>	<b>98%</b>

In contrast to previous years' expenditure patterns, the System Office became concerned about the ability of Martin Community College to support its FY 2015-16 operating expenses. While conducting routine monitoring of college expenditure rates during the latter half of the fiscal year, the System Office found that per the college's January financial report (Form 112), the

college had expended approximately 74% of its State budget through January 30, 2016. These concerns prompted Ms. Jennifer Haygood, Executive Vice President and Chief Financial Officer at that time, to send a memorandum, dated February 23, 2016, to President Ann Britt detailing the potential issues with continuing the rate of expenditure. The memorandum requested the college respond with details of the plan to ensure it would be able to meet its obligations. A copy of the memorandum is attached as an addendum to this report.

The 2015 Appropriations Act (S.L. 2015-241) provided an additional \$10 million to colleges to support adjustments to employee salaries. The General Assembly provided these additional funds specifically to community colleges to help address college concerns about low salaries and challenges with employee recruitment and retention. Martin Community College's share of these funds totaled \$46,906. Section 30.5 of S.L. 2015-241 provided the college board of trustees' flexibility to use these funds for various types of compensation increases, but required colleges to report on how they used the funds by March 1, 2016. In response to this reporting requirement, Martin Community College reported that it used \$10,911 to provide an across-the-board flat dollar increase to instructional staff, \$24,758 to provide an across-the-board flat dollar increase to non-instructional staff, and \$11,237 to provide retention/market rate adjustments to four instructional employees (an instructor in each of the following disciplines: English, Math, Dental Assisting, and Basic Skills). On May 23, 2016, the Office of State Budget and Management (OSBM) received an anonymous tip by way of e-mail alleging the funds allocated for the salary increase had not been dispersed per Dr. Britt's directive. Ms. Jennifer Haygood initiated a conversation with President Britt and ascertained the funds had not been dispersed. Subsequent to the conversation, the across-the-board increases were incorporated in the June payroll retroactive to March, 2016.

The 2016 Appropriations Act (S.L. 2016-94) appropriated approximately \$17 million in recurring funds into a Compensation Increase Reserve to support recurring salary increases for community college employees. Per Section 36.17, colleges were required use these funds for this purpose, including associated benefits (FICA and retirement). While the 2016 Appropriations Act mandated a 1.5% salary increase for most State employees, Section 36.10. (d) provided community college boards of trustees with the flexibility to award salary increases and bonuses through various methods within guidelines adopted by the State Board. Colleges were required to award Compensation Increase Reserve funds through one or more of the following methods consistent with local policies and/or actions approved by the local board of trustees:

- a) Merit-based adjustments,
- b) Across-the-board adjustments,
- c) Recruitment bonuses,
- d) Retention/market rate adjustments, and
- e) Other adjustments authorized by local policy (i.e. increases for educational attainment, experience, etc.)

The method(s) selected by the college must be implemented consistent with local policies and/or board of trustee directives. As of September 30, 2016, it appears no action has been taken to implement salary increases or award bonuses.

### **Management**

Martin Community College was asked to provide a list of all dates the President's Council, comprised of individuals serving in senior leadership positions, met between October 1, 2014 and September 30, 2016, along with corresponding meeting agendas. The detailed information provided showed no meetings of the President's Council occurred during the stated period. A number of reasons were provided explaining the lack of meetings but the fact remains, no meetings were held.

During interviews, numerous individuals lamented the lack of communication from the president's office. Employees described feeling as though information is not shared with employees and important directives could be missed due to a lack of communication. Several interviewees expressed feeling the college has no clear sense of direction and no goals.

Several individuals interviewed by the group discussed, at length, the challenges encountered serving on various committees. Many described the experience of serving on a search committee, reviewing applications, and interviewing candidates only to have the recommendation stall on the president's desk for an extended period of time allowing the candidate to secure other employment. Also, individuals expressed disappointment with serving on a committee only to have the outcome languish with no action taken.

Interview responses also expounded upon the idea of micromanagement by the president. According to some interviewees, all purchases, even the most routine, are approved by the president. Also, travel requests, employment contracts, etc. are signed/approved by the president often leading to delays in processing which slows college operations.

### **Governance**

A copy of the Martin Community College Board of Trustees Bylaws as revised and approved on February 27, 2008 was provided for review. Article 5, Section 2, paragraph 1 addresses the Executive Committee of the Board of Trustees. According to the bylaws, the Executive Committee consists of the Chair of the Board, the Vice Chair of the Board, the Second Vice Chair of the Board, and at least two (2) other members appointed by the Chair of the Board of Trustees. The final sentence of the first paragraph reads, "All the acts of the Executive Committee made in accordance with these bylaws shall be final". This practice renders the Board as an entity ineffective as the Executive Committee's actions are final and not subject to Board ratification. Thus, under the current structure, decisions can be made by five (5) board members rather than the full board consisting of 13 members. This circumvents the statutory intention that decisions be made by a full 13-member board.

**CONCLUSION**

Based on the concerns listed above, the State Board of Community Colleges finds Martin Community College has been unable to maintain prescribed standards of administration. The State Board of Community Colleges gives the Martin Community College Board of Trustees until December 16, 2016 to provide a corrective action plan acceptable to the State Board of Community Colleges or funds will be withheld pursuant to § 115D-6.

<b>Item 1. Employees who have Served (not hired)/Hired in Requested Positions</b>				
Requested by the NCCCS Board Chair				
MARTIN COMMUNITY COLLEGE				
		<b>Period of Service</b>		
	<b>Names of Employees who have served in the position over the past five years</b>	<b>Served and/or Hired Date</b>	<b>Separation Date</b>	<b>Status*</b>
a.	<b>Dir. Research/Institutional Effectiveness</b>			
	Maureen Green	8/12/2015	Present	FT
	Ashleigh Howard	2/19/2014	7/31/2015	FT
	Catherine Currin	2/8/2010	9/30/2013	FT
b.	<b>Dean AS/CFO</b>			
	Steve Taylor	7/30/2014	Present	PT Interim to FT Interim
	Marvin Miller	9/16/2013	6/30/2014	FT
	Tammy Bailey/Dr. Britt	6/1/2012	9/16/2013	TB- EXDU
	Cindy Modlin	5/4/2010	5/31/2012	FT
c.	<b>Dean of Academic Affairs &amp; Student Services</b>			
	Dr. Brian Busch	8/1/2016	Present	EXDU
	Dr. Jennifer Burruss	3/2/2015	7/30/2016	FT
	Dr. Brian Busch	11/1/2013	1/31/2015	EXDU
	Dorothy Carter	2/29/2012	9/30/2013	FT
	Dorothy Carter	8/31/2011	2/29/2012	PT
	Dr. Phyllis Broughton	1/1/2001	7/31/2011	FT
	<b>Dir. Public Relations/Institutional Advancement</b>			
d.	Judy Jennette	02/16/15	Present	FT
e.	<b>Ass't President/Business Industry &amp; Special Prjts</b>			
	Billy Barber	3/29/2010	Present	FT
f.	<b>Executive Director of Continuing Education</b>			
	AJ Tyson	10/03/14	Present	PT Interim
	Walter Whitfield	12/17/04	6/31/2014	FT Interim to FT
g.	<b>Institutional Analyst/Dir. College Resource Dvlpt</b>			
	Robert Bonner	01/05/98	Present	FT
h.	<b>Director of IT</b>			
	Jeff Pickering	05/01/15	Present	FT
	Jason Freeman - Personal Services Agreement (PSA)	11/03/14	04/30/15	PT
	Brian Chastine	06/25/07	10/31/14	FT
i.	<b>Controller/Business Services</b>			
	Cindy Jernigan	1/12/2015	Present	FT
	Tammy Bailey	9/1/2007	12/31/2014	FT
j.	<b>Director of Facilities and Grounds</b>			
	Walter Wheeler	04/04/13	Present	FT Interim
	John Roberts	05/01/12	04/03/13	EXDU
	Jackie Haislip	06/19/06	04/30/12	FT

Appendix A

	Names of Employees who have served in the position over the past five years	Served and/or Hired Date	Separation Date	Status*
k.	<b>Associate Dean Academic Affairs/Student Services</b>			
	Brian Busch	03/01/15	Present	FT
l.	<b>Human Resources Director</b>			
	Harlan Frye	01/12/15	Present	FT
	Michael Curry (Payroll Officer)- HR Datatel & Benefits functions	10/14/13	Present	
	President's Office (President and Assistant)- HR Advertising/Recruitment/Related functions	10/14/13	01/11/15	
	Consultant (PSA)	10/14/13	01/11/15	PT
	Rebecca Woolard	01/28/05	10/11/13	FT
m.	<b>Director of Basic Skills</b>			
	Jeri Griffin	09/01/85	Present	FT
n.	<b>Financial Aid Director</b>			
	Michelle Cobb	10/15/2007	3/31/2014	FT
	Teri Leggett, Financial Aide (FA) Technician in 2008 ; New Position filled in2008-Backup/Assistant to FA Director	4/1/2014	Present	EXDU
	Brandy Finney-lateral move to FA Technician Position (temp), February 2016 & made Permanent in Aug. 2016			
	Subsequent to Board "approval of experience/waiver of Bachelor degree requirement, offer made to Teri Leggett July 28, 2016 for FA Director as Permanent F-T. Waiting for HR resolution of issue. However, the FA and FA Technician positions are covered with two F-T positons, Teri Leggett and Brandy Finney			Offered Position/Director
o.	<b>Registrar</b>			
	Eileene Jarmul	7/29/2015	9/30/2016	PT
	David Steffes	8/1/2015	5/31/2016	PT
	David Steffes	1/1/2015	5/30/2015	Interim
	Randy Stokes & P. Peakes	7/31/2014	12/31/2014	EXDU
	Eileene Jarmul	9/9/2013	7/31/2014	FT
	Jennifer Ball	7/14/2010	7/31/2013	FT
p.	<b>Director of Bertie Campus</b>			
	Norman Cherry	10/27/14	Present	PT Interim
	Minnie Hoggard	01/03/06	07/01/14	FT
	<b>*Positions are permanent unless otherwise noted</b>			
	<b>Legend:</b>			
	Full-Time: FT			
	Part-Time: PT			
	EXDU: Extra Duty, Extra Pay			

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM***George Fouts**Interim President*

February 23, 2016

**MEMORANDUM**

**TO:** Dr. Ann Britt, President  
Martin Community College

**FROM:** Jennifer Haygood, Executive Vice President and CFO

**RE:** Management of FY 2015-16 State Budget

As you know, a community college is not authorized to expend more State funds than the amount allocated to the college by the State Board. As of January 30, 2016, Martin Community College's total State allocation was \$6,750,920. During the course of routine monitoring of college expenditures conducted by the System Office, we found that Martin had expended \$5,027,078.20 through January 30, 2016, which represents approximately 74% of the college's State budget.

This level of expenditure raises questions about the college's ability to meet its recurring obligations through the end of the fiscal year. A review of college expenditures by purpose revealed that Martin had expended \$1,028,982.52 through January 30<sup>th</sup> on equipment, yet only has \$291,569 budgeted for this purpose (Purpose 940). Also of concern is the fact that the college had expended through January 30<sup>th</sup> more than budgeted for FY 2015-16 on Continuing Education Instruction (Purpose 310) and Administrative Information Systems (Purpose 140).

The college needs to take immediate action to ensure you have an adequate fiscal management plan to meet your outstanding obligations for this fiscal year. Towards that end, the college should evaluate its outstanding payroll and other cost obligations by budget purpose and then adjust your State budget, within authorized parameters, to ensure adequate funds are budgeted in each purpose to meet those obligations. If your unexpended State funds are not adequate to cover these outstanding obligations, the college must identify alternative funding sources to cover costs incurred in FY 2015-16.

Please respond no later than March 31, 2016, with a description of what actions the college has taken to ensure that it will be able to meet its remaining FY 2015-16 obligations. These actions should include a plan to make necessary budget transfers to ensure no budget purpose is over-expended as of March 31<sup>st</sup>. G.S. 115D-58 allows the board of trustees to authorize the college president to transfer moneys among funds,

Bond Project Planning  
February 23, 2016

subject to any limitations and procedures they prescribe. If your board of trustees has authorized you to make the necessary transfers, please ensure that your college's March financial report (Form 112) reflects these adjustments. If your board has NOT authorized you to make the necessary transfers, please let me know what date you plan to discuss amendments to the budget with the board.

If the System Office can be of assistance, we stand ready to help discuss various strategies available to the college. I appreciate your attention to this important matter.

cc: Mr. George Fouts, President, NCCCS  
Mr. Steve Taylor, Dean of Administrative Services, Martin CC  
Mrs. Brandy Andrews, Associate Vice President – College Finance and Operations,  
NCCCS

**AGENDA**  
**State Board of Community Colleges**  
**POLICY COMMITTEE**  
**Caswell Building, Conference Room 201A**  
**November 17, 2016 - 3:00 p.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes** –October 20, 2016

**For Information**

- SBCC Code Report – November 2016 (Attachment POL 01)

**For Future Action**

- Recommendations for Initial Proprietary School Licensure (Attachment POL 2)\*
- Initiation of the Rulemaking Process to Amend 2A SBCCC 300.6 – “North Carolina Proprietary School Fee Schedule” (Attachment POL 3)

**For Action**

- Hearing Officer’s Recommendation to the SBCC Regarding the Revocation of Priority Nursing College’s Proprietary School License (Attachment POL 4)

**New Business**

**Adjourn**

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

**Minutes**  
**Policy Committee**  
**State Board of Community Colleges**  
**October 20, 2016**

**POLICY COMMITTEE MEMBERS IN ATTENDANCE:**

Mr. Ernie Pearson, Chair	Mr. Bill McBrayer*	Mr. Jim Rose
Mr. Bobby Irwin	Mr. Lynn Raye	Mr. Clark Twiddy

Absent: Mr. Todd Johnson; Ms. Janet Lowder

\*attended via phone

**OTHERS IN ATTENDANCE:**

Ms. Shanté Martin	Ms. Linda Weiner
Ms. Jennifer Haygood	Ms. Sondra Jarvis

**WELCOME AND ETHICS STATEMENT:** Mr. Pearson called the meeting to order at 3:28 pm in Craig F. Goess Student Center, Room 135. 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. Pearson requested a motion to approve the October 20, 2016 agenda. Mr. Raye made a motion to approve the agenda and Mr. Twiddy seconded the motion. It was unanimously approved by the committee.

**APPROVAL OF THE MINUTES:** Mr. Pearson requested a motion to approve the September 15, 2016 minutes. Mr. Twiddy made a motion to approve the minutes and Mr. Irwin seconded the motion. It was unanimously approved by the committee.

**FOR INFORMATION**

**SBCC Code Report – September 2016 (Attachment POL 1)**

Ms. Martin reviewed the SBCC Code report updates for this month.

**FOR FUTURE ACTION**

**Initiation of the Rulemaking Process to Amend 3B SBCCC Subchapter 200 – “Public Input” (Attachment POL 03)**

Ms. Martin shared that this item will be presented for approval to the board next month.

**FOR ACTION**

**Initiation of the Rulemaking Process to Amend 3B SBCCC Subchapter 200 – “Public Input” (Attachment POL 02)**

Ms. Martin stated this State Board code item will amend the language in the rulemaking process. Once approved, anyone can request notification of a proposed rule by submitting a request via email. This will enable the process to be even more transparent.

Mr. Irwin motioned, Mr. Twiddy seconded and the committee approved the Initiation of the Rulemaking Process to Amend 3B SBCCC Subchapter 200 – “Public Input”.

**Minutes**  
**Policy Committee**  
**State Board of Community Colleges**  
**October 20, 2016**

**ADJOURNMENT**

Mr. Twiddy motioned and Mr. Irwin seconded to adjourn the meeting. The motion was adopted and the meeting adjourned at 3:32 pm.

Respectfully submitted,  
Sondra C. Jarvis  
Recording Secretary



**STATE BOARD OF COMMUNITY COLLEGES  
SBCC Code Report**

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMEND 1E SBCCC 900.1 – “Curriculum Tuition Refunds”</b>	Initiation of Rulemaking Process	August 19, 2016	<b>COMPLETED</b>
	Publication on NCCCS Website	August 23, 2016	<b>COMPLETED</b>
	Written Comment Period Ends	September 22, 2016	<b>COMPLETED</b>
	Review Comments with SBCC Committee	October 20, 2016	<b>COMPLETED</b>
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	November 1, 2016	<b>COMPLETED</b>
	Hearing Date (if applicable)	N/A	<b>N/A</b>
	Presented to SBCC for Adoption	November 18, 2016	<b>PENDING</b>
	Prospective Effective Date of Rule	February 1, 2017	
<b>AMEND 3B SBCCC Subchapter 200 – “Public Input”</b>	Initiation of Rulemaking Process	October 21, 2016	<b>COMPLETED</b>
	Publication on NCCCS Website	October 25, 2016	<b>COMPLETED</b>
	Written Comment Period Ends	November 24, 2016	<b>PENDING</b>
	Review Comments with SBCC Committee	December 15, 2016	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	December 27, 2016	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 20, 2017	
	Prospective Effective Date of Rule	February 1, 2017	

<b>RULE ACTION</b>	<b>RULEMAKING PROCESS</b>	<b>EXPECTED DATE</b>	<b>STATUS</b>
<b>AMEND 1E SBCCC 800.2 – “General Provisions”</b>	Initiation of Rulemaking Process	November 18, 2016	<b>PENDING</b>
	Publication on NCCCS Website	November 22, 2016	
	Written Comment Period Ends	December 22, 2016	
	Review Comments with SBCC Committee	January 19, 2017	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	January 31, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 17, 2017	
	Prospective Effective Date of Rule	March 1, 2017	

<b>AMEND 2A SBCCC 300.6 – “North Carolina Proprietary School Fee Schedule”</b>	Initiation of Rulemaking Process	November 18, 2016	<b>PENDING</b>
	Publication on NCCCS Website	November 22, 2016	
	Written Comment Period Ends	December 22, 2016	
	Review Comments with SBCC Committee	January 19, 2017	
	2 <sup>nd</sup> Written Comment Period Ends (if substantive changes)	January 31, 2017	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	February 17, 2017	
	Prospective Effective Date of Rule	March 1, 2017	

**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.

**APEX HEALTH CARE ACADEMY**

703 South Marietta Street  
 Gastonia, NC 28054

Programs	Clock Hours
Electrocardiogram	80
Nurse Aide I	120
Medical Assistant	840
Medical Administrative Assistant	340
Medical Billing and Coding	340
Medication Technician	15
Medical Transcription	340
Pharmacy Technician	270
Phlebotomy	240

**TRIANGLE SCHOOL OF DENTAL ASSISTING, LLC**

9104 Glenwood Ave.  
 Raleigh, NC 27617

Program	Clock Hours
Dental Assisting I	90



1                                   **State Board of Community Colleges Code**  
2                                   **TITLE 2 – PROPRIETARY SCHOOLS**

3  
4                                   **CHAPTER A. PROPRIETARY SCHOOLS**

5  
6                                   **SUBCHAPTER 300. LICENSURE**  
7

8   **2A SBCCC 300.6 North Carolina Proprietary School Fee Schedule**

9 Each proprietary school subject to Article 8 of Chapter 115D shall make payment as  
10 directed by the SBPS according to the following fee schedule:

- 11 (1) Initial license - ~~\$3,000~~\$3,200 plus \$50 per program submitted for licensure.  
12 (2) Annual license renewal - ~~\$1,500~~\$1,700 plus \$50 per licensed program renewed; \$200  
13 for each new program submitted for licensure. Any license renewal application  
14 postmarked after March 15<sup>th</sup> shall be assessed a \$500 late fee.  
15 (3) Program additions submitted at any point outside of the annual license renewal period  
16 - \$200.  
17 (4) Program revisions - \$200.  
18 (5) School relocations - \$500.  
19 (6) Remote sites - \$1,000 initial site fee, plus annual renewal fee of \$750.  
20 (7) Site assessments to verify statutory or SBCC Code compliance, or to approve  
21 program additions or changes - \$500.  
22

23 *History Note: Authority G.S. 115D-89.3; 115D-92;*

24 *Eff. [August 1, 2014](#);*

25 *Amended Eff. [March 1, 2016](#); [February 1, 2015](#).*



STATE OF NORTH CAROLINA

WAKE COUNTY

IN A MATTER BEFORE  
THE NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

IN RE: ) **HEARING OFFICER’S RECOMMENDATION**  
 )  
PRIORITY NURSING COLLEGE )  
\_\_\_\_\_ )

THIS MATTER came before Hearing Officer, Q. Shanté Martin (“Hearing Officer”), pursuant to 2B SBCCC 200.6 and 2B SBCCC 100.5, upon a Notice of Hearing dated 27 September 2016.

The State Board of Community Colleges (“SBCC”) initiated revocation of Priority Nursing College’s (“PNC”) proprietary school license on Friday, 16 September 2016. On 16 September 2016, pursuant to 2B SBCCC 200.5, PNC requested an informal hearing. The hearing took place on 27 October 2016 before the Hearing Officer. Scott Corl, Executive Director of the State Board of Proprietary Schools (“SBPS”) appeared on behalf of the SBPS. Jason A. Knight and Douglas Wilson (“Mr. Wilson”) appeared on behalf of PNC.

Based upon the parties’ Findings of Fact, Conclusions of Law as well as the testimony and evidence presented at the hearing by SBPS and PNC, the Hearing Officer hereby finds as follows:

**FINDINGS OF FACT**

1. North Carolina proprietary schools are licensed pursuant to Article 8, Chapter 115D of the North Carolina General Statutes.

2. PNC has been a licensed proprietary school since approximately 2004. (T. p. 49)
3. From PNC's creation, Mr. Wilson has been the Director of PNC and an instructor at PNC. (T p. 50)
4. On 27 May 2016, a Police Sergeant with the City of Greensboro contacted Scott Corl, Executive Director of the Office of Proprietary Schools ("OPS"), and told him that the PNC Director and Instructor, Mr. Wilson, was arrested and charged with stalking, trespassing, and filing a false police report. (OPS, p. 245)
5. The criminal charges against Mr. Wilson stemmed from an incident occurring at approximately midnight, in the immediate vicinity of what Mr. Wilson believed to be the residence of a female student in PNC's Medical Assisting program. (T pp. 9, 76)
6. Mr. Wilson acknowledges that he got out of his car and walked past what he believed to be the student's house late at night after having had a beer. (T pp. 70-71, 76) He also acknowledged that going to students' houses to assess their living conditions was not a good idea. (T pp. 74-75)
7. The female student who Mr. Wilson thought he was surveying filed a restraining order against Mr. Wilson. (OPS, p. 22)
8. OPS immediately contacted Mr. Wilson and the female student at issue. Mr. Wilson confirmed his arrest and admitted that he was not honest when initially questioned by the police, but specifically denied any wrongdoing. (T p. 11) The female student advised OPS that she immediately reported the incident to Guilford County NCWorks' ("NCWorks") representatives and refused to return to PNC out of concern for her safety. (OPS, pp. 114-117)

9. OPS contacted the six (6) other students enrolled at PNC. All six students advised OPS that they refused to return to the school out of concern for the students' safety. The students also reported that NCWorks advised the students not to return to PNC. (OPS, pp. 118-164)

10. On 2 June 2016, a Guilford County Workforce Development Board ("Workforce Development Board") representative advised OPS that Workforce Development Board was removing all sponsored students from the Medical Assisting program at PNC and the Workforce Development Board would no longer sponsor students to attend PNC.

11. In a 7 June 2016 letter from Becky Jo Peterson-Buie, Chief Deputy City Attorney for the City of Greensboro, to Mr. Wilson, Ms. Buie stated that "[d]ue to your [Mr. Wilson] actions on May 25, 2016 and complaints lodged by current and former students of your institution [PNC], the City has determined to end the relationship between Priority Nursing College and NCWorks Career Center-Guilford County." (OPS, p. 177-78)

12. Pursuant to 2B SBCCC 200.2, OPS initiated an investigation into PNC on 6 June 2016. Due to additional concerns, OPS presented Mr. Wilson with an Amended Documentation of Noncompliance and Notice of Investigation on 27 June 2016.

13. OPS conducted in-person interviews with Mr. Wilson at PNC on 6 June 2016 and 27 June 2016. During these interviews, Mr. Wilson told OPS:

- (a) Mr. Wilson obtained the female student's address from the female student's enrollment application;

- (b) Mr. Wilson was driving around the female student's neighborhood that evening to determine the type of housing the female student lived in;
- (c) Mr. Wilson purposely visited the residence in the evening so that the female student would not recognize Mr. Wilson's vehicle;
- (d) Mr. Wilson stopped and exited his vehicle in the immediate vicinity of what Mr. Wilson believed to be the female student's residence to urinate, and that Mr. Wilson's plan was to walk by the female student's home and then back to Mr. Wilson's vehicle, when Mr. Wilson became involved in an altercation with two male individuals;
- (e) The female student did not owe a payment to the school until July (2016), and Mr. Wilson was aware of no evidence to suggest the female student would not make the payment owed to the school; and
- (f) Mr. Wilson drove by the home of another female student in Mr. Wilson's Medical Assisting program under similar circumstances approximately one week prior to Mr. Wilson's arrest.

(OPS, p. 30)

14. OPS interviewed 11 students who were unanimously critical of Mr. Wilson's instruction and the students' experiences at PNC. (OPS pp. 114-174) OPS made good-faith efforts to contact 26 additional students, interviewing four: one student could not confirm Mr. Wilson as the student's instructor; two students provided positive feedback about Mr. Wilson;

and one student was highly critical of Mr. Wilson's teaching and the student's experience at PNC. (OPS pp. 189-201)

15. OPS discussed the students' criticism with Mr. Wilson on 27 June 2016. Mr. Wilson stated that NCWorks was directing the students to make negative comments. (OPS, p. 32)

16. NCWorks provided OPS on 11 August 2016 with certification exams results of students who completed the Certified Medical Assistant training at PNC and were sponsored by NCWorks. Two of the 5 students passed the Registered Medical Assistant certification and no one passed the Certified Medical Assistant certification. (OPS, p. 202)

17. OPS confirmed with Mr. Wilson on 10 August 2016 and 12 September 2016 that PNC did not have enrolled students since 25 May 2016. (OPS, pp. 185, 188; T p. 24)

18. Several former students were complimentary of Mr. Wilson's instruction and of their experience at PNC. However, the positive testimonials appeared to be from students who attended PNC from between 2 and 10 years ago. None of the students provided input about their assessment of the behavior that prompted the current investigation - Mr. Wilson going to a student's perceived residence at midnight to assess the student's housing. (PNC, pp. 7-20)

19. Mr. Wilson was cooperative throughout the OPS investigation, and presented OPS with documentation via email and hard copy mail.

20. OPS presented an Investigation Report and all documents in its possession to the SBPS on 12 August 2016. The Investigative Report substantiated the following three licensing violations:

- (a) Violation of 2A SBCCC 400.7, with a finding that it did not rise to the level of license revocation;
- (b) Violation of G.S. 115D-90(c)(12), with a finding that it rose to the level of license revocation; and
- (c) Violation of G.S. 115D-93(c)(9), with a finding that it rose to the level of license revocation.

21. Students who were most recently enrolled at PNC reported the following about Mr. Wilson's instruction:

- (a) Mr. Wilson did not provide a syllabus or course outline. The students would not know what topics would be covered prior to the start of class.
- (b) Mr. Wilson provided little or no advance notice of tests.
- (c) Mr. Wilson would leave the class for two or more hours.
- (d) Mr. Wilson would read from a textbook and assign in-class work.
- (e) Mr. Wilson would not answer student questions.

(T pp. 25-34)

22. Pursuant to 2B SBCCC 200.4, the SBPS voted to recommend that the SBCC initiate the process to revoke the proprietary license of PNC on 12 August 2016.

23. Pursuant to 2B SBCCC 200.4, OPS presented the SBPS' recommendation and the Investigative Report to Mr. Wilson on 16 August 2016.

24. On 27 August 2016, Mr. Wilson advised OPS that Mr. Wilson provided a written response to the Amended Documentation of Noncompliance and Notice of Investigation. OPS

presented this written response to the SBCC for its consideration when the SBCC met on 16 September 2016.

25. Pursuant to 2B SBCCC 200.4, the SBCC voted to initiate revocation of PNC's proprietary school license on 16 September 2016.

26. In support of its recommendation to revoke PNC's proprietary school license, OPS argues that PNC violated G.S. 115D-90(c)(12) by failing to maintain good reputation and character and that PNC violated G.S. 115D-93(c)(9) by failing to failing to maintain adequate standards of instruction.

27. PNC argues that PNC did not violate G.S 115D-90(c)(12), and that Mr. Wilson maintains good reputation and character. PNC also argues that PNC did not violate G.S. 115D-93(c)(9), and that PNC maintained adequate standards of instruction.

#### **ANALYSIS AND CONCLUSIONS**

28. Pursuant to G.S. 115D-93(c), the SBCC, acting by and through the SBPS, "shall have the power to refuse to issue or renew any such license and to suspend or revoke any such license theretofore issued in case it finds one or more of the following":

(a) G.S. 115D-93(c)(1) - That the applicant for or holder of such a license has violated

any of the provisions of this Article or any of the rules promulgated thereunder.

G.S. 115D-90(c)(12) -The school's administrators, directors, owners and instructors are of good reputation and character.

G.S. 115D-93(c)(9) - That the licensee has failed to provide and maintain adequate standards of instruction or an adequate and qualified administrative, supervisory or teaching staff.

29. OPS presented sufficient evidence to establish that Mr. Wilson violated G.S. 115D-90(c)(12), by failing to maintain good reputation and character as follows:

- (a) Mr. Wilson failed to maintain good reputation and character with the students of the school because all enrolled students refused to return to the school out of concern for their safety. The fact that former students speak highly of Mr. Wilson and PNC does not sufficiently rebut the enrolled students' safety concern with Mr. Wilson. The former students' statements about Mr. Wilson reflect what they knew about him in the past, between two and ten years prior. (PNC, p. 7-20) There is no evidence in the record that former students knew about Mr. Wilson's charges or knew about Mr. Wilson being outside of a student's perceived residence at midnight. (T p. 92) As such, there is no way to know if the former students' idea about Mr. Wilson's reputation would have been impacted with knowledge of Mr. Wilson's most recent behavior.
- (b) Mr. Wilson failed to maintain good reputation and character with the Workforce Development Board and the City of Greensboro because the sponsorship of students at PNC was terminated after Mr. Wilson's arrest. (OPS, pp. 177-178; T pp. 22-23)
- (c) Mr. Wilson failed to maintain good reputation and character with local law enforcement because Mr. Wilson was not honest when initially questioned by

police, and Mr. Wilson was subsequently charged with filing a false police report.

(OPS, p. 245; T p. 11) The circumstances of Mr. Wilson's arrest and the negative impact on his good reputation and character is further evident in the fact that the school has had no new enrollment since this incident occurred near the end of May 2016. (OPS, pp. 185, 188; T p. 24)

30. Even if Mr. Wilson was justified in all of his actions, and even if all the charges against him were dropped, the reality is that there is ample evidence to show that the actions of the enrolled students and the Workforce Development Board demonstrate that Mr. Wilson and PNC did not maintain good reputation and character. Mr. Wilson stresses that the enrolled students only withdrew upon the advice of the Guilford County Workforce Development Board. However, even if that is true, it was solely the students' decision to make, and all of the enrolled students decided to withdraw based upon their concern for safety. Students being afraid of the instructor and the School Director demonstrates that there is a failure to maintain good reputation and character.

31. OPS did not produce sufficient evidence to establish that Mr. Wilson failed to maintain adequate standards of instruction. OPS alleges that Mr. Wilson failed to maintain adequate standards of instruction because the 11 most recent students enrolled at Priority Nursing College unanimously expressed negative comments about Mr. Wilson's instruction and their experiences at the school. Students complained about Mr. Wilson not providing a course outline, providing little or no notice of tests, leaving class for two or more hours, reading from a textbook then assigning classwork, and not sufficiently answering students' questions. It may

have been Mr. Wilson's pedagogical style to provide the class topic on the day of class. Providing little or no notice of tests could have been "pop tests" to ensure students' preparedness at any time. Leaving class for two or more hours may not have been a problem if Mr. Wilson gave a two-hour class assignment for students to work on independently in his absence. Failing to answer questions may have been Mr. Wilson's way of challenging students to think critically and figure out answers on their own. While these practices may not have been satisfactory to the students, given principles of academic freedom, the record does not show how the issues the students raised about Mr. Wilson's instruction actually constituted a failure to maintain adequate standards of instruction. OPS did not provide any evidence to show how the failure to provide a course outline constituted inadequate instruction; how providing little or no notice of tests constituted inadequate instruction; how leaving the class for two or more hours constituted inadequate instruction; how reading from a textbook and assigning in-class work constituted inadequate instruction, and how Mr. Wilson's failure to answer student questions constituted inadequate instruction. Even if all of the student's observations about Mr. Wilson's instruction is accurate, OPS did not include in the record what constitutes an appropriate standard of instruction to sufficiently establish how Mr. Wilson's instruction was inadequate.

32. OPS did not provide sufficient evidence in the record to establish that Mr. Wilson violated G.S. 115D-93(c)(9) and failed to maintain adequate standards of instruction.

**RECOMMENDATION**

Based on the foregoing Findings of Fact, Analysis and Conclusions, testimony, and evidence, the Hearing Officer's final recommendation to the SBCC is to revoke PNC's proprietary school license pursuant to G.S. 115D-93(c)(1) and G.S. 115D-90(c)(12) for PNC's failure to maintain good reputation and character.

This the 17<sup>th</sup> day of November, 2016.



---

Q. Shanté Martin  
Hearing Officer

**AGENDA**  
**State Board of Community Colleges**  
**LEGISLATIVE AFFAIRS COMMITTEE**  
**Caswell Building, Dr. W. Dallas Herring State Board Room**  
**November 17, 2016 – 3:30 p.m.**

**Call to Order**

**Roll Call**

**Ethics Awareness and Conflict of Interest**

**Approval of Agenda**

**Approval of Minutes**

- October 20, 2016

**For Information**

- Update on Legislative Agenda for 2017-19 Biennium

**For Action**

- 2017 Legislative Priorities (Attachment LEG 1)

**New Business**

**Adjourn**

**MINUTES**  
**LEGISLATIVE AFFAIRS COMMITTEE**  
**October 20, 2016 – 3:30 p.m.**

**COMMITTEE MEMBERS PRESENT:**

Jim Rose, Chair	Lisa Estep	Darrell Saunders
Breeden Blackwell, Vice Chair	Lynn Raye	Clark Twiddy

Members Absent: Todd Johnson, and Jerry Vaughan

**OTHER BOARD MEMBERS PRESENT:**

Bill McBrayer	Ernest Pearson	Kirsten Stovall
---------------	----------------	-----------------

**SYSTEM OFFICE STAFF AND OTHERS:**

Jimmie Williamson	Bryan W. Jenkins	Lyn Austin (NCACCT)
Jennifer Haygood	Maureen Little	Linda Suggs (Gates)
Lisa Chapman	Shanté Martin	Dennis Massey (Pitt CC)
Chreatha Alston	Mary Shuping	Dale McInnis (Richmond CC)
Sondra Jarvis	Donny Hunter (NCACCT)	

---

**CALL TO ORDER**

Mr. Rose called the meeting to order at 4:05 p.m. in room 137 at the Craig F. Goess Student Center in Greenville, NC.

**ROLL CALL**

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

**ETHICS STATEMENT**

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

**APPROVAL OF THE AGENDA**

Mr. Jenkins noted that agenda item 2017 Legislative Priorities (Attachment LEG 1) should be for future action. Mr. Rose asked for a motion to move from action to future action. Mr. Raye made the motion, seconded by Dr. Blackwell.

Mr. Rose asked for a motion to approve the agenda for the October 20, 2016 meeting as amended. Dr. Blackwell 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 September 15, 2016 as presented. Mr. Raye made the motion, seconded by Ms. Estep, and approved via voice vote.

**FOR INFORMATION**

Update on Legislative Agenda for 2017-19 Biennium

Ms. Shuping gave a brief update on the Legislative Agenda.

Update on Hurricane Matthew

Ms. Haygood said that multiple colleges are concerned about spring enrollment. History shows that there is precedent for asking for a hold harmless due to extreme issues that have impacted the colleges. Dr. Blackwell suggested avenues to explore with FEMA in the wake of the disaster.

**FOR FUTURE ACTION**

2017 Legislative Priorities (Attachment LEG 1)

Ms. Shuping shared the special provisions that will go with the finance items and how they align with the finance priorities

**NEW BUSINESS**

**ADJOURN**

There being no other business, Mr. Rose asked for a motion to adjourn. Dr. Saunders motioned, seconded by Mr. Raye and the committee adjourned at 4:20 p.m. following a voice vote.

Respectfully submitted,  
Sondra Jarvis  
Recording Secretary



# 2017-19 SPECIAL PROVISIONS

October 15, 2016

## LEGISLATIVE PRIORITY SPECIAL PROVISIONS

### INCLUDE EARNINGS GAINS PERFORMANCE MEASURE

**SECTION XX.** G.S. 115D-31.3.(e) reads as rewritten:

“§ 115D-31.3. Institutional performance accountability

...

(e) **Mandatory Performance Measures.** -- The State Board of Community Colleges shall evaluate each college on the following performance measures:

- (1) Progress of basic skills students.
- (2) Repealed by Session Laws 2016-94, s. 10.1, effective July 1, 2016.
- (3) Performance of students who transfer to a four-year institution.
- (3a) Success rate of students in credit-bearing English courses.
- (3b) Success rate of students in credit-bearing Math courses.
- (4), (5) Repealed by Session Laws 2016-94, s. 10.1, effective July 1, 2016.
- (5a) Progress of first-year curriculum students.
- (6) Repealed by Session Laws 2012-142, s. 8.5, effective July 1, 2012.
- (7) Curriculum student retention and graduation.
- (8) Repealed by Session Laws 2012-142, s. 8.5, effective July 1, 2012.
- (9) Attainment of licensure and certifications by students.
- (10) Earnings gains for students enrolled in career and technical education courses.

The State Board may also evaluate each college on additional performance measures.”

### NC COLLEGE CONTRACT FOR SUCCESS

**SECTION XX.** G.S. 116 is amended by adding a new Article to read:

“Article 36.  
College Contract for Success”

**§116-300. Policy.** The General Assembly finds that it is in the best interest of the citizens of this State to reduce education costs for both students and the State and to reduce the debt of students and their families upon graduation. The General Assembly further finds that the North Carolina Community College System, The University of North Carolina, and North Carolina’s private colleges and universities have partnered to develop comprehensive articulation agreements, whereby a student who earns an associate degree from a North Carolina community college may transfer seamlessly to one of the State’s senior institutions of higher education. The General Assembly also finds that students who complete an associate degree at a North Carolina community college perform better academically than students who transfer to a senior institution prior to completing the associate degree. The General Assembly further finds that attending a North Carolina community college prior to transferring to a senior institution results in a significant savings to both the student and the State. It is therefore the policy of the General Assembly to incentivize students to complete an associate degree at a North Carolina community college by providing a grant to students who complete an associate in arts, an associate in fine arts, an associate in science, or an associate in engineering prior to transferring to a senior institution of higher education.

**§116-301. Definitions.**

The following definitions apply to this Article:

- (1) Academic year. – As defined in G.S. 116-280(1).
- (2) Authority. – The State Education Assistance Authority created by Article 23 of Chapter 116 of the General Statutes.
- (3) Community College. – A community college as defined in G.S. 115D-2(2).
- (4) Constituent Institution. – A postsecondary constituent institution of The University of North Carolina as defined in G.S. 116-2(4).
- (5) Eligible Private Postsecondary Institution. – As defined in G.S. 116-280(3).
- (6) Grant. – A grant that is awarded under this Article.
- (7) Student. – Means all of the following:
  - a. Is a legal resident of North Carolina and a resident for tuition purposes.
  - b. Is enrolled in a constituent institution or an eligible private postsecondary institution.
  - c. Is pursuing a bachelor’s degree.
  - d. Has not received a bachelor’s degree, or qualified for it and who is otherwise classified as an undergraduate student by the Authority.

**§116-302. Eligibility for Grant.** The Authority is authorized to make grants from funds appropriated to the NC College Contract for Success Fund to students who meet both of the following criteria:

- (1) The student received an associate in arts, and associate in fine arts, an associate in science, or an associate in engineering degree from a community college.
- (2) The student meets enrollment standards by being admitted, enrolled, and classified as an undergraduate student in a matriculated status at a constituent institution or an eligible private postsecondary institution.

**§116-303. Grant Amounts; continued eligibility.**

- (a) Subject to the sum appropriated by the General Assembly for an academic year to be awarded as grants under this Article, a grant awarded under this Article to a student at a constituent institution or an eligible private postsecondary institution shall not exceed \$2,500 per academic year for a student enrolled full-time.
- (b) A student shall not receive a grant for more than two academic years.
- (c) In order to continue to be eligible for a grant for the student’s second academic year, the student must maintain satisfactory progress in a course of study in accordance with the standards and practices used for federal Title IV programs by the constituent institution or the eligible private postsecondary institution in which the student is enrolled.

**§116-283. Administration; unexpended grant funds do not revert.**

- (a) The grants provided for in this Article shall be administered by the Authority under rules adopted by the Authority in accordance with the provisions of this Article.
- (b) The Authority may use up to one and one-half percent (1.5%) of the funds appropriated for grants under this Article for administrative purposes.
- (c) Grant funds unexpended shall remain available for future grants to be awarded under this Article.”

**SECTION XX(b).** This section is effective beginning with the fall semester of 2018, and applies to students who receive an associate degree in arts, an associate in fine arts, an associate degree in science, or an associate degree in engineering from a North Carolina community college on or after May 1, 2018.

<b>BUDGET STABILIZATION</b>
-----------------------------

**SECTION XX(a).** G.S. 115D-31(e) reads as rewritten:

“(e) There is established a special fund to be designated the Enrollment Growth Reserve Fund. The reserve shall consist of funds appropriated to the reserve by the General Assembly for this purpose and over-realized tuition and fees as provided for in this sub-section. If receipts for community college tuition and fees exceed the amount certified in General Fund Codes at the end of a fiscal year, the State Board of Community Colleges shall transfer the amount of receipts and fees above those budgeted to the Enrollment Growth Reserve. Funds in the Enrollment Growth Reserve shall not revert to the General Fund and shall remain available to the State Board until expended. The State Board may allocate funds in this reserve to colleges experiencing an enrollment increase greater than five percent (5%) of budgeted enrollment levels.”

**SECTION XX(b).** Beginning with the 2017-19 biennium, community colleges shall receive funding based on the number of full-time equivalent (FTE) students enrolled in curriculum, continuing education, and Basic Skills courses, by tiered funding level. Community colleges shall calculate this budgeted enrollment as the higher of the current year's total enrollment or the average enrollment of the last two academic years, except that no college's budgeted enrollment for each instructional area shall be less than five percent (5%) below the previous year's budgeted level.

<b>INCENTIVIZE INSTITUTIONAL PERFORMANCE ACCOUNTABILITY</b>
---

**SECTION XX.** G.S. 115D-31.3.(g1) reads as rewritten:

**“§ 115D-31.3. Institutional performance accountability.**

....  
 (g1) Carryforward of Funds Allocated Based on Performance. - A college that receives funds under subsection (g) of this section may retain and carry forward an amount up to or equal to its performance-based funding allocation for that year into the next fiscal year. Funds retained under this subsection may be used for the purposes listed in G.S. 115D-31(a)(1) and (2) as well as one-time faculty and staff bonuses.”

## OTHER SPECIAL PROVISIONS

<b>CARRYFORWARD OF COLLEGE INFORMATION SYSTEM FUNDS</b>
---

**SECTION XX.** Of the funds appropriated to the Community Colleges System Office for the 2015-2017 fiscal biennium for the College Information System, up to one million two hundred fifty thousand dollars (\$1,250,000) shall not revert at the end of each fiscal year but shall remain available until expended. These funds may be used only to purchase periodic system upgrades and modernize the college's enterprise resource planning (ERP) system.



# 2017-19 SPECIAL PROVISIONS

October 15, 2016

## INSTRUCTION IN JAILS

SECTION XX(a). Section 8.3(b) of S.L. 2010-31 reads as rewritten:

“SECTION 8.3.(b) Courses in federal prisons or local jails shall not earn regular budget full-time equivalents, but may be offered on a self-supporting basis.”

SECTION XX(b). G.S. 115D-5(c1) reads as rewritten:

“§ 115D-5. Administration of institutions by State Board of Community Colleges; personnel exempt from North Carolina Human Resources Act; extension courses; tuition waiver; in-plant training; contracting, etc., for establishment and operation of extension units of the community college system; use of existing public school facilities.

...  
(c1) ~~Community colleges shall report full-time equivalent (FTE) student hours for correction education programs on the basis of contact hours rather than student membership hours.~~ No community college shall operate a multi-entry/multi-exit class or program in a prison facility, except for a literacy class or program.

The State Board shall work with the Division of Adult Correction of the Department of Public Safety on offering classes and programs that match the average length of stay of an inmate in a prison facility.

## CONSECUTIVE FINANCIAL AUDIT FINDINGS

SECTION XX. G.S. 115D-58.16(a) reads as rewritten:

### § 115D-58.16. Audits.

(a) Each community college shall be subject to a financial audit a minimum of once every two years. Community colleges may use State funds to contract with the State Auditor or with a certified public accountant to perform the audits. The colleges shall submit the results of the audits to the State Board of Community Colleges. The State Board of Community Colleges may require a community college which has had findings in two consecutive financial audits to be audited annually.

The State Board of Community Colleges shall ensure that all colleges are audited in accordance with this section.