STATE BOARD OF COMMUNITY COLLEGES
Mr. Scott Shook, Chair
March 15, 2019

Thursday, March 14, 2019	**Friday, March 15, 2019**
Richmond Community College	**Sandhills Community College**
1042 West Hamlet Avenue	3395 Airport Road
Hamlet, NC 28345	Pinehurst, NC 28374

Wednesday, March 13, 2019

COMMITTEE MEETING

Personnel Committee	3:00 p.m.	AW North Carolina Conference Room

Thursday, March 14, 2019

COMMITTEE MEETING

Board Governance Committee	10:00 a.m.	Cole Auditorium, Rockingham Room

LUNCHEON 11:30 p.m. Cole Auditorium

Prior Learning
Presenter: Dr. Lisa Chapman

Richmond Community College
Presenter: President Dale McInnis

COMMITTEE MEETINGS

Finance Committee	1:30 p.m.	Lee Building, Room 14
Programs Committee	1:30 p.m.	Grimsley Health Sciences Bldg., Room 237
Strategic Planning Committee	1:30 p.m.	DeWitt Building, Hugh A. Lee Board Room
Policy Committee	3:00 p.m.	Lee Building, Room 14
Chair's Agenda Review	3:30 p.m.	Lee Building, Room 14

Friday, March 15, 2019

BOARD MEETING 9:00 a.m. Clement Dining Room, Dempsey Center

- Call to Order
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of Minutes – February 14, 2019
- Approval of Agenda
- Approval of Consent Agenda *(Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda)*

Reports

- NC Association of Community College Presidents, Dr. David Shockley, President
- NC Association of Community College Trustees, Ms. Julie Woodson, President
- NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Toni Formato, President

BOARD GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair

For Information

Review of For Future Action/For Action (Discussion Only)
Other Topics Requiring Future Discussion

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Information

System Office Vacancy Report – March 2019 (Attachment PER 01)
College President Status Report – March 2019 (Attachment PER 02)

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Future Action

Hurricane Florence Emergency Scholarship Grant Program Report (Attachment FC 01)
Allocation for Food and Nutrition Services -Employment and Training Grant (Attachment FC 02)
FY 2019-20 NC Community College Grant Program Payment Schedule (Attachment FC 03)
Targeted Assistance and Less Than Half Time Grant Program (Attachment FC 04)
Contract for Informer Business Intelligence and Data Analytics Software (Attachment FC 05)
Review of Public Comments to Adopt 1B SBCCC 200.3 – "Establishing Multi-Campus Centers" (Attachment FC 06)
Construction and Property (Attachment FC 07)
Initiate Rulemaking to Amend 1C SBCCC 400.3 – "College Employee Rates of Pay" (Attachment FC 08)

For Information

Estimated Receipts – February 2019 (Attachment FC 09)
Budget Update – FY 2019-20 (Attachment FC 10)
State Board Code Report - March 2019 (SBCC 01)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

For Future Action

Curriculum Program Application – New to the System (Attachment PROG 01)
Addition to Special Curriculum Program Application List (Attachment PROG 02)
Curriculum Program Application (Attachment PROG 03)
Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04)
Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 05)
Combined Course Library – Continuing Education (Attachment PROG 06)
Initiate Rulemaking Process to Amend 1D SBCCC 400.11 – "Education Services for Minors" (Attachment PROG 07)

For Information

Curriculum Program Terminations as Approved by the System President (Attachment PROG 08)
SBCC Code Report (Attachment SBCCC 01)

STRATEGIC PLANNING COMMITTEE, Mr. Jerry Vaughan, Chair

For Information

North Carolina Credential Attainment Goal (Attachment PLAN 01)
BioNetwork: Serving Our Colleges, Our Companies, and Our Students (Attachment PLAN 02)
Rebranding Construction as a Career (Attachment PLAN 03)
Key Performance Indicators for System Effectiveness (Attachment PLAN 04)

POLICY COMMITTEE, Mr. Robert Stephens, Chair

For Information

State Board of Proprietary Schools Recommendation to Suspend Licensure (Attachment POL 01)

PRESIDENT'S REPORT

NEW BUSINESS

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, April 4, 2019 at the Sheraton Raleigh Hotel in Raleigh. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

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

ADJOURNMENT

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

State Board of Community Colleges

Caswell Building, 200 West Jones Street
Raleigh, North Carolina
February 14, 2019
1:00 p.m.
TELEPHONIC

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the telephonic State Board of Community Colleges (SBCC) Meeting to order at 1:00 p.m. in the AW North Carolina Conference Room of the Caswell Building.

ROLL CALL

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

Dr. Breeden Blackwell	Mr. Ernie Pearson	Mr. Clark Twiddy
Ms. Lisa Estep	Dr. Samuel Powell	Mr. Jerry Vaughan
Treasurer Dale Folwell	Mr. Lynn Raye	Mr. Steven Walker (designee for Lt. Governor)
Ms. Toni Formato	Mr. James Rose	
Mr. Bobby Irwin	Mr. Scott Shook	Ms. Ann Whitford
Mr. Frank Johnson	Mr. Bob Stephens	Dr. Candler Willis
Mr. Bill McBrayer	Mr. Burr Sullivan	

Absent: Mr. William Holder

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Dr. Willis reminded members of the Board of the ethics requirements and requested members identify any conflicts or potential conflicts of interest. Having so requested, the Chairman Shook asked the record to reflect no conflicts.

APPROVAL OF THE MINUTES

Dr. Blackwell made a motion to approve the January 18, 2019 minutes, Mr. Raye seconded the motion, and the motion was unanimously approved by voice vote.

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CHANGES TO THE AGENDA

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

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer stated the Personnel Committee would like to move one closed session item from Future Action to Action.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye stated Finance Committee would like to move the following from Future Action to Action.

- State Board Reserve Funding for Hispanic Initiative (Attachment FC 01)
- FY 2018-19 Compensation Reserve Report (Attachment FC 02)
- Allocation for Small College Prison Program (Attachment FC 03)
- Service Agreement for Resources for Career Technical Education Faculty (Attachment FC 04)
- Construction and Property (Attachment FC 05)

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated Programs Committee would like to move the following from Future Action to Action.

- Legislative Reports for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 01)
- Association in Fine Arts Uniform Articulation Agreements (Attachment PROG 02)
- Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 03)
- Combined Course Library – Continuing Education (Attachment PROG 04)

ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Lisa Estep, Chair

Ms. Estep stated Accountability and Audit Committee has no changes. Would like to draw attention to AUD 01

LEGISLATIVE AFFAIRS COMMITTEE, Dr. Breeden Blackwell, Chair

Dr. Blackwell stated Legislative Affairs Committee would like to move the following from Future Action to Action.

- Start Up Funds for High Cost Workforce Programs (Attachment LEG 01)

STAFF OF THE YEAR AWARD COMMITTEE, Ms. Ann Whitford, Chair

Mr. Jenkins stated there will be a closed session discussion related to the Staff of the Year Award

APPROVAL OF THE AGENDA

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

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APPROVAL OF THE CONSENT AGENDA

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

Items approved on the Consent Agenda were as follows:

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Cooperative Innovative High School Applications (CIHS) (Attachment PROG 06)

COMMITTEE REPORTS

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer moved to enter closed session pursuant to North Carolina General Statute section 143-318.11(a)(1) to prevent the disclosure of information that is confidential or privileged pursuant to North Carolina General Statute sections 115D-27 and pursuant to North Carolina General Statute section 143-318.11(a)(6) to consider the qualifications, competence, performance, and fitness of individual prospective public employees and pursuant to North Carolina General Statute section 143-318.11(a)(2) to prevent the premature disclosure of an honorary prize. Mr. Raye seconded, and the Board entered closed session via voice vote.

The Board discussed the matters referenced above.

Mr. McBrayer made a motion to go into open session, seconded by Chairman Shook, approved via voice vote.

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

Ms. Andrea Poole, Deputy Chief of Staff effective April 1, 2019.

The motion was unanimously approved by voice vote.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

State Board Reserve Funding for Hispanic Initiative (Attachment FC 01)

Ms. Grovenstein stated this request is for $20,060 for a professional development event to discuss how best to serve the System's Hispanic students. Ms. Grovenstein reviewed the allocation amounts.

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

State Board Reserve Funding for Hispanic Initiative (Attachment FC 01)

The above item was approved by voice vote.

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FY 2018-19 Compensation Reserve Report (Attachment FC 02)

Ms. Grovenstein stated this report is due to the General Assembly on March 1, 2019. The report shows how salary increase funding was utilized within the Community Colleges. The colleges had flexibility in allocation and distribution. Several colleges granted across-the-board increases with merit increases as well.

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

FY 2018-19 Compensation Reserve Report (Attachment FC 02)

The above item was approved by voice vote.

Allocation for Small College Prison Program (Attachment FC 03)

Ms. Grovenstein stated this is a routine item that comes to the Board every year. The Department of Public Safety (DPS) designates how much to allocate for start-up programs for prison education courses and chooses which prisons are approved. Ms. Whitford asked if Pamlico Community College will receive funding. Ms. Grovenstein stated Pamlico Community College's program receives separate funding. Mr. Vaughan asked if the start up funds are used for other programs or just start up of prison education. The funding is specifically designated to start education and training programs for the initial year of instruction. FTE generates the funding for subsequent years. The Department of Public Safety identifies the needs in the prisons.

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

Allocation for Small College Prison Program (Attachment FC 03)

The above item was approved by voice vote.

Service Agreement for Resources for Career Technical Education Faculty (Attachment FC 04)

Ms. Grovenstein shared this is a routine item with Occupational Research and Development and is funded with federal Perkins Funds. They provide a website, academies for faculty, and professional development for CTE. The North Carolina Community College System has been commended by US Department of Education for providing high quality career and technical education. The funding is the same amount as last year.

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

Service Agreement for Resources for Career Technical Education Faculty (Attachment FC 04)

The above item was approved by voice vote.

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Construction and Property (Attachment FC 05)

Ms. Grovenstein stated there are several items in each category. These categories are presented to the Board monthly. Ms. Grovenstein reviewed the projects. Category G is new based on funding from Hurricane Florence funds.

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

Construction and Property (Attachment FC 05)

The above item was approved by voice vote.

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Legislative Reports for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 01)

Dr. Chapman provided an overview of the report on Cooperative Innovative High Schools (CIHS) and Career and College Promise (CCP). The CIHS has met the needs of the students and the students have excelled in every way compared to other students not in the program. The Community College System is the partner for most of the CIHS programs. Dr. Powell shared that this program has been evolving over thirty years. Career and College Promise was developed in 2011 and is a leader in the nation.

Ms. Whitford asked if this is one of the General Statute reports that the State Board is required to make. Ms. Shuping verified this report is required by Session Law or General Statute. Ms. Whitford stated the value of the report coming before the Board to be approved is to inform the whole Board as to how this program is doing. She stated if it is proposed we should do away with this report like occurred with several legislative reports last month this would come before the Board as information only. She stated the report being presented to the Board enables the members to learn a lot, so the value of this being approved is so that there can be discussion. Ms. Whitford wants everyone on the Board to think about whether it is wise to do away with General Assembly mandated reports. Ms. Whitford stated she has no comment about this report.

Mr. Stephens asked if the comments were premised on the belief that this report would no longer come before the Board for approval. Ms. Whitford stated the premise is to draw value of the report being presented to the Board for discussion versus if the General Statute were to be changed and it would come to the Board as For Information and not warrant any discussion. Mr. Stephens stated he is not clear why Ms. Whitford feels the Board would do away with the approval process. Ms. Whitford stated the Board set a precedent last month to do away with reports that she felt, after reading General Statute and looking at the reports, are valuable. Ms. Whitford stated she is holding on for the next round of proposals that we do away with more General Statute reports, she hopes that doesn't happen. Her goal is to draw distinction between how a report would come to the Board for approval and have valuable substance versus being stuck in the package as For Information. There is a reason those General Statutes say that the State Board approve those reports and we have witnessed to why it is important and why it is in General Statute. Mr. Stephens stated there is no proposal to change this report or how it is presented. The four proposed and voted on last month were non-discretionary reports which contained information only. There is no discretion to change, add, or delete the reports.

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Mr. Stephens shared that is the reason those reports were presented to switch the reporting requirement. This report is different, so there is no consideration to change this report approval requirements. Ms. Whitford stated she doesn't understand why the reports being discretionary is part of the conversation. The information in the reports is prescribed by General Statute. The Board doesn't have anything to do with the facts in the report, but the report itself gives the Board information on the programs the Board is charged in the General Statute to govern. Ms. Whitford feels it is breathtaking that the Board would vote to take away General Statute language requiring the report come before members to give knowledge needed to govern programs and exercise the statutorily responsibility. She expressed concerned that it damages the Board's governance and oversight ability.

Dr. Blackwell asked Ms. Shuping to review the four items acted on which Ms. Whitford referenced from the January 2019 meeting. He supports a member could review any report and could take anything off consent for further review and discussion. There is a vehicle by which any Board member can do that. There is nothing trying to hide or not let the Board be aware. The Governance Committee is trying to streamline what the Board does, but a member always has the right to ask that an item be on the agenda for discussion. Dr. Blackwell stated he doesn't understand the concern. Ms. Whitford stated she would rather finish the discuss next month. Chairman Shook agreed to table the governance conversation for a later date.

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

Legislative Reports for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 01)

The above item was approved by voice vote.

Association in Fine Arts Uniform Articulation Agreements (Attachment PROG 02)

Dr. Powell stated this agreement is with the North Carolina Independent Colleges and Universities (NCICU). To date, there are sixteen (16) agreements with the UNC System and NCICU. Dr. Chapman stated a process has been developed with the UNC System which has been updated to work with the independent partners establishing almost identical articulation agreements. Jen Selby from Rowan-Cabarrus was just as involved as she has been with past agreements. Dr. Chapman offered thanks to Dr. Carol Spalding for allowing the System Office to utilize Ms. Selby's time.

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

Association in Fine Arts Uniform Articulation Agreements (Attachment PROG 02)

The above item was approved by voice vote.

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 03)

Dr. Chapman stated colleges see a need and begin to set up a program. The System Office wants to support them in the process. Staff works with the colleges to assure the program application meets

specific criteria in order to be considered for Fast Track For Action. Dr. Chapman reviewed the guidelines and proposed programs.

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

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 03)

The above item was approved by voice vote.

Combined Course Library – Continuing Education (Attachment PROG 04)

Dr. Chapman reviewed the approval and modification requests.

Mr. Vaughan stated he supports these new courses and modification but is curious what drives the number of hours recommended for a course. Does this impact how long it takes to get a worker into the workforce? Dr. Chapman stated colleges and the System Office need to respond efficiently to a request. New courses have a bare minimum number of recommended hours. When the course leads to a certification, the hours are driven by a third party who is requiring the number of hours required by the certification.

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

Combined Course Library – Continuing Education (Attachment PROG 04)

The above item was approved by voice vote.

Progress on the Implementation of the Career and College Ready Graduates Program (Attachment PROG 05)

Dr. Chapman reviewed the purpose of this program and the progress which has been made. In the 2016-17 academic year, the college/high school partnership models were voluntary. Dr. Chapman reviewed the results of the pilot.

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

Progress on the Implementation of the Career and College Ready Graduates Program (Attachment PROG 05)

The above item was approved by voice vote.

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LEGISLATIVE AFFAIRS COMMITTEE, Dr. Breeden Blackwell, Chair

Start Up Funds for High Cost Workforce Programs (Attachment LEG 01)

Ms. Shuping stated this is a report without information because the funding for the program has been reallocated, but the reporting requirement remains in Statute.

On behalf of the Legislative Affairs Committee, Dr. Blackwell recommended and moved the following item be approved by the board.

Start Up Funds for High Cost Workforce Programs (Attachment LEG 01)

The above item was approved by voice vote.

STAFF OF THE YEAR AWARDS COMMITTEE, Ms. Ann Whitford, Chairman

Staff of the Year Award Selection

Mr. Jenkins reminded Chairman Shook this item was on for Future Action and was not moved to Action prior to approval of the agenda. Ms. Whitford stated she had discussed with Mr. Jenkins as to whether this would be time sensitive. She shared her thought that it could stay on Future Action and come as Consent Agenda item next month. Mr. Jenkins agreed with Ms. Whitford's proposed process but shared the Board acted in closed session to approve the award, but the item was on For Future Action. Ms. Martin said that what occurred earlier is appropriate, the item does not need to be voted on in open session, but since the Board voted on the item, moving it from Future Action to Action, since it didn't happen while approving the agenda, is something the Board should consider. Upon discussion it was decided for efficiency to suspend the rules and move it forward For Action.

Ms. Whitford made a motion to suspend the rules to move Staff of the Year Award Selection from Future Action to Action, and it was seconded by Chairman Shook. Approved via voice vote.

PRESIDENTS REPORT

President Hans shared a few thoughts about the Legislative Session since it started.

One item of considerable discussion is another bond issuance. There are significant needs in terms of buildings related to workforce development, and technology, which is part of capital and infrastructure.

President Hans shared his goal is for community colleges to be included at the table and is grateful community colleges are being included.

BOARD MEMBER QUESTIONS / COMMENTS

None

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DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, March 14, 2019 through Friday, March 15, 2019 at Richmond Community College and Sandhills Community College. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

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

ADJOURNMENT

Mr. McBrayer motioned to adjourn, seconded by Mr. Stephens, unanimously approved by voice vote at 2:33 p.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

_____
Peter Hans, System President

_____
Mr. Scott Shook, Chair

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STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

FINANCE COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
ADOPTION 1B SBCCC 200.3 – "Establishing Multi-Campus Centers"	Initiation of Rulemaking Process	January 18, 2019	**COMPLETED**
	Publication on NCCCS Website	January 22, 2019	**COMPLETED**
	Written Comment Period Ends	February 21, 2019	**COMPLETED**
	Review Comments with SBCC Committee	March 14, 2019	**PENDING**
	2nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	April 4, 2019	
	Prospective Effective Date of Rule	May 1, 2019	

AMENDMENT 1C SBCCC 400.3 – "College Employee Rates of Pay"	Initiation of Rulemaking Process	April 4, 2019	**PENDING**
	Publication on NCCCS Website	April 8, 2019	
	Written Comment Period Ends	May 8, 2019	
	Review Comments with SBCC Committee	July 18, 2019	
	2nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 19, 2019	
	Prospective Effective Date of Rule	August 1, 2019	

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

POLICY COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
TEMPORARY AMENDMENT OF 1G SBCCC 200.1 – "General Provisions"	Presented to SBCC for Temporary Adoption	October 19, 2018	**COMPLETED**
	Prospective Effective Date of Rule	October 19, 2018	**COMPLETED**
	Publication on NCCCS Website	October 19, 2018	**COMPLETED**
	Expiration Date of Rule	April 17, 2019	**PENDING**

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

PROGRAMS COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMENDMENT 1D SBCCC 400.11 – "Education Services for Minors (Curriculum)"	Initiation of Rulemaking Process	April 4, 2019	**PENDING**
	Publication on NCCCS Website	April 8, 2019	
	Written Comment Period Ends	May 8, 2019	
	Review Comments with SBCC Committee	N/A	
	2nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	May 17 2019	
	Prospective Effective Date of Rule	June 1, 2019	

AGENDA
State Board of Community Colleges
BOARD GOVERNANCE COMMITTEE
Richmond Community College, Cole Auditorium, Rockingham Room
Thursday, March 14, 2019 – 10:00 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 16, 2018

For Information
- Review of For Future Action/For Action (Discussion Only)
- Other Topics Requiring Future Discussion

Review of Finance and Programs Committee Charters

Board Member Comments/Questions

New Business

Adjourn

MINUTES
State Board of Community Colleges
SBCC BOARD GOVERNANCE COMMITTEE
Friday, November 16, 2018

SBCC BOARD GOVERNANCE COMMITTEE MEMBERS PRESENT

Bob Stephens, Chair	Sam Powell	Clark Twiddy
Jerry Vaughan, Vice-Chair	Jim Rose	Jerry Vaughan
Lisa Estep	Scott Shook	

Members absent: Scott Shook

OTHERS IN ATTENDANCE

Jennifer Haygood	Elizabeth Grovenstein	Dorothy Strickland
Bryan Jenkins	Mary Shuping	Shanté Martin

CALL TO ORDER
Mr. Stephens called the SBCC Board Governance Committee meeting to order at 10:30 a.m. at the Office of the State Treasurer, Treasurer's Conference Room.

ROLL CALL
Mr. Jenkins took the roll of the SBCC Board Governance Committee members.

ETHICS STATEMENT
Mr. Stephens read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

APPROVAL OF THE AGENDA
Mr. Stephens requested a motion to approve the November 16, 2018 meeting agenda. Ms. Estep moved, seconded by Mr. Rose, and the agenda was approved by the Committee via voice vote.

ITEMS FOR CONSIDERATION

Finance Committee Items Review

Ms. Haygood provided a review of Finance Committee items considered by the Board since 2013. Since 2013, the Board has considered ~650 Finance items as of October 2018. Allocation items totaled ~175, Contracts ~95, and various reports ~140.

Committee discussed current contract delegation threshold. Further discussion about raising threshold to $500,000. After further discussion, Committee decided on $250,000 for contract threshold.

Committee discussed allocation implementing an allocation threshold. Reviewed several scenarios. Mr. Twiddy expressed interest in considering $500,000. Ms. Estep stated her preference of $250,000. After lengthy discussion, Committee decided on $250,000 allocation threshold.

Programs Committee Items Review

Ms. Haygood provided a review of Programs Committee items considered by the Board since 2013. Since 2013, the Board has considered ~630 Programs items as of October 2018. In 2018, Board has considered

91 items thru September. Of the 91, 22 items have been listed under For Future Action, 18 For Action, 29 For Action – Consent Agenda, and 22 For Information. The Committee discussed For Future Action in detail. Dr. Powell expressed his thoughts on not needing to see items twice. Once suggestion, eliminate For Future Action. All items placed on For Action and tabled if more time to discuss is needed. Ms. Martin mentioned State Board of Community Colleges Code (SBCCC) items and the current process of initiation. After discussion, Committee decided to use For Future Action only for SBCCC items.

Review of Finance Committee Charter

Ms. Haygood reviewed the Finance Committee Charter. The Committee discussed adding a Delegation of Authority section. Committee decided to include a Delegation of Authority section. Section will include the following –

VII. Delegation of Authority

The State Board delegates authority to the System President or his/her designee to approve the following items:

- College budget allocations if:
  - Legislation or a grant agreement requires a specified amount of funding be allocated to a particular college;
  - The cumulative amount allocated for a defined purpose is less than $250,000;
- Contracts that do not exceed $250,000 per year;
- Amendments to contracts exceeding $250,000 if the increase to the annual value of the contract is less than 10% of the annual amount of the contract;
- Time-sensitive capital improvement projects; and
- Amendments to approved capital improvement projects if the amendment decreases project funding, increases project funding with local funds, or transfers previously approved State funds (excluding bond funds) to another approved project.

Actions taken under this delegated authority shall be reported to the SBCC Finance Committee no less than bi-annually.

Review of Programs Committee Charter

Ms. Haygood reviewed the Programs Committee Charter. The Committee discussed adding a Delegation of Authority section. Committee decided to include a Delegation of Authority section. Section will include the following –

VII. Delegation of Authority

The State Board delegates authority to the System President or his/her designee to approve the following items:

- Curriculum program approval requests for selected program titles if:

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  - The State Board has determined there is a widespread, immediate need for the job training and there will be minimal impact on college programs if multiple colleges offer the program; or
- The program is a concentration (applying college must already be approved to offer the parent program).
- Curriculum program terminations
- Archiving of unused program titles

Actions taken under this delegated authority shall be reported to the SBCC Programs Committee no less than bi-annually.

Bylaws Review – For Future Action

The Committee confirmed its desire to remove For Future Action except for SBCCC items.

Legislative Reports Review

Ms. Haygood presented a chart containing a list of all Legislative Reports and discussed the various reporting requirements of each. The Committee discussed the requirements and decided to change the reporting entity from "State Board of Community Colleges" to "System Office". The recommendation is to present the Customized Training Report to the Board as a For Information item.

Required Minimum Meetings

Ms. Haygood and Mr. Jenkins discussed the current statutory requirement of at least ten (10) meetings per year. Mr. Jenkins reported the Board has convened ~50 times since July 1, 2015. Meeting and travel costs were discussed, and members inquired about the expense of holding meetings on college campuses. The Committee decided to consider requesting a change from a minimum of ten (10) meeting to a minimum of six (6) meetings.

Mr. Stephens suggested having an Issues Luncheon in January to discuss the various potential changes considered by the Committee. Members agreed, Mr. Jenkins will schedule for January.

ADJOURNMENT

The meeting was adjourned at 11:52 a.m. via voice vote.

Respectfully submitted,
Bryan Jenkins

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AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
AW North Carolina Conference Room
Wednesday, March 13, 2019 – 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 13, 2019

For Information

- System Office Vacancy Report – March 2019 (Attachment PER 01)
- College President Status Report – March 2019 (Attachment PER 02)

New Business

Adjourn

North Carolina Community Colleges System Office
Vacancies as of February 28, 2019

Attachment PER 01

Position #	Division	Position Title	Date Vacated	Separation Reason	Status	Start Date
65018902	Executive	Applications Systems Analyst	4/17/2017	Internal Promotion	Position Under Review	
60095041	Executive	Assistant Agency Legal Counsel	5/13/2017	Redesigned position	Offer Accepted	3/12/2019
60088039	Technology	Applications Systems Analyst	4/30/2018	Separation - Other	Preparing to Advertise	
60088060	Technology	Applications Systems Analyst	5/21/2018	Separation - State	Preparing to Advertise	
60088145	Programs	Office Assistant	7/2/2018	Internal Promotion	Position Under Review	
60091153	Executive	National Reporting Coordinator	7/13/2018	Separation - Other	Screening/Interviewing	
60088028	Technology	Network Analyst I	7/31/2018	Separation - College	Position Under Review	
60088152	Programs	Office Assistant	7/31/2018	Retirement	Accepting Applications	
60088112	Business and Finance	Dir College Capital Finance	9/28/2018	Separation - Private	Accepting Applications	
60085042	Technology	Business Systems Analyst	9/7/2018	Separation - Private	Preparing to Advertise	
60088158	Programs	Social Research Specialist	9/12/2018	Internal Promotion	Position Under Review	
60088184	Programs	Dir Workforce Continuing Ed	11/12/2018	Separation - Other	Filled	2/1/2019
60088101	Business and Finance	Assoc Dir, State Aid Funds	12/10/2018	Internal Promotion	Preparing to Advertise	
60088107	Business and Finance	State Aid Accountant	12/28/2018	Separation - State	Filled	2/17/2019
60088038	Technology	Information and Data Architect	12/10/2018	Internal Promotion	Preparing to Advertise	
60088143	Programs	Education Program Coordinator	12/20/2018	Internal Promotion	Preparing to Advertise	
65029237	Programs	Education Program Coordinator	12/1/2018	New Position	Preparing to Advertise	
60088046	Technology	Operating Systems Programmer	12/16/2018	Separation - State	Preparing to Advertise	
60087992	Executive	Social Research Assistant	1/3/2019	Separation - State	Position Under Review	
60091263	Programs	Statistician	2/5/2019	Separation - Other	Position Under Review	
60088102	Business and Finance	State Aid Accounting Technician	2/17/2019	Internal Promotion	Preparing to Advertise	

Year-to-Date Statistics

# of budgeted positions	210
# positions vacant as of 6/30/2018	14
# positions vacated after 6/30/2018	24
Total # of vacancies	38
# of vacancies filled	20

Date: 2/28/2019

Retirements	5
Separations - College	1
Separations - Private	4
Separations - Other	3
Separations - State	3
Internal Promotions	6
New Positions	2
Redesigned Positions	0
	24

SBCC
03/15/2019

STATE BOARD OF COMMUNITY COLLEGES **Attachment PER 02**

College President Status Report

College	President	Appt. Date	Status
Alamance Community College	Dr. Algie C. Gatewood	10/1/2013	
Asheville Buncombe Technical Community College	Dr. Dennis F. King	8/1/2014	
Beaufort County Community College	Dr. David Loope	6/1/2017	2017 NEW
Bladen Community College	Dr. Amanda Lee *	2/1/2019	2019 NEW
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017	2017 NEW
Brunswick Community College	Dr. Gene Smith	1/1/2019	2019 NEW
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016	2016 NEW
Cape Fear Community College	Mr. Jim Morton	4/20/2018	2018 NEW
Carteret Community College	Dr. John Hauser	7/1/2017	2017 NEW
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006	
Central Carolina Community College	Dr. T.E. Marchant Dr. Lisa Chapman (eff 4/1/2019)	8/15/2008	2019 NEW
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017	2017 NEW
Cleveland Community College	Dr. Jason Hurst	4/1/2018	2018 NEW
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017	2017 NEW
College of The Albemarle	Dr. Robert Wynegar	4/21/2017	2017 NEW
Craven Community College	Dr. Raymond Staats	7/20/2015	2015 NEW
Davidson County Community College	Dr. Darrin Hartness	1/1/2019	2019 NEW
Durham Technical Community College	Dr. William Ingram	1/1/2008	
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018	2018 NEW
Fayetteville Technical Community College	Dr. J. Larry Keen	8/1/2007	
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019	2019 NEW
Gaston College	Dr. Patricia A. Skinner	7/1/1994	
Guilford Technical Community College	Dr. Randy Parker *	9/1/2011	SEARCHING
Halifax Community College	Dr. Michael Elam	2/1/2017	2017 NEW
Haywood Community College	Dr. Barbara Parker	7/1/2013	SEARCHING
Isothermal Community College	Mr. Walter Dalton	5/1/2013	
James Sprunt Community College	Dr. Ken Boham (I)	7/23/2018	SEARCHING
Johnston Community College	Dr. David N. Johnson	7/1/2009	
Lenoir Community College	Dr. Russell Hunt	10/1/2016	2016 NEW
Martin Community College	Dr. Paul Hutchins *	3/1/2018	2018 NEW
Mayland Community College	Dr. John C. Boyd	1/1/2011	
McDowell Technical Community College	Dr. John Gossett	8/1/2016	2016 NEW
Mitchell Community College	Dr. Tim Brewer	3/1/2012	
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015	2015 NEW
Nash Community College	Dr. William S. Carver, II	8/1/2005	SEARCHING
Pamlico Community College	Dr. James Ross	7/25/2016	2016 NEW
Piedmont Community College	Dr. Pamela Senegal	7/1/2017	2017 NEW
Pitt Community College	Dr. Lawrence Rouse	8/1/2018	2018 NEW
Randolph Community College	Dr. Robert S. Shackleford, Jr.	1/1/2007	
Richmond Community College	Dr. W. Dale McInnis	3/1/2010	
Roanoke-Chowan Community College	Dr. Stanley Elliott	10/2/2017	2017 NEW
Robeson Community College	Dr. Kimberly Gold	1/1/2017	2017 NEW
Rockingham Community College	Dr. Mark Kinlaw	1/20/2015	2015 NEW
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008	
Sampson Community College	Dr. Bill Starling	3/1/2018	2018 NEW
Sandhills Community College	Dr. John R. Dempsey	1/1/1989	
South Piedmont Community College	Dr. Maria Pharr	1/1/2017	2017 NEW
Southeastern Community College	Dr. Anthony Clarke	11/3/2014	
Southwestern Community College	Dr. Don Tomas	7/1/2011	
Stanly Community College	Dr. John Enamait	8/15/2016	2016 NEW
Surry Community College	Dr. David R. Shockley	1/1/2012	
Tri-County Community College	Dr. Donna Tipton-Rogers	10/19/2007	
Vance-Granville Community College	Dr. Rachel Desmarais	2/1/2019	2019 NEW
Wake Technical Community College	Dr. Gayle Greene (I) Dr. Scott Ralls (eff 4/12/2019) *	2/1/2019	2019 NEW
Wayne Community College	Dr. Thomas Walker	9/1/2016	2016 NEW
Western Piedmont Community College	Dr. Michael S. Helmick *	8/1/2014	
Wilkes Community College	Dr. Jeffrey A. Cox	7/1/2014	
Wilson Community College	Dr. Tim Wright	8/1/2015	2015 NEW

**Previously served as president at another NCCCS college*

Totals:			
New 2015	**4**	**Retirement**	**27**
New 2016	**6**	**Moved**	**8**
New 2017	**11**	**Other**	**3**
New 2018	**6**		**38**
New 2019	**7**		
Searching	**4**		
	38		

SBCC
03/15/2019

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Richmond Community College, Lee Building, Room 14
Thursday, March 14, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 14, 2019

For Future Action

- Hurricane Florence Emergency Scholarship Grant Program Report (Attachment FC 01)
- Allocation for Food and Nutrition Services -Employment and Training Grant (Attachment FC 02)
- FY 2019-20 NC Community College Grant Program Payment Schedule (Attachment FC 03)
- Targeted Assistance and Less Than Half Time Grant Program (Attachment FC 04)
- Contract for Informer Business Intelligence and Data Analytics Software (Attachment FC 05)
- Review of Public Comments to Adopt 1B SBCCC 200.3 – "Establishing Multi-Campus Centers" (Attachment FC 06)
- Construction and Property (Attachment FC 07)
- Initiate Rulemaking to Amend 1C SBCCC 400.3 – "College Employee Rates of Pay" (Attachment FC 08)

For Information

- Estimated Receipts – February 2019 (Attachment FC 09)
- Budget Update – FY 2019-20 (Attachment FC 10)
- State Board Code Report - March 2019 (SBCC 01)

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, February 14, 2019 – 9:30 a.m.

FINANCE COMMITTEE MEMBERS PRESENT:

Mr. Lynn Raye, Chair *	Mr. Bill McBrayer *	Mr. Steven Walker
Ms. Lisa Estep, Vice Chair *	Mr. Jim Rose *	
Mr. Frank Johnson *	Chairman Scott Shook *	

Attended via phone *

Members absent: Lt. Gov. Dan Forest and Treasurer Dale Folwell

OTHERS IN ATTENDANCE:

Elizabeth Grovenstein	Cindy Mixter	Cheryl Kaminski
Petrina Lyons	Kimberly Van Metre	Bob Witchger
Bryan Jenkins	Tangi Crotts	Jennifer Haygood
Jessica Balazsi	Karen Tikkanen	Sondra Jarvis
Dorrine Fokes	Margaret Roberton	Mary Shuping
Brandy Andrews	Matthew Meyer	
Jason Forlines	Rondra McMillan	

CALL TO ORDER
Mr. Lynn Raye called the telephonic meeting to order at 9:30 a.m. NC Community College System, Caswell Building, Conference Room 201A.

ROLL CALL
Ms. Lyons took the roll of the Finance Committee members.

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

APPROVAL OF THE AGENDA
Mr. Raye asked for a motion to approve the agenda of the February 14, 2019 meeting as presented. Ms. Estep moved, seconded by Mr. Walker, and the Committee approved.

APPROVAL OF THE MINUTES
Mr. Raye asked for a motion to approve the minutes of the January 17, 2019 meeting.

Mr. Johnson moved, Ms. Estep seconded the motion, and the Committee approved.

FOR FUTURE ACTION

State Board Reserve Funding for Hispanic Initiative (Attachment FC 01)

Mr. Raye motioned for FC 01 to be moved from Future Action to Action, Mr. McBrayer seconded the motion. The Committee approved the motion with Mr. Johnson opposed.

Ms. Grovenstein stated the State Board of Community Colleges was asked to approve $20,060 from State Board Reserve funds for a professional development event focused on the System's Hispanic students. The service agreements will be entered with Guilford Technical Community College Innovative Resources Corporation ($1,579) for conference space and Durham Technical Community College for translation services, keynote speakers, and students travel ($15,300). The remaining funds will be used for materials and printing for the colleges.

Ms. Grovenstein shared the background of the data along with the 2017-18 statistics from the Research and Performance Management team. It shows that in our Community Colleges' curriculum programs, only ten percent of the enrollment are students from this population.

Ms. Grovenstein stated the team identified this population as a growing population and one that we need to do a better job of serving in our NC Community Colleges.

Mr. Johnson motioned for approval, Mr. McBrayer seconded the motion The Committee approved State Board Reserve Funding for Hispanic Initiative Providers as presented.

FY 2018-19 Compensation Reserve Report (Attachment FC 02)

Mr. Raye motioned for FC 02 to be moved from Future Action to Action, Mr. Johnson seconded the motion. The Committee approved the motion.

Ms. Grovenstein reviewed Session Law 2018-5, and explained this is a typical requirement in the General Assembly. When the General Assembly appropriated funds for the community college employees' salaries increases the General Assembly gave options to NC Community Colleges as to how these funds could be awarded. For state employees all employees received a two percent increase across the board. The Community College salary increase funds may be used for any one or more of the following purposes: merit pay, across-the-board increases, recruitment bonuses, retention increases, any other compensation increase pursuant to those policies. Ms. Grovenstein stated the General Assembly requires a report back on how the colleges decided to allocate the salary increase funds.

Ms. Grovenstein reviewed the information the colleges reported to the Finance Committee.

Ms. Grovenstein stated the report is due to the General Assembly by March 1, 2019.

Mr. Johnson responded, "Why was the Compensation Reserve Report not presented last month?"

Ms. Grovenstein stated the data was not available from the colleges until January. It is not sufficient time to put this information together and still get it on the January agenda. If requested by the State Board, the Finance Division can ask the colleges to submit their data in December in future years. Ms. Grovenstein stated then we will have the data available for the State Board Meeting in January.

Mr. McBrayer motioned for approval, Mr. Rose seconded the motion The Committee approved FY 2018-19 Compensation Reserve Report as presented.

Allocation for Small College Prison Program (Attachment FC 03)

Chairman Shook motioned for FC 03 to be moved from Future Action to Action, Mr. Rose seconded the motion. The Committee approved the motion with Mr. Johnson opposed.

Ms. Grovenstein reviewed the purpose of this program is to start education and training programs in small colleges for inmates housed in state prisons in their service areas.

Ms. Grovenstein explained that colleges do not receive any funding for starting up programs unless it was a grant or special program.

Ms. Grovenstein shared the NC Department of Public Safety's Division of Adult Correction and Juvenile Justice determine which programs will be started and at which small colleges.

Ms. Grovenstein stated the NC General Assembly appropriated recurring funds of $50,000 to assist small community colleges that are defined as less than 2,500 FTE.

Ms. Grovenstein reviewed the table in FC 03 of the five colleges that received appropriated funding.

Mr. Johnson asked, "What is the urgency of this item?"

Ms. Roberton responded we received this information on what the allocation would be from the NC Department of Public Safety's Division of Adult Correction and Juvenile in the later part of January. Ms. Roberton stated we would like to get these funds to the colleges as it is already late in the fiscal year.

Ms. Roberton stated they can't begin to do the work to start the new program until they get a game plan in play for the upcoming term and receive the allocations of funds.

Mr. Walker motioned for approval, Mr. Rose seconded the motion. The Committee approved the Allocation for Small College Prison Program as presented.

Service Agreement for Resources for Career Technical Education Faculty (Attachment FC 04)

Chairman Shook motioned for FC 04 to be moved from Future Action to Action, Ms. Estep seconded the motion. The Committee approved the motion.

Ms. Grovenstein stated this is a one-year contract for $200,000 with the Center for Occupational Research and Development (CORD). This group provides the North Carolina Network for Excellence in Teaching (NC-NET).

Ms. Grovenstein explained they delivery academics for faculty to use, provide support for our Career and Technical Educational faculty, and all the colleges that have these resources to use on their campuses.

Ms. Grovenstein reviewed in 2007 and 2013, the U.S. Department of Education monitored and commended the NC Community College System Office for this resource that we provide to our colleges. The following resource is funded one hundred percent with federal Perkins funds and meets the requirements we have to fulfill under the Perkins federal law.

Mr. Johnson stated this is a marvelous program for assisting the teachers with their syllabus and attendance. It seems to me like this type of program would be beneficial to the community colleges students that we are trying to reach in the high school.

Mr. Johnson asked is there a path of credential for students to become teachers and teach classes at the high school level?

Dr. Bob Witchger stated he is not aware of this at this time, but he could look into it with the Department of Public Instruction's Credential Department.

Dr. Bob Witchger explained this resource is primarily to improve the instruction of our college faculty and faculty that teach college courses to high school students.

The Committee continued to discuss this item.

Mr. Rose motioned for approval, Mr. McBrayer seconded the motion The Committee approved State Board Service Agreement for Resources for Career Technical Education Faculty as presented.

Construction and Property (Attachment FC 05)

Chairman Shook motioned for FC 05 to be moved from Future Action to Action, Mr. Rose seconded the motion. The Committee approved the motion.

Ms. Grovenstein reviewed the Construction and Property requests.

Mr. Walker inquired about the Alamance CC's project. He stated this is a substantial percentage increase.

Mr. Walker asked, "Is it due to construction cost, bad estimates, or before we received the bids?"

Mr. Walker asked, "Could you explain why we are increasing $2.8 million with the Alamance CC 's project?"

Ms. Grovenstein explained that most of the increase is $2.6 million for the state equipment allocation. Alamance CC is adding the total of the equipment into the project.

Mr. Johnson motioned for approval, Mr. McBrayer seconded the motion. The Committee approved Construction and Property as presented.

FOR INFORMATION

Estimated Receipts – January 2019 (Attachment FC 06)

Ms. Grovenstein reviewed the estimated tuition and fees report. As you are aware, the tuition and fees in our budget is monitored closely by our team.

We had an improvement in January's data. We were $8 million dollars below budget in the last meeting. We are closer to $7 million below budget in January. However, through February we are continuing to see a growing receipt shortfall.

Mid-Year State Board Reserve Report (Attachment FC 07)

Ms. Grovenstein reviewed the report.

SBCC Annual Survey of Fees 2017-18 (Attachment FC 08)

Ms. Grovenstein stated the college should report all required instructional technology fees, student activity fees, requires specific fees, college access, parking, and security fees to the NC Community College System Office on an annual basis directed by the System Office.

Mr. Raye inquired if these fees are considered state funds?

Ms. Grovenstein explained this particular survey is required by the State Board. These funds are considered institutional funds and not state funds. These funds are kept in their institutional bank accounts and maintained by the colleges.

Ms. Grovenstein reviewed the report.

System Office Grants Awarded Report as of December 31, 2019 (Attachment FC 09)
Ms. Grovenstein reviewed the report.

System Office Contract Report as of December 31, 2018 (Attachment FC 10)
Ms. Grovenstein stated the State Board increased the authority of the System President on November 15, 2012, to sign and execute contracts from $50,000 to $100,000 delegation.

Ms. Grovenstein reviewed the contracts approved by the President at the NC Community Colleges System Office by his delegated authority.

Ms. Grovenstein and the Finance Committee discussed the item.

Tuition and Registration Fee Waiver Report (Attachment FC 11)
Ms. Grovenstein gave a brief summary of the Tuition and Registration Fee Waiver Report to the Finance Committee.

Ms. Grovenstein and the Finance Committee discussed the item.

NEW BUSINESS
None

ADJOURNMENT
Mr. McBrayer motioned, seconded by Mr. Johnson and the meeting was adjourned at 10:39 a.m.

Respectfully Submitted,
Petrina Lyons
Recording Secretary

Hurricane Florence Emergency Scholarship Grant Program Report

March 15, 2019

Submitted by the State Board of Community Colleges

2019 General Assembly

House of Representatives Appropriations Committee

Senate Committee on Appropriations/Base Budget

Joint Legislative Education Oversight Committee

NCDPS Office of Recovery and Resiliency

NCGA Fiscal Research Division

As Required by Section 5.3 of Session Law 2018-136

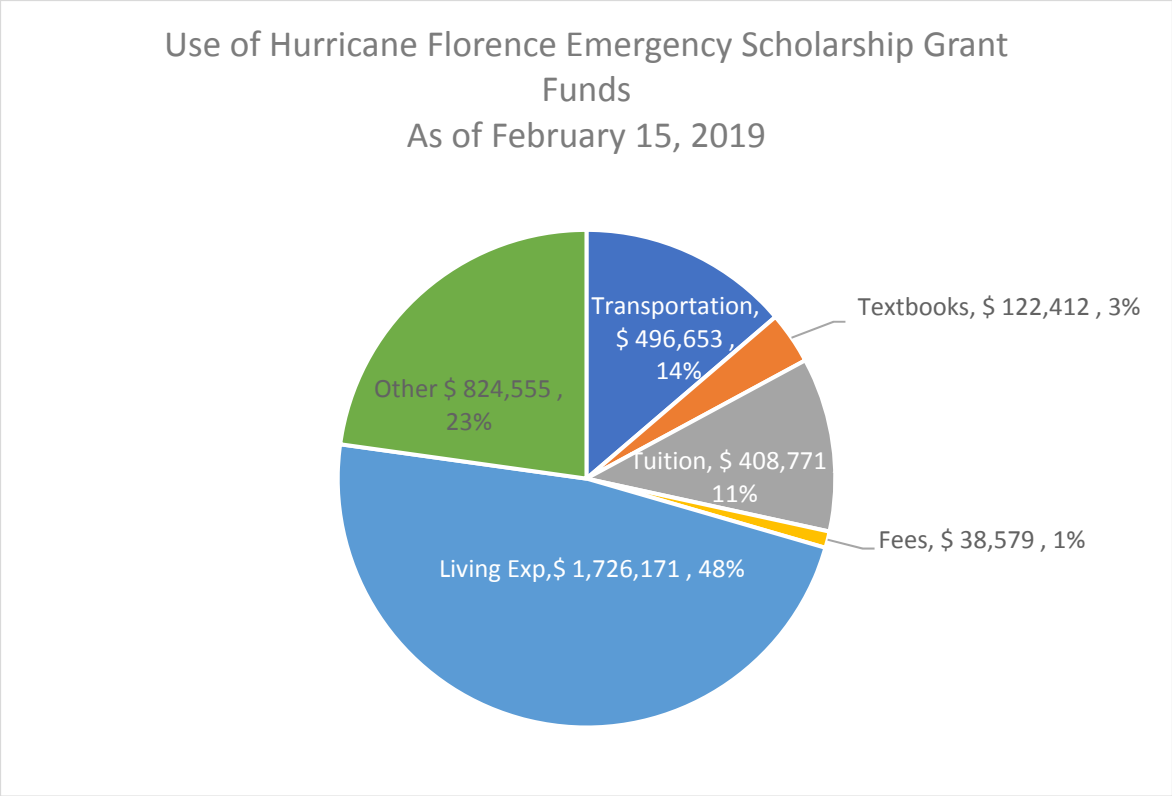
STATE BOARD OF COMMUNITY COLLEGES
Hurricane Florence Emergency Scholarship Grant Program Report for FY 2018-19

Session Law 2018-136 enacted *The 2018 Hurricane Florence Disaster Recovery Act*. Section 5.3 established the Hurricane Florence Emergency Grant Program for Postsecondary Students and allocated $5 million in nonrecurring funds to the Community College System Office. Program funds were established to "provide emergency scholarship grants in an amount up to one thousand two hundred fifty dollars ($1,250) per student to eligible postsecondary students who have suffered financial hardship due to the damage and destruction from Hurricane Florence. An emergency scholarship grant shall be used to mitigate the impact of Hurricane Florence on a student so that his or her postsecondary education in a North Carolina institution of higher education continues uninterrupted." The funds were authorized to be used by recipients for any expenses that would support the student's continued enrollment, including costs related to transportation, textbooks, tuition, fees, and living expenses. Section 5.3 outlined student eligibility criteria. In addition to these eligibility requirements, colleges were authorized to establish local policies and procedures to prioritize student applications based on their local community needs.

The State Board of Community Colleges was tasked with allocating funds to eligible colleges. In October 2018, funds were allocated to the twenty-one community colleges located in counties that were designated under a major disaster declaration by the President of the United States under the Stafford Act (P.L. 93-288) as a result of Hurricane Florence. Subsequently, funds were reallocated between colleges based on college communication about local community student needs to ensure that the grant funds were used wisely to serve the students of North Carolina's community colleges.

The State Board of Community Colleges is required by the authorizing legislation to provide a formal report on the allocation and recipients of these grants by April 1, 2019.

Of the $5 million in funds allocated, over $3.6 million had been awarded as of February 15, 2019. As the chart below shows, 48% of funds awarded thus far have been to cover living expenses, while almost a fourth of the funds were used to cover other expenses such as relocation and replacements of food, clothing, and computers. Another fourth of the funds was split almost evenly between transportation and tuition costs.



Attachment A provides a breakdown by college of the allocations, number of recipients, total amounts awarded, and the remaining funds available. Nearly four thousand students received funds to assist with hurricane-related expenses which has enabled them to continue their education. Colleges continue to receive student applications and award grants. Section 5.3(c) authorizes colleges to use remaining funds presented in Attachment A for awards in subsequent semesters. The footnote in Attachment A addresses the requirement of recipients to return funds to the college if insurance or other sources offset these expenses. Only one college has reported funds returned.

This grant has helped many North Carolina students. Attachment B provides a selection of stories from community colleges about the various ways in which these funds have assisted students so that they could remain focused on completing their education and entering or advancing in North Carolina's workforce.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Hurricane Florence Emergency Scholarship Grant Program Report **Attachment A**
As of February 15, 2019

	Net grant allocation	Number of grants awarded to students	Total amount of grants awarded	Funds remaining for awards in subsequent semesters
Beaufort County CC	$ 31,261	28	$ 31,261	$ -
Bladen CC	85,617	57	60,218	25,399
Brunswick CC	222,615	158	170,529	52,086
Cape Fear CC	1,126,381	1,100	1,126,381	-
Carteret CC	242,937	326	241,666	1,271
Central Carolina CC	110,540	5	3,730	106,810
Coastal Carolina CC	566,698	147	171,443	395,255
Craven CC	408,333	217	248,120	160,213
Fayetteville TCC	719,113	274	305,316	413,797
James Sprunt CC	285,969	277	258,138	27,831
Johnston CC	15,453	13	15,453	-
Lenoir CC	239,781	202	213,380	26,401
Pamlico CC	79,163	93	78,969	194
Pitt CC	166,179	365	159,076	7,103
Richmond CC	36,223	13	14,128	22,095
Robeson CC	387,529	335	344,875	42,654
Sampson CC	6,330	7	6,330	-
Sandhills CC	35,000	29	23,678	11,322
Southeastern CC	149,614	122	113,832	35,782
Wayne CC	62,137	28	18,945	43,192
Wilson CC	23,127	10	10,423	12,704
Totals	**$ 5,000,000**	**3,806**	**$ 3,615,891**	**$ 1,384,109**

**Grant dollars reported net of returned funds; Brunswick CC received $1,250 back from a student who received insurance and FEMA reimbursements*

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Hurricane Florence Emergency Scholarship Grant Program Report
Student Success Stories

Bladen Community College

One business administration student resided in Kelly, North Carolina, along the Cape Fear River. During the hurricane, an unexpected breach caused rapid flooding for her and her family. The family had to be removed from the home by helicopter during the night. They were relocated to Kenansville, North Carolina until other family members could travel the roads and accommodate them in their homes. Weeks later, the student was able to travel home to evaluate the damage; however, upon her return the home remained submerged in water. Nothing was salvageable. Her vehicle was lost to the flood damage as well. The student has since relocated to Elizabethtown, North Carolina for a fresh start. The Hurricane Florence Emergency Grant assisted the student with essentials for living and enabled the student to continue her education at Bladen Community College.

Brunswick Community College

A student shared the following story: "I cannot express in words how grateful I am to have received the Emergency Grant- Hurricane Disaster Recovery Funds that you awarded me. I lost my apartment and my job because of Hurricane Florence. I have had to relocate and worried at times if I would be able to stay in school. These funds will help me at a critical time to stay in school without interruption. I have not received any aide from FEMA or any other resources."

Cape Fear Community College

One student enrolled in Basic Law Enforcement Training (BLET) had to stay in hotel the during mandatory evacuation. The student used up savings for gas for car plus food while at the hotel and diapers for an entire week. The storm happened after the first day of orientation and the student needed textbooks for BLET and gas to travel to school, as the student's savings was now gone. With the grant funds provided, the student was able to stay in school and graduated from the BLET program on February 6, 2019.

Carteret Community College

A phlebotomy student and single parent, who was also working as an office assistant, lost three weeks of wages due to damages caused by Hurricane Florence. Due to the loss in wages, she was unable to make the appropriate car payments. As a result of non-payment, she would soon face repossession. She was referred to the Hurricane Florence Emergency Grant at Carteret Community College where she applied and received approval. Thanks to Carteret Community College and the assistance provided, she was able to get back to work, continue attending classes and begin clinical rotations at Carteret Health Care and the Naval Hospital. She will be completing clinical rotations on 2/22/2019 and will obtain her credential in phlebotomy. She is thankful for the assistance she received and plans to continue her education at Carteret Community College.

Craven Community College

A student shared the following story: "In September of 2018, my family's home was affected by Hurricane Florence. My family evacuated to Stroke of Faith Farms in Grifton, where we stayed for a little over a week until the water levels had receded enough for our vehicles to get through.

There was roughly 3-4 feet of water in our living room and about 6-10 inches throughout the rest of our home. We immediately began to gut our home in order to prevent mold and mildew. My family's church opened up the parsonage to my family and we have been living there since late September. We are currently in the process of restoring our home, and we hope to be able to move back by March or April of this year. During this process, my dad went through a transition of jobs. My dad is the sole provider for my mom, my five siblings, and myself.

When I began school at Craven Community College, I knew that I would need to apply for as many scholarships as possible to ensure that the financial burden of my education would not fall on my parents' shoulders, especially my dad's. When I learned about the grant that Craven Community College received from the state, I spoke to the student services staff to gather more information about the scholarship, they told me how I could apply, and they helped me through the process. A few days later, I was told that I was awarded the scholarship. When I told my dad that I had received this scholarship, he took a deep breath and seemed relieved to hear the news.

I was able to complete all six of my classes and finished the semester stronger than I had in prior semesters. I cannot begin to express my gratitude to Craven Community College for all of the support the college as a whole has shown me and to the State for the generosity and financial support to help me reach graduation."

Fayetteville Technical Community College

One self-employed student was unable to meet with clients that had been scheduled up to two weeks in advance, due to water and power outages, as well as localized flooding in Fayetteville. Her loss of income for these two weeks was significant. The laptop she uses for coursework and online classes was damaged by a power surge during the hurricane. She suffered other losses, including damage to three of her textbooks and damage to her vehicle. She has been able to resume working, but the financial setbacks she suffered during the hurricane have been very difficult to overcome. Without grant funding, she would have had to skip a semester in order to allow more time for work. This student does not receive financial aid and did not have the resources to pay for spring classes. With the grant funding assistance, this student is on track to graduate in May with hopes of continuing to advance her education. In her words, "Thank you for everything. I'm so grateful."

Johnston Community College

On December 21st, the last day the college was open before the Christmas holidays, the Financial Aid office received a call from a desperate student. She wanted badly to register for the upcoming semester but was very low on funds. As she began to tell me her story, I could tell she was trying her best to hold in the tears. This student was not eligible for any other financial aid but it was a struggle even before the hurricane hit for her to pay for everything on her own. She was accustomed to taking advantage of our payment plan option but was now having trouble even coming up with the down payment. She told me how her mother was having some health issues but lived quite a distance away in Halifax County. The student had to travel to her mom's house to check on her and ready the house for the hurricane. Then she had to come back to check on things at her own house. Then the hurricane hit and she had to travel back to her Mom's. At her Mom's house, the power went out and they lost all the food. When she went back to her home, she found the same scenario. She had to use her school money for groceries and gas.

From this conversation, I realized that she may be eligible for the Hurricane Florence Disaster Recovery grant. I urged her to apply so she could continue her studies. Her request was approved. When she came to the Cashier office to pick up her check she was crying tears of joy. You see, her mom's health

had declined more and she had passed away. So for this student, being able to continue working towards her degree was the only bright spot in her life. She had incurred funeral expenses and was feeling so overwhelmed. She told us this grant was an answer to prayer and was the only reason she was able to enroll for the Spring 2019 semester.

Coastal Carolina Community College

An Associate of Arts degree student at Coastal Carolina Community College suffered devastating losses due to the effects of Hurricane Florence. On September 11, 2018, with a mandatory evacuation in Onslow County, this single parent of two small children, responsibly decided to evacuate to a safer location in the home of a close friend.

Five days later, she returned home to a devastating scene: a home that was severely flooded, mold rapidly spreading throughout her living quarters, and personal belongings essentially destroyed.

While waiting for insurance adjusters, she cleared out space among the ruins to ensure the children had a roof over their heads. Unfortunately, the City of Jacksonville identified the home as uninhabitable, and she and her children subsequently lived in a tent under the carport.

A month later, the insurance adjuster denied her insurance claim due to the lack of flood insurance. The North Carolina Legislature's Hurricane Relief Fund provided her with the resources to make a deposit on a rental in Onslow County. As a result, she remained enrolled and completed fall semester.

When asked, she attributed her success to the "generosity of others," particularly the relief funding she received from the North Carolina Hurricane Relief Fund.

Richmond Community College

The Hurricane Florence Emergency Grant funding allowed a Richmond Community College student to remain enrolled in school after receiving tremendous and devastating damage from Hurricane Florence. The student lives in an area that was severely impacted by flooding. The student's home and yard were both damaged. Her yard flooded to the point her septic tank was not flowing properly and sewage was leaking into her yard. She also had major roof damage that caused flooding inside her home. Half of the home was not livable, so her children had to stay with family members, while the student and her husband remained in the home. Homeowner's insurance covered the roof and home repairs but would not cover the yard and septic damage. Unfortunately, the student did not have flood insurance. She first applied for the Hurricane Florence Grant in the Fall 2018 semester. Those funds allowed her to replace the septic tank system so the children could return home. She applied for the Hurricane Florence Emergency Grant again in the Spring 2019 semester. Those funds allowed her to correct the drainage problem in her yard. The student was very grateful and appreciative for the Hurricane Florence Emergency Grant and Richmond Community College. Without the availability of this funding, this student would have had to withdraw from school and return to work to secure the funds to make the necessary repairs. This student will be graduating in May 2019 with an Associate Degree in Nursing.

Robeson Community College

A student was excited to pursue a nursing career but was a little apprehensive to do so. This anxiety was not only attributed to the rigor of a nursing program but also because she would be a non-traditional student and single mother of two children. Nevertheless, she did not let her doubts deter her. She

applied and subsequently enrolled in the Practical Nursing Program at Robeson Community College. She is currently a second-year student in the program.

In September 2018, Robeson County was impacted by yet another hurricane. Hurricane Florence attacked an area that was still trying to recover from the aftermath of Hurricane Matthew. She and her children had lost everything; housing, transportation, clothes, and food. She had to immediately establish an action plan for her and her family. Thankfully, they were able to relocate to her brother's home. Although this was a devastating time, she was also concerned about her education. She thought that it would have to be halted because of her circumstance but found it difficult to accept. She remained steadfast and determined that her life would not be unhinged. She not only continued to attend church regularly but also continued to come to school.

The student was awarded funding assistance through the Hurricane Florence Emergency Grant fund. This financial support was extremely helpful to her. It could not possibly replace all that was lost but it greatly enabled her to cover needed living expenses. It also gave her hope and the will to continue her academic pursuits.

Sandhills Community College

One student lost her home, vehicle, and all belongings as a result of Hurricane Florence. Shortly after the hurricane hit, she found a new apartment for her family, but she did not have enough funds to cover both the housing and utilities deposits. The emergency funding was able to assist with both a past due electric bill that also resulted from the hurricane and the utility deposit needed for her new home. She completed the fall semester and is on track to graduate at the end of this semester, Spring 2019.

Wilson Community College

A nursing student who lives in La Grange, North Carolina, and commutes to Wilson was impacted by Hurricane Florence. She is enrolled in the Associate Degree of Nursing program at Wilson Community College. She has limited financial aid, and she was once using her personal savings to assist with all expenses of the program. Because of classes, coursework, and clinicals, she is unable to work full time.

When Hurricane Florence struck eastern North Carolina, her home was flooded, and she was unable to leave it for four days. Her home is not located in a designated flood zone, and therefore she did not have flood insurance. She had to use her personal savings to move her family out of the damaged home.

The Hurricane Florence Emergency Grant allowed her to continue her studies. The funds helped her with living expenses and transportation during the fall semester. She completed the fall 2018 semester and returned for the spring 2019 semester.

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Food and Nutrition Services: Employment and Training Program Grant
April 1, 2019 – September 30, 2019

Request: The State Board of Community Colleges is requested to approve $27,500 in funding for Forsyth Technical Community College. Funds will be utilized to reimburse the college for an Education Navigator position supporting Food and Nutritional Services: Employment and Training (FNS E&T) participants in accessing training opportunities. The State Board is also asked to approve the allocation of $518,636 of 50/50 funds on a first come, first served basis for all approved Education Navigator positions.

Background: The Food and Nutrition Services Employment & Training (FNS E&T) Program, is part of the national Food and Nutrition Services Program administered by the U.S. Department of Agriculture (USDA). In North Carolina, the State Department of Health and Human Services (DHHS), Division of Social Services (DSS) oversees the FNS E&T Program. Involvement is voluntary and determined at the local Department of Social Services (DSS) County office.
The purpose of the FNS E&T program in North Carolina is to provide employment and training assistance to participants in identified FNS E&T counties. The ultimate goal is that this employment and training assistance will lead to employment at a livable wage, enabling participants to become self-sufficient.

As a partner in assisting the NC DHHS - DSS office in meeting that goal, the North Carolina Community College System (NCCCS) Workforce Continuing Education Division has joined the SNAP (Supplemental Nutrition Assistance Program) to Skills NC Interagency Team. As a partner in this collaboration, the NCCCS will work with identified community colleges to implement programs with DSS county offices in offering successful Employment and Training programs.

Education Navigators at the individual community colleges collaborate with the DSS county office to provide educational assessments, aide in determining appropriate educational pathways, determine educational/employability plans of action, assist participants in accessing community college resources, coordinate with DSS Staff for participant supportive services, and provide outcome measures tracking. This is a new county collaboration allowing Forsyth Technical Community College to participate in this grant program. Previous allocations for this program were approved for eleven colleges in FC 05 on October 19, 2018.

Method of Allocation: Colleges identified for FNS E&T Education Navigators are determined by participation of the DSS county office in the Employment and Training program.
Funding is recommended for all colleges where the DSS county office has submitted an FNS E&T plan to DHHS – DSS which includes a community college Education Navigator.

Forsyth Technical Community College is recommended for funding of one Education Navigator.

In addition to the direct FNS E&T grant funds, the DHHS-DSS has made available 50/50 match funds to be distributed to colleges with approved Education Navigator positions through submission of requests for non-federal expenses of supportive services directly related to participant expenses within the Employment and Training program under the USDA guidelines. Release of funds is based on monthly request submissions and will be available on a first come, first served basis, not to exceed $518,636.

Allocation Amount and Time Period:
The total allocation for 100% administrative funds and 50/50 reimbursement funds is $538,995 for the period of April 1, 2019 – September 30, 2019.

Fund Source and Availability: The Department of Social Services, Food and Nutrition Services: Employment and Training program funds are contingent upon approval of the budget amendment from the State Department of Health and Human Services – Division of Social Services grant.

Contact(s):
Margaret Roberton
Associate Vice President, Workforce Continuing Education

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community College Grant Program Payment Schedule
FY 2019-20

Request for Funding: The State Board of Community Colleges is asked to approve the FY 2019-20 North Carolina Community College Grant Program Payment Schedule.

Strategic Plan Reference(s):
Theme: Student Interest and Access
Goal: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

- Objective 1.3. Identify and reduce access barriers for all prospective students, particularly among underserved populations.
    - Strategy 1.3.1. Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).

Background: As demonstrated by the attached payment schedule, the North Carolina Community College Grant program is designed to complement grants provided through the federal Pell Grant and North Carolina Education Lottery Scholarship programs. The Pell Grant is a post-secondary federal educational grant sponsored by the U.S. Department of Education. The North Carolina Education Lottery Scholarship is a State scholarship designed for students whose federal Expected Family Contribution (EFC) ranges from $2,301 to $5,000. A student must demonstrate financial need to qualify. The amount of the award provided by each program is based on the EFC derived from the information on the Free Application for Federal Student Aid (FAFSA) form. For FY 2019-20 the maximum Pell Grant is $6,195 based on a zero EFC. As the EFC range increases, Pell Grant eligibility decreases. Together these grants help students meet the costs of tuition, books, supplies, and transportation expenses.

The North Carolina General Assembly passed legislation in Session Law 2014-100 that requires the payment schedule include an incentive for students to enroll in 15 or more semester hours each term beginning with financial aid awards in the 2016-17 academic year. The FY 2019-20 North Carolina Community College Grant payment schedule provides an incentive of an additional $800 that would allow students to increase their enrollment to 15 hours with minimal personal expense.

Eligibility: In FY 2019-20 North Carolina Community College Grant awards will be awarded to students whose federal EFC ranges from $1,501 to $8,500, subject to fund availability. For full-time students with an EFC equal to or less than $5,000, the combination of federal Pell Grant, North Carolina Lottery Scholarship, and North Carolina Community College Grant funds will provide at least $4,781. *(Example: A student who has an expected family contribution of $2,501-$2,600 will receive the following awards: Pell $3,645, Lottery Scholarship $352, and Community College Grant $784, totaling $4,781.)*

All North Carolina Community College Grant awards are pro-rated for students who attend three-quarter or half time. Based on this award schedule, approximately $17 million in North Carolina Community College grants will be awarded to students.

Contact(s):

Monty Hickman, Ph.D.
Associate Director for Enrollment Management

Wanda White, Ed.D.
Director for Student Services

STATE BOARD OF COMMUNITY COLLEGES
2019-2020 Community College Grant Program Schedule

Attachment FC 03A

	Pell Grant			Proposed State Awards - CC Grant				Proposed State Awards - ELS			Total From Combined Sources			
EFC Ranges	Full-Time	3/4-Time	1/2-Time	15+ Time	Full Time	3/4 Time	1/2 Time	Full-Time	3/4-Time	1/2-Time	15+ Time	Full Time	3/4 Time	1/2 Time
$00000 to $00000	$6,195	$4,646	$3,098	$0	$0	$0	$0	$0	$0	$0	$6,195	$6,195	$4,646	$3,193
$00001 to $00100	$6,145	$4,609	$3,073	$0	$0	$0	$0	$0	$0	$0	$6,145	$6,145	$4,609	$3,168
$00101 to $00200	$6,045	$4,534	$3,023	$0	$0	$0	$0	$0	$0	$0	$6,045	$6,045	$4,534	$3,118
$00201 to $00300	$5,945	$4,459	$2,973	$0	$0	$0	$0	$0	$0	$0	$5,945	$5,945	$4,459	$3,068
$00301 to $00400	$5,845	$4,384	$2,923	$0	$0	$0	$0	$0	$0	$0	$5,845	$5,845	$4,384	$3,018
$00401 to $00500	$5,745	$4,309	$2,873	$0	$0	$0	$0	$0	$0	$0	$5,745	$5,745	$4,309	$2,968
$00501 to $00600	$5,645	$4,234	$2,823	$0	$0	$0	$0	$0	$0	$0	$5,645	$5,645	$4,234	$2,918
$00601 to $00700	$5,545	$4,159	$2,773	$0	$0	$0	$0	$0	$0	$0	$5,545	$5,545	$4,159	$2,868
$00701 to $00800	$5,445	$4,084	$2,723	$100	$0	$0	$0	$0	$0	$0	$5,545	$5,445	$4,084	$2,818
$00801 to $00900	$5,345	$4,009	$2,673	$200	$0	$0	$0	$0	$0	$0	$5,545	$5,345	$4,009	$2,768
$00901 to $01000	$5,245	$3,934	$2,623	$300	$0	$0	$0	$0	$0	$0	$5,545	$5,245	$3,934	$2,718
$01001 to $01100	$5,145	$3,859	$2,573	$400	$0	$0	$0	$0	$0	$0	$5,545	$5,145	$3,859	$2,668
$01101 to $01200	$5,045	$3,784	$2,523	$500	$0	$0	$0	$0	$0	$0	$5,545	$5,045	$3,784	$2,618
$01201 to $01300	$4,945	$3,709	$2,473	$600	$0	$0	$0	$0	$0	$0	$5,545	$4,945	$3,709	$2,568
$01301 to $01400	$4,845	$3,634	$2,423	$700	$0	$0	$0	$0	$0	$0	$5,545	$4,845	$3,634	$2,518
$01401 to $01500	$4,745	$3,559	$2,373	$835	$0	$0	$0	$0	$0	$0	$5,580	$4,745	$3,559	$2,468
$01501 to $01600	$4,645	$3,484	$2,323	$936	$136	$102	$0	$0	$0	$0	$5,581	$4,781	$3,586	$2,418
$01601 to $01700	$4,545	$3,409	$2,273	$1,036	$236	$177	$118	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$01701 to $01800	$4,445	$3,334	$2,223	$1,136	$336	$252	$168	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$01801 to $01900	$4,345	$3,259	$2,173	$1,236	$436	$327	$218	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$01901 to $02000	$4,245	$3,184	$2,123	$1,336	$536	$402	$268	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$02001 to $02100	$4,145	$3,109	$2,073	$1,436	$636	$477	$318	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$02101 to $02200	$4,045	$3,034	$2,023	$1,536	$736	$552	$368	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$02201 to $02300	$3,945	$2,959	$1,973	$1,636	$836	$627	$418	$0	$0	$0	$5,581	$4,781	$3,586	$2,486
$02301 to $02400	$3,845	$2,884	$1,923	$1,584	$784	$588	$392	$152	$0	$0	$5,581	$4,781	$3,472	$2,410
$02401 to $02500	$3,745	$2,809	$1,873	$1,584	$784	$588	$392	$252	$126	$126	$5,581	$4,781	$3,523	$2,360
$02501 to $02600	$3,645	$2,734	$1,823	$1,584	$784	$588	$392	$352	$176	$176	$5,581	$4,781	$3,498	$2,310
$02601 to $02700	$3,545	$2,659	$1,773	$1,584	$784	$588	$392	$452	$226	$226	$5,581	$4,781	$3,473	$2,260
$02701 to $02800	$3,445	$2,584	$1,723	$1,584	$784	$588	$392	$552	$276	$276	$5,581	$4,781	$3,448	$2,210
$02801 to $02900	$3,345	$2,509	$1,673	$1,584	$784	$588	$392	$652	$326	$326	$5,581	$4,781	$3,423	$2,160
$02901 to $03000	$3,245	$2,434	$1,623	$1,584	$784	$588	$392	$752	$376	$376	$5,581	$4,781	$3,398	$2,110
$03001 to $03100	$3,145	$2,359	$1,573	$1,584	$784	$588	$392	$852	$426	$426	$5,581	$4,781	$3,373	$2,060
$03101 to $03200	$3,045	$2,284	$1,523	$1,584	$784	$588	$392	$952	$476	$476	$5,581	$4,781	$3,348	$2,010
$03201 to $03300	$2,945	$2,209	$1,473	$1,584	$784	$588	$392	$1,052	$526	$526	$5,581	$4,781	$3,323	$1,960
$03301 to $03400	$2,845	$2,134	$1,423	$1,584	$784	$588	$392	$1,152	$576	$576	$5,581	$4,781	$3,298	$1,910
$03401 to $03500	$2,745	$2,059	$1,373	$1,584	$784	$588	$392	$1,252	$626	$626	$5,581	$4,781	$3,273	$1,860
$03501 to $03600	$2,645	$1,984	$1,323	$1,584	$784	$588	$392	$1,352	$676	$676	$5,581	$4,781	$3,248	$1,810
$03601 to $03700	$2,545	$1,909	$1,273	$1,584	$784	$588	$392	$1,452	$726	$726	$5,581	$4,781	$3,223	$1,760
$03701 to $03800	$2,445	$1,834	$1,223	$1,584	$784	$588	$392	$1,552	$776	$776	$5,581	$4,781	$3,198	$1,710
$03801 to $03900	$2,345	$1,759	$1,173	$1,584	$784	$588	$392	$1,652	$826	$826	$5,581	$4,781	$3,173	$1,660
$03901 to $04000	$2,245	$1,684	$1,123	$1,584	$784	$588	$392	$1,752	$876	$876	$5,581	$4,781	$3,148	$1,610
$04001 to $04100	$2,145	$1,609	$1,073	$1,584	$784	$588	$392	$1,852	$926	$926	$5,581	$4,781	$3,123	$1,560
$04101 to $04200	$2,045	$1,534	$1,023	$1,584	$784	$588	$392	$1,952	$976	$976	$5,581	$4,781	$3,098	$1,510
$04201 to $04300	$1,945	$1,459	$973	$1,584	$784	$588	$392	$2,052	$1,026	$1,026	$5,581	$4,781	$3,073	$1,460
$04301 to $04400	$1,845	$1,384	$923	$1,584	$784	$588	$392	$2,152	$1,076	$1,076	$5,581	$4,781	$3,048	$1,410
$04401 to $04500	$1,745	$1,309	$873	$1,584	$784	$588	$392	$2,252	$1,126	$1,126	$5,581	$4,781	$3,023	$1,360
$04501 to $04600	$1,645	$1,234	$823	$1,584	$784	$588	$392	$2,352	$1,176	$1,176	$5,581	$4,781	$2,998	$1,310
$04601 to $04700	$1,545	$1,159	$773	$1,584	$784	$588	$392	$2,452	$1,226	$1,226	$5,581	$4,781	$2,973	$1,260
$04701 to $04800	$1,445	$1,084	$723	$1,584	$784	$588	$392	$2,552	$1,276	$1,276	$5,581	$4,781	$2,948	$1,210
$04801 to $04900	$1,345	$1,009	$673	$1,584	$784	$588	$392	$2,652	$1,326	$1,326	$5,581	$4,781	$2,923	$1,160
$04901 to $05000	$1,245	$934	$623	$1,584	$784	$588	$392	$2,752	$1,376	$1,376	$5,581	$4,781	$2,898	$1,110
$05001 to $05100	$1,145	$859	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,945	$3,145	$2,359	$1,095
$05101 to $05200	$1,045	$784	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,845	$3,045	$2,284	$1,095
$05201 to $05300	$945	$709	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,745	$2,945	$2,209	$1,095
$05301 to $05400	$845	$634	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,645	$2,845	$2,134	$1,095
$05401 to $05500	$745	$0	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,545	$2,745	$1,500	$1,095
$05501 to $05576	$657	$0	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$3,457	$2,657	$1,500	$1,095
$05577 to $06500	$0	$0	$0	$2,800	$2,000	$1,500	$1,000	$0	$0	$0	$2,800	$2,000	$1,500	$1,095
$06501 to $07000	$0	$0	$0	$2,700	$1,900	$1,425	$950	$0	$0	$0	$2,700	$1,900	$1,425	$1,045
$07001 to $07500	$0	$0	$0	$2,600	$1,800	$1,350	$900	$0	$0	$0	$2,600	$1,800	$1,350	$995
$07501 to $08000	$0	$0	$0	$2,500	$1,700	$1,275	$850	$0	$0	$0	$2,500	$1,700	$1,275	$945
$08001 to $08500	$0	$0	$0	$2,400	$1,600	$1,200	$800	$0	$0	$0	$2,400	$1,600	$1,200	$895

STATE BOARD OF COMMUNITY COLLEGES
Targeted Assistance and Less Than Half - Time Grant Program
FY 2019-20

Request: The State Board of Community Colleges is requested to approve $550,000 to community colleges for the Targeted Assistance Student Program.

Strategic Plan Reference(s):
Theme: Student Interest and Access
Goal: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

- Objective 1.3. Identify and reduce access barriers for all prospective students, particularly among underserved populations.
    - Strategy 1.3.1. Improve and augment existing financial assistance programs and services to better assist students with educational costs, particularly costs beyond tuition and fees (e.g., books, transportation, child care, etc.).

Background: According to G.S. 115D-40.1(b), the "… State Board may allocate up to ten percent (10%) of the funds appropriated for Financial Assistance for Community College Students to the following students:

(1) Students who enroll in low-enrollment programs that prepare students for high-demand occupations.
(2) Students with disabilities who have been referred by the Department of Health and Human Services, Division of Vocational Rehabilitation, and are enrolled in a community college."

In May 2002, the State Board made available $500,000 a year for allocation for Targeted Assistance for full-time enrolled students in all 58 community colleges. In July 2003, the State Board increased the availability by an additional $262,806 and included a provision to award these funds for less than half-time enrolled students. In July 2011, the State Board, based on funding availability, reduced the overall funding to $550,000 and consolidated the two programs into one program.

Rationale: The General Assembly appropriates $16.4 million annually from the Escheat Fund to support financial assistance for community college students. Much of this appropriation supports the North Carolina Community College Grant Program. Based on an analysis of funding availability and projected North Carolina Community College Grant Program awards, $550,000 is available in FY 2019-20. According to the college priorities and community needs, these funds can be used to offer financial assistance for students who 1) enroll in low-enrollment programs that prepare students for high demand occupations, 2) have disabilities and have been referred by the Division of Vocational Rehabilitation, or 3) enroll on a less than half-time basis. Each college is allocated a base of $1,000. The remaining funds are allocated on a pro-rata basis as determined by each college's percentage of total 2017-18 Pell Grant disbursements.

Fund Source and Availability: Funding is contingent on FY 2019-20 Escheat Fund appropriations from the General Assembly.

Contact(s):
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Associate Director for Enrollment Management

Wanda White, Ed.D.
Director of Financial Aid and Student Success

STATE BOARD OF COMMUNITY COLLEGES
Targeted Assistance and Less Than Half Time Grant Program
FY 2019-20

Community Colleges	Base Allotment	2017-2018 Federal Pell Grant Disbursements	Percent of Pell Grant	Allotment Based on Percent of Total Disbursements	Total Allocations
Alamance CC	$1,000	$5,422,795	1.6%	$7,737	$8,737
Asheville-Buncombe TCC	$1,000	$8,910,616	2.6%	$12,713	$13,713
Beaufort County CC	$1,000	$1,589,733	0.5%	$2,268	$3,268
Bladen CC	$1,000	$2,603,236	0.8%	$3,714	$4,714
Blue Ridge CC	$1,000	$2,466,884	0.7%	$3,519	$4,519
Brunswick CC	$1,000	$1,954,777	0.6%	$2,789	$3,789
Caldwell CC and TI	$1,000	$4,478,721	1.3%	$6,390	$7,390
Cape Fear CC	$1,000	$12,574,373	3.6%	$17,940	$18,940
Carteret CC	$1,000	$2,648,734	0.8%	$3,779	$4,779
Catawba Valley CC	$1,000	$6,511,695	1.9%	$9,290	$10,290
Central Carolina CC	$1,000	$6,861,789	2.0%	$9,790	$10,790
Central Piedmont CC	$1,000	$29,033,879	8.4%	$41,422	$42,422
Cleveland CC	$1,000	$4,167,661	1.2%	$5,946	$6,946
Coastal Carolina CC	$1,000	$8,252,204	2.4%	$11,773	$12,773
College of the Albemarle	$1,000	$2,609,136	0.8%	$3,722	$4,722
Craven CC	$1,000	$5,144,606	1.5%	$7,340	$8,340
Davidson County CC	$1,000	$6,563,192	1.9%	$9,364	$10,364
Durham TCC	$1,000	$6,555,131	1.9%	$9,352	$10,352
Edgecombe CC	$1,000	$5,447,644	1.6%	$7,772	$8,772
Fayetteville TCC	$1,000	$24,433,392	7.1%	$34,859	$35,859
Forsyth TCC	$1,000	$11,299,064	3.3%	$16,120	$17,120
Gaston College	$1,000	$8,166,332	2.4%	$11,651	$12,651
Guilford TCC	$1,000	$22,366,277	6.5%	$31,910	$32,910
Halifax CC	$1,000	$1,576,327	0.5%	$2,249	$3,249
Haywood CC	$1,000	$2,351,796	0.7%	$3,355	$4,355
Isothermal CC	$1,000	$3,188,597	0.9%	$4,549	$5,549
James Sprunt CC	$1,000	$2,477,405	0.7%	$3,534	$4,534
Johnston CC	$1,000	$4,598,378	1.3%	$6,560	$7,560
Lenoir CC	$1,000	$3,985,809	1.2%	$5,686	$6,686
Martin CC	$1,000	$790,807	0.2%	$1,128	$2,128
Mayland CC	$1,000	$1,432,292	0.4%	$2,043	$3,043
McDowell TCC	$1,000	$1,338,970	0.4%	$1,910	$2,910
Mitchell CC	$1,000	$3,574,108	1.0%	$5,099	$6,099
Montgomery CC	$1,000	$1,136,543	0.3%	$1,621	$2,621
Nash CC	$1,000	$4,817,675	1.4%	$6,873	$7,873
Pamlico CC	$1,000	$675,395	0.2%	$964	$1,964
Piedmont CC	$1,000	$1,373,687	0.4%	$1,960	$2,960
Pitt CC	$1,000	$17,890,586	5.2%	$25,524	$26,524
Randolph CC	$1,000	$4,580,581	1.3%	$6,535	$7,535
Richmond CC	$1,000	$5,250,693	1.5%	$7,491	$8,491
Roanoke-Chowan CC	$1,000	$1,457,776	0.4%	$2,080	$3,080
Robeson CC	$1,000	$4,379,436	1.3%	$6,248	$7,248
Rockingham CC	$1,000	$2,313,790	0.7%	$3,301	$4,301
Rowan-Cabarrus CC	$1,000	$9,631,696	2.8%	$13,741	$14,741
Sampson CC	$1,000	$2,414,270	0.7%	$3,444	$4,444
Sandhills CC	$1,000	$5,501,661	1.6%	$7,849	$8,849
South Piedmont CC	$1,000	$2,418,833	0.7%	$3,451	$4,451
Southeastern CC	$1,000	$2,702,374	0.8%	$3,855	$4,855
Southwestern CC	$1,000	$3,467,196	1.0%	$4,947	$5,947
Stanly CC	$1,000	$4,333,775	1.3%	$6,183	$7,183
Surry CC	$1,000	$3,787,784	1.1%	$5,404	$6,404
Tri-County CC	$1,000	$1,646,504	0.5%	$2,349	$3,349
Vance-Granville CC	$1,000	$4,165,299	1.2%	$5,943	$6,943
Wake TCC	$1,000	$29,837,963	8.7%	$42,569	$43,569
Wayne CC	$1,000	$5,189,517	1.5%	$7,404	$8,404
Western Piedmont CC	$1,000	$3,243,183	0.9%	$4,627	$5,627
Wilkes CC	$1,000	$4,422,046	1.3%	$6,309	$7,309
Wilson CC	$1,000	$2,841,336	0.8%	$4,055	$5,055
TOTAL	**$58,000**	**$344,855,959**	**100.0%**	**$492,000**	**$550,000**

NOTE: Targeted Assistance Student Program funding is calculated by dividing the total of the federal Pell Grant disbursements for all community colleges ($344,855,959) by the amount received by each college. The percentage is used to distribute $492,000 with an additional $1,000 base added to each college distribution.

STATE BOARD OF COMMUNITY COLLEGES
Contract for Informer Business Intelligence and Data Analytics Software
FY 2019-20

Request: The State Board of Community Colleges is asked to approve $279,008.12 to contract with Entrinsik, Inc. to provide Informer business intelligence and data analytics solution for the entire North Carolina Community College System for FY2019-2020.

Strategic Plan Reference(s):
Theme: System Effectiveness
Goal 4: Advance organizational effectiveness, operations, and decision-making to support a cohesive system of nimble, empowered, and community driven colleges.

- Objective 4.2: Improve decision-making through increased access to comprehensive, timely, and quality data.

Rationale: Informer allows the transformation of real-time data from multiple sources into actionable insights by delivering ad-hoc reporting, data analysis & visualization, collaboration and governance all in one complete platform. This gives all 58 community colleges and the System Office the capability to predict trends, identify needs and measure program effectiveness - all in real time. Currently, the Informer product is the only product to directly connect to the Unidata database, which is the database associated with the Computer Information Systems (CIS) product.

Upon approval, the contract will allow access to Entrinsik's latest product, Informer 5. Informer 5 represents a new generation of business intelligence and data analytics, simplifying the process of accessing, cleansing, blending, and analyzing data from multiple sources. The Community Colleges and the System Office will have increased capabilities to generate dashboards that consolidate critical performance metrics and integrate visualization components. With Informer's extensible architecture, collaborative environment, and enterprise-level performance, staff will be empowered to answer their own questions and make more informed, data-driven decisions, which can ultimately lead to improved efficiency and productivity.

Method of Procurement: In accordance with the procurement practice of the State of North Carolina, approval was received from the Department of Information Technology Procurement Office on January 23, 2019.

Fund Source and Availability: Funding is contingent on availability of FY 2019-20 State General Fund appropriation.

Contract Amount and Time Period: The $279,008.12 is for the period of July 1, 2019 through June 30, 2020.

Contact(s):
Jim Parker
Senior Vice President & Chief Information Officer

STATE BOARD OF COMMUNITY COLLEGES

Public Comments

Proposed Amendment 1B SBCCC 200.3 – "Establishing Multi-Campus Centers"
Comment Period Ending 21 February 2019

	Commenter	Page and Line #	Public Comment	System Office Response
1.	**Wake Tech CC** John Boone Dean/SACSCOS ACC, Liaison	Page 4, line 9	I was wondering if this new (revised) SBCCC dealing with the establishment of Multi-Campus Centers should include a direct reference to "approval by SACSCOC of the site" under Step 3 (page 4, line 9) State Board Approval. I feel that final approval of the site by the NC State Board of Community Colleges should include evidence that SACSCOC has approved the site prior to the State of North Carolina granting additional funds to a community college for a new site. SACSCOC approval is referenced on page 2 line 3 as part of the initial application process – but not in the final "State Board Approval" step.	**SO Recommendation**: ***No change***. Per page 2, line 3, colleges shall obtain prior approval and maintain approval of the MCC from SACSCOC. Since SACSCOC approval for the MCC will have already been documented, staff do not believe it is necessary to add SACSCOC approval again on page 4, line 9. If for any reason there is any outstanding documentation related to SACSCOC approval at the time of application, the State Board should make final approval of the MCC contingent upon receipt of that documentation.
		Page 3, lines 17-18	I noticed that on page 3 line 17-18 that the new code would require colleges to submit their application by September 15 but with the SACSCOC timeline for submitting a prospectus (report) concerning a new off-campus location (Defined in North Carolina as Multi-Campus Centers) being January 1 for site to open in August – this is a tight time table for institutions, especially since SACSCOC would like to see evidence that the NC System Office has "blessed"	**SO Recommendation:** ***No change***. Since the MCC must enroll a minimum of 300 BFTE (page 2, line 24) the MCC new campus would already have to be in operation prior to submitting the application, unless the college requested, and the State Board granted an exception. If the State Board granted an exception, yes, the preliminary approval would occur by November 30. The September 15 date is necessary to meet annual State budget deadlines of November 30 for submission of budget requests, which would include any State Board

	Commenter	Page and Line #	Public Comment	System Office Response
			the new site embedded in the January 1 report to Atlanta. Example: If Wake Tech decided to establish a new campus (off-campus as defined by SACSCOC) in Wendell to be open in August 2020 (this is just an example) 1. Wake Tech submits Multi-Campus Center application to the NC System Office by September 15, 2019 2. Wake Tech submits SACSCOC prospectus report concerning the new off-campus site by January 1, 2020 (** the report would actually have to be in the hands of SACSCOC by December 1, 2019 – since their office is closed most of December) Included in this SACSCOC report would be a letter from the NC System Office approving the new site The issue is, can the NC System Office turn around the application quickly (between September 15 – November 30) in order for the approval document (letter from NC System Office to Dr. Ralls) to be included in the SACSCOC report?"	approved MCCs. Therefore, staff does not believe a change is needed.

	Commenter	Page and Line #	Public Comment	System Office Response
2.	**NCCCS Office** Jason Forlines Director of Accounting and Special Projects	Page 3, lines 5-6	1. On page 3, lines 5-6, I think it's assumed that the wording means that the MCC would be reduced to Level One funding by saying that it would be categorized as such, but it doesn't specifically say that and it probably should. Someone might argue later that a Level One was specifically worded to have its funding reduced and a Level Two wasn't so that might not have been the intent. I believe that it is the intent. I would suggest taking this sentence: "If the MCC's budget FTE continues to remain below the minimum in the third fiscal year, the budget allocation for a Level 1 MCC will be eliminated, and it will no longer be designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a Level 1 MCC," and reword it to the following two sentences: "If a Level 2 MCC's budget FTE continues to remain below the minimum in the third fiscal year, the MCC would be recategorized as a Level 1 MCC and its budget allocation would be decreased to the Level 1 funding. If a Level 1 MCC's budget FTE continues to remain below the minimum in the third fiscal year, the MCC would no longer be	1. **SO Recommendation:** ***Modify.*** Staff agrees with clarifying page 3, lines 2-6 by replacing this sentence: "If the MCC's budget FTE continues to remain below the minimum in the third fiscal year, the budget allocation for a Level 1 MCC will be eliminated, and it will no longer be designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a Level 1 MCC." with the following two sentences: "If a Level 2 MCC's budget FTE continues to remain below the minimum in the third fiscal year, the MCC would be recategorized as a Level 1 MCC and its budget allocation would be decreased to the Level 1 funding. If a Level 1 MCC's budget FTE continues to remain below the minimum in the third fiscal year, the MCC would no longer be designated as an MCC and its budget allocation will be eliminated."

	Commenter	Page and Line #	Public Comment	System Office Response
			designated as an MCC and its budget allocation will be eliminated."	
			2. On line 10 of the same page, the official name of the college is College of The Albemarle, so we should probably capitalize the T in "the."	2. **SO Recommendation:** ***Modify.*** Staff agrees with capitalizing T in "the" on page 3, line 10.
3.	**Central Carolina CC** H. Julian Philpott, Jr., Chairman, BOT		**1**. The proposed rule does not consider that the MCCs serve as the primary location of various services for other sites that are closer to the MCCs than to a community college's main campus. CCCC serves a rural area with many small towns across Chatham, Lee, and Harnett counties. Collectively, the service-area of CCCC covers over I ,500 square miles. For comparison, the State of Delaware is only I ,981 square miles, and it has three community colleges and more than six universities. In an effort to meet the needs of our communities and develop the local workforce, ecce has established a variety of smaller sites in many of the towns in the College's service area that the MCC in each county supports. For example, the Harnett MCC serves as the main center for student support and administration services for students who take classes at CCCC's Dunn Center and Harnett Health Sciences Center. The Chatham MCC serves as the main center for student support and administration services for	**SO Recommendation:** ***SBCC Policy Decision.*** **The public comments submitted identify various issues for State Board consideration when making a policy decision on the proposed rule. System Office staff provide the following clarifications for the State Board's consideration when evaluating comments:** 1. The proposed rule does not remove a college's ability to establish centers within the college's service area. Colleges have had and continue to have authority to establish centers to meet local needs. The proposed rule codifies the process and criteria required to receive supplemental state funding for multi-campus centers. While a multi-campus center may provide services to a college's off campus center(s), any FTE generated at an off-campus center has never been included in the BFTE for the multi-campus center or the minimum BFTE required to obtain the multi-campus center supplemental funding.

	Commenter	Page and Line #	Public Comment	System Office Response
			students enrolled at the Siler City Center and who will be enrolled at the currently- under-construction Chatham Health Sciences Center. These counties' smaller sites are closer to the MCC than they are to CCCC's main campus in Lee County. Without the proximity to Harnett's MCC and Chatham's MCC, many students served by these centers would simply not attend any college than drive up to 45 minutes or more to the Lee County Campus in Sanford to get needed student services. CCCC would be unable to serve its geographically-dispersed population without having these MCCs. Furthermore, these populations would also not be served by other community colleges as none of the community colleges in adjacent service areas are in as close proximity to the population centers as are CCCC's MCCs. 2. Eliminating funding for many of NCCCS's MCCs jeopardizes the ability of those community colleges to maintain SACS COC accreditation. Specifically, the current funding provides the supp011and administrative services SACS COC requires within a reasonable distance for students taking classes at college sites. As previously noted, CCCC has numerous sites supported by two MCCs,	2. The funding provided for multi-campus centers via this proposed rule is supplemental funding. Colleges receive instructional and institutional & academic support funding for all BFTE served at multi-campus centers. Proposed rule 1B SBCCC 200.3(c)(9) (p. 2, lines 24 – p. 3, line 7) establishes a minimum of 300 budget FTE. It also establishes a multi-year process (year 1 warning, year 2 50% reduction, year 3 100% reduction) to allow a college time to bring the budget FTE back up to the established minimum. 3. The funding provided for multi-campus centers via this proposed rule is supplemental funding. Colleges receive instructional and institutional & academic support funding for all BFTE, including online BFTE, served at multi-campus centers. 4. Non-budget FTE is not included in any State funding formulas, except that non-budget FTE is counted in establishing a college president's 3 salary grade. 5. The two Centers referenced on page 3, lines 10-12 were established by the General Assembly, did not go through a State Board approval process, and have never had to meet the 300 BFTE. It is a policy decision of the State Board to determine if MCCs that originally met the 300 BFTE requirement but

	Commenter	Page and Line #	Public Comment	System Office Response
			to which students travel to receive SACS COC required services. The removal of these locations as MCCs because of the loss of funding reduces CCCC's capacity to remain in in compliance with SACS COC and poses a risk to CCCC's accreditation. Certainly, other NC community colleges will encounter similar issues with the elimination of MCC funding. Similar to how the proposed rule might be in contradiction to its stated purpose, the expected accreditation issues resulting from the loss of funding will inhibit community colleges from complying with section C item 3 of the proposed rule: "Programs and services provided through MCCs shall comply with The Principles of Accreditation." 3. The proposed rule's current language excludes FTE generated from online courses. As with other community colleges, CCCC's MCCs support full-time instructors stationed at each MCC who teach online courses in addition to seated courses at the MCCs and associated sites as part of their instructional loads. These instructors teach these courses and utilize the resources available to them at each MCC. Not making an allowance for those FTEs instructors at MCCs generate to be pat1of the total FTE count at a particular MCC ignores	no longer do so, should continue to receive this MCC supplemental funding.

	Commenter	Page and Line #	Public Comment	System Office Response
			the administrative support and infrastructure the MCCs provide. A section in the proposed rule could be established to track the FTE generated from full-time instructors who are assigned full-time to MCCs for these online courses and credit those FTEs to the overall MCC FTE count. 4. The language of the proposed rule also excludes non-budget FTE courses. CCCC and other community colleges offer many of these courses-such as pottery and creative writing-that are important to the communities they serve. While these courses would not generate large amounts of FTE, CCCC judges them to be important for meeting the needs of its service-area communities. MCCs support these types of courses, and the elimination of MCC funding would result in the elimination of such valuable programming for the communities that support the College. 5. Finally, the exceptions made for MCCs established by the General Assembly noted in section D create an inherent inequity in the proposed rule for all other community colleges. CCCC does not take issue with the exception for these General-Assembly established MCCs, but	

	Commenter	Page and Line #	Public Comment	System Office Response
			CCCC certainly notes that its MCCs generate much more FTE than either of those MCCs. The potential elimination of MCC funding for all other community colleges, resulting in the reduction of programming and services to similar disadvantaged populations, will codify reduced access to higher education for all other community-college service areas with MCCs that generate similar amounts of FTE- if not more FTE but still below the minimum of 300- as those two General-Assembly established MCCs.	
4.	**Piedmont CC**. Pamela Senegal President		The Multi-Campus Center (MCC) in Piedmont Community College's (PCC) service area is situated in both a Tier 1 county and is classified by the NC Broadband Infrastructure Office as, "having average download speeds of less than 10 megabytes per second throughout the county (unacceptably low)." Increasingly, our students take a course load with a mixture of delivery methods, including at least one online course. Students not only complete their online coursework while at our MCC, but they also access a variety of student support services while there. In rural communities such as ours, citizens face extremely limited residential internet connectivity. Additionally, many of the townships within Caswell County also lack cell phone tower coverage, thus effectively shutting out many	**SO Recommendation: *SBCC Policy Decision*. The public comments submitted identify various issues for State Board consideration when making a policy decision on the proposed rule. System Office staff provide the following clarifications for the State Board's consideration when evaluating comments:** The funding provided for multi-campus centers via this proposed rule is supplemental funding. Colleges receive instructional and institutional and academic support funding for all BFTE, including online BFTE, served at multi-campus centers. This is a policy decision of the State Board. The State Board's Multi-Campus Study Committee approved the proposed rule that excludes online FTE.

	Commenter	Page and Line #	Public Comment	System Office Response
			citizens from participation in educational opportunities with online components. Excluding fully online courses for students based at a particular MCC wrongly assumes that they receive no services from the physical center, and it disadvantages us in the calculation of MCC FTE. For this reason, we request an exception to this proposed rule that would either allow us, and other rural colleges in a similar situation, to include fully online classes in the calculation of MCC FTE for colleges like ours, who meet both thresholds (Tier 1 and NC Broadband designation) noted above or exempt us and allow our MCC funding to continue as is currently in place. This revision would take into consideration the critical role the MCC center plays in rural communities for the provision of internet connectivity and support services that would otherwise not be available to our students. I hope that these comments will provide some insight into the reality of rural communities without significant broadband access for its citizens. Please call if you have questions or need further clarification.	

	Commenter	Page and Line #	Public Comment	System Office Response
5.	**Rowan-Cabarrus CC** Carol Spaulding President		Proposed Revisions for Section 9 Verbiage The MCC must enroll a minimum of 300 (curriculum, occupational extension, or basic skills) budget FTE. Budget FTE for the MCC includes: 1) Budget FTE earned via students enrolled in face-to-face or hybrid instruction originating from and delivered at that MCC location; 2) All budget FTE earned via students who enroll in one or more online sections and one or more face-to-face or hybrid course(s) originating from and delivered at that multi-campus location. If an MCC drops below the minimum budget FTE (Level I MCC minimum is 300 and Level 2 MCC minimum is 1,201), the System Office will provide the college president with a written notification that this drop occurred after that year's budget allocations are approved by the State Board. If the MCC's budget FTE remains below the minimum in the subsequent fiscal year, the MCC budget allocation for that MCC will be reduced proportionately to the FTE decline. If the MCC's budget FTE continues to remain below the minimum in the third fiscal year, the budget allocation for a Level 1 MCC will be eliminated, and it will no longer be designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a Level 1 MCC. A college must	**SO Recommendation: *SBCC Policy Decision*. The public comments submitted identify various issues for State Board consideration when making a policy decision on the proposed rule. System Office staff provide the following clarifications for the State Board's consideration when evaluating comments:** The funding provided for multi-campus centers via this proposed rule is supplemental funding. Colleges receive instructional and institutional & academic support funding for all BFTE, including online BFTE, served at multi-campus centers. This is a policy decision of the State Board. The State Board's Multi-Campus Study Committee approved the proposed rule that excludes online FTE. It is a policy decision of the State Board to determine if MCCs that originally met the 300 BFTE requirement but no longer do so, should continue to receive this MCC supplemental funding. The State Board's Multi-Campus Study Committee approved the proposed rule with the 50% (in year 2) and then 100% (in year 3) phase out of funds.

	Commenter	Page and Line #	Public Comment	System Office Response
			follow the MCC approval process to re-establish an MCC in any future year. The current assignment of online FTE exclusively to the main campus appears to be simply a state reporting "ICR" process and does not appropriately address the instructional support required at the multi-campuses. Students taking face-to-face or hybrid courses at MCCs, who also take one or more online course(s), are supported by financial aid, advising, and other instructional support services located at the MCC and should have their full schedule and FTE attributed to that MCC. Currently, all online FTE to the College's main campus regardless of where those services are provided, therefore misrepresenting the amount of FTE and therefore the students that the MCC supports. At Rowan-Cabarrus, we now generate more FTE from Cabarrus County than we do from Rowan County, but Rowan County is where our Main Campus is located. At our Cabarrus South Campus, we provide a full complement of administrative support, financial aid advising, admissions staff, advisors, a second "Navigation Station" with customer service representatives assisting students as they walk in, as well as providing a testing center and a fully functioning	

	Commenter	Page and Line #	Public Comment	System Office Response
			library/learning resource center with tutoring services. Last year, students who were enrolled in face-to-face classes at South Campus and one or more online course(s), generated 312 FTE from online classes supported by administrative/instructional support at South Campus, however, the 312 FTE was attributed to the main campus. Our attached revisions *[System Office Note: See Attachment A to FC 06 for the revisions referenced here]* also include a suggested change in the way the funding for an FTE decline is calculated for MCCs. Rather than a 50% drop in funding, we suggest decreasing funding proportionately to the FTE decline during the three-year transition period. Our system's practice is to use a two or three year rolling average before budgets are cut and we do not cut these budgets by a draconian 50% after one year. In summary, currently all online FTE is credited to a college's main campus and no online FTE is attributed to the MCC even though the instructional support for those online students is provided at the MCC. By revising the MCC policy and criteria as suggested in our revisions, we can more fairly address this issue.	

	Commenter	Page and Line #	Public Comment	System Office Response
6.	**Blue Ridge CC** Dr. Laura Leatherwood President On behalf of John B. Gould Chairman BRCC BOT		Blue Ridge Community College serves Henderson County and provides a multi-campus center (MCC) in Brevard, NC to serve Transylvania County. Although the Transylvania County Campus (TCC) is located approximately 22 miles from the main campus, this does not take into consideration the rural, mountainous nature of our service area and the amount of driving time it actually takes for students to travel to and from the College. The TCC is well-established in a location that provides geographic access where the main campus cannot adequately provide community college programs and services. In addition to serving the general population, the TCC also provides programs and services for the following four off-campus locations in Transylvania County: Davidson River High School, Brevard High School, Rosman High School, and Schenck Job Corps Center. These off-campus sites are even further from the main campus in Henderson County. The College staff support provides admissions, registration, testing, counseling, library services, job placement and cashier services for both curriculum and non-curriculum students taking classes at the off-campus locations.	**SO Recommendation: *SBCC Policy Decision*. The public comments submitted identify various issues for State Board consideration when making a policy decision on the proposed rule. System Office staff provide the following clarifications for the State Board's consideration when evaluating comments:** The funding provided for multi-campus centers via this proposed rule is supplemental funding. Colleges receive instructional and institutional & academic support funding for all BFTE, including online BFTE, served at multi-campus centers. This is a policy decision of the State Board. The State Board's Multi-Campus Study Committee approved the proposed rule that excludes online FTE. It is a policy decision of the State Board to determine if MCCs that originally met the 300 BFTE requirement but no longer do so, should continue to receive this MCC supplemental funding. The State Board's Multi-campus Study Committee approved the proposed rule with the 50% (in year 2) and then 100% (in year 3) phase out of funds

	Commenter	Page and Line #	Public Comment	System Office Response
			Campus status is calculated based on the number of FTE earned via face-to-face or hybrid instruction originating from and delivered at that MCC location. However, it is important to note that the TCC supports and administers the programs at all three of the off-campus locations. The off-campus locations earn FTE which can be directly tied to the support provided by the programs and services of the TCC faculty and staff. At this time, those additional FTE are not factored into the calculation for the multi-campus center, which negatively impacts the budget FTE required for multi-campus status. Blue Ridge Community College has maintained a presence in Transylvania County for more than 45 years. The College has developed and provides programs and services based on evidence of student demands and community needs. The multi-campus center has the full backing of the County government, which provides support for maintenance and operations of the TCC. The TCC has a strong partnership with the Transylvania County Schools, which is evidenced by the growing number of high school students enrolled in BRCC courses, both on and off campus. We are also proud of the fact that during the recent off-	

	Commenter	Page and Line #	Public Comment	System Office Response
			site reaffirmation visit by the Southern Association of Colleges and Schools (SACSCOC), the College and its multi-campus center were found in full compliance with the principles of accreditation, with no findings and zero recommendations. All of this would be in jeopardy without the full funding of our multi-campus center. Blue Ridge Community College has established a thriving campus with more than the minimum one required associate degree, including the Associate in Arts, Associate in Science, Automotive Systems Degree, Associate Degree in Nursing, along with several continuing education programs in health occupations, computer training, emergency medical services, adult education, and literacy. Additionally, the TCC houses a Small Business Center and an NCWorks Career Center, dedicated to connecting businesses and employees through career planning, training, and placement services. The Schenck Job Corps is also a growing instructional site where the College provides training in the building trades, culinary, automotive, and human resources development (HRD).	

	Commenter	Page and Line #	Public Comment	System Office Response
			To impose a rule whereby the multi-campus center funding would be reduced by fifty percent (50%) and/or eliminated the following year due to a drop in budget FTE would be devastating to the operation of the MCC and the programs and services being offered. I certainly understand, and agree, that there should be budget FTE guidelines to maintain the integrity of the multi-campus criteria. However, the ones proposed are hardly flexible enough, or timely enough, for colleges to meet during periods of temporary enrollment drops. To completely eliminate funding in the third fiscal year and remove campus designation does not support the original mission of establishing the multi-campus centers nor does it provide the flexibility necessary to maintain strong programs and services in locations far from the main campus. Moreover, to lose even partial funding support for the MCC would be a catastrophic loss for the rural communities that we serve, leaving them even further behind while increasing the rural/urban divide that we are striving to bridge. Students in the far-reaching communities of our service area would be greatly impacted if the MCC funding is cut or lost.	

	Commenter	Page and Line #	Public Comment	System Office Response
			On behalf of the Board of Trustees, Blue Ridge Community College administration, and Henderson and Transylvania Counties that we serve, I am adamantly opposed to the implementation of a rule which would threaten to cut by fifty percent (50%) or even eliminate the multi-campus budget allocation in the third fiscal year. Furthermore, I am opposed to this rule as it relates to budget FTE being tied to only the instruction originating from and delivered at the MCC location; knowing that the College provides programs and services and generates additional budget FTE throughout the service area at off-campus locations. I appreciate the opportunity to provide written comments related to this proposed rule. We are grateful for the support the State Board of Community Colleges provides to our College and our multi-campus center. Without this support and funding, we would not be able to meet the education and training needs of the communities that we serve.	

State Board of Community Colleges Code

TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 200. PROGRAM ACCOUNTABILITY

1B SBCCC 200.3 Establishing Multi-Campus Centers

(a) Definition. A multi-campus center ("MCC") is a convenience location in the community college service area to provide appropriate population and geographic access for community outreach, testing, faculty and staff offices, as well as literacy, continuing education, and curriculum instruction. Students may complete certificates, diplomas, and associate degrees at MCC locations. Comprehensive instructional support functions including, but not limited to libraries and student development services, are parts of the operation. An MCC must provide students the opportunity to complete at least one associate degree at the MCC.

(b) Purpose. The purpose of the SBCC's policy on MCCs is to help ensure that appropriate geographic access to community college programs and services is provided to students while minimizing the unnecessary duplication and proliferation of facilities and while minimizing the negative impact on existing community college campuses and centers.

(c) Establishment and Maintenance. To establish and maintain an MCC designation, colleges must satisfy all of the following criteria:

(1) The MCC is established in a location that provides geographic access to community college programs and services in a location within the college service area that is at least ten (10) miles from the main campus or other MCC locations or the college must provide evidence that the MCC is established in a location where the main campus or other MCC locations cannot adequately provide community college programs and services. This provision only applies to MCCs established after the effective date of this rule.

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(2) Colleges shall provide programs and services based on evidence of student demand and needs.

(3) Colleges shall obtain prior approval and maintain approval of the MCC from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Programs and services provided through MCCs shall comply with The Principles of Accreditation: Foundation for Quality Enhancement of SACSCOC.

(4) County government provides support for maintenance and operation of the MCC physical plant.

(5) The college has developed an instructional program and services plan including, but not limited to a description of programs, staffing, and instructional support functions.

(6) The SBCC determines that the MCC is unlikely to have a significant negative impact on institutions contiguous to the MCC. The college shall consult with community college institutions contiguous to the MCC, and the community college institutions that are contiguous to the MCC may provide evidence that the MCC has or is likely to have a significant negative impact on college or program specific enrollment.

(7) Students enrolled at an MCC must be able to complete at least one associate degree at the MCC.

(8) Evidence that the duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality of support services perspectives.

(9) The MCC must enroll a minimum of 300 (curriculum, occupational extension, or basic skills) budget FTE via face-to-face or hybrid instruction originating from and delivered at that MCC location. If an MCC drops below the minimum budget FTE (Level I MCC minimum is 300 and Level 2 MCC minimum is 1,201), the System Office will provide the college president with a written notification that this drop occurred after that year's budget allocations are approved by the State Board. If the MCC's budget FTE remains below the minimum in the subsequent fiscal year, for a Level 1 MCC, the budget allocation for that MCC will be reduced by

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fifty percent (50%), and for a Level 2 MCC, the budget allocation will be reduced by 50% of the difference between Level 2 and Level 1 funding. If the MCC's budget FTE continues to remain below the minimum in the third fiscal year, the budget allocation for a Level 1 MCC will be eliminated, and it will no longer be designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a Level 1 MCC. A college must follow the MCC approval process to re-establish an MCC in any future year.

(10) The physical facility or facilities for the MCC must either be owned or leased on a long-term basis by the college.

(d) The College of the Albemarle Dare County Campus and Gaston College Kimbrell Campus and Textile Technology Center MCCs established by the General Assembly are exempted from 1B SBCCC 200.3(c)(9).

(e) Colleges shall comply with the following steps to obtain approval for MCC designation.

(1) Step 1 – Initial State Board Review and Recommendation. Community colleges seeking a MCC designation must submit their application to the State Board of Community Colleges ("State Board") for approval by September 15th of each year. Community colleges' applications shall include information responding to the criteria specified in 1B SBCCC 200.3(c)(1) - (c)(10).

(A) If a community college meets all of the criteria specified in 1B SBCCC 200.3(c), then the State Board shall recommend approval of the MCC designation.

(B) If a community college does not meet all of the criteria specified in 1B SBCCC 200.3(c)(1) – (c)(10), but provides evidence of being able to meet all of the criteria by the enactment of the budget for that fiscal year, the State Board shall recommend conditional approval. The State Board's recommendation for conditional approval shall specify the criteria in 1B SBCCC 200.3(c)(1) – (c)(10) the college must satisfy to receive final State Board approval that is contingent upon the General Assembly appropriating funds.

(2) Step 2 - Appropriation of Funds by the General Assembly. If the State Board recommends the MCC for approval or for conditional approval, the System Office

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shall include the State Board's recommendation in the budget request provided to the Office of State Budget and Management and to the General Assembly. If the General Assembly appropriates funds for the MCC, the State Board's recommendation moves to Step 3. If the General Assembly does not appropriate funds, the college shall annually certify in writing to the System Office by September 15th that there are no changes in the MCC application, and the System Office shall resubmit the college's MCC request as a part of the annual budget process in subsequent years, unless the college withdraws its request.

(3) Step 3: State Board Approval. If the General Assembly appropriates recurring funds to support the MCC consistent with the existing funding formula and if the college satisfies any conditions specified by the State Board by the enactment of the budget for that fiscal year, the State Board shall approve the MCC designation. If the State Board approves the MCC designation, the State Board shall allocate recurring funds to the college for the newly approved MCC.

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

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1B SBCCC 200.3 is proposed for adoption as follows:

State Board of Community Colleges Code

TITLE 1. COMMUNITY COLLEGES

CHAPTER B. COLLEGE OPERATIONS

SUBCHAPTER 200. PROGRAM ACCOUNTABILITY

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(b) Purpose. The purpose of the SBCC's policy on MCCs is to help ensure that appropriate geographic access to community college programs and services is provided to students while minimizing the unnecessary duplication and proliferation of facilities and while minimizing the negative impact on existing community college campuses and centers.

(c) Establishment and Maintenance. To establish and maintain an MCC designation, colleges must satisfy all of the following criteria:

(1) The MCC is established in a location that provides geographic access to community college programs and services in a location within the college service area that is at least ten (10) miles from the main campus or other MCC locations or the college must provide evidence that the MCC is established in a location where the main campus or other MCC locations cannot adequately provide community college programs and services. This provision only applies to MCCs established after the effective date of this rule.

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(4) County government provides support for maintenance and operation of the MCC physical plant.

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(6) The SBCC determines that the MCC is unlikely to have a significant negative impact on institutions contiguous to the MCC. The college shall consult with community college institutions contiguous to the MCC, and the community college institutions that are contiguous to the MCC may provide evidence that the MCC has or is likely to have a significant negative impact on college or program specific enrollment.

(7) Students enrolled at an MCC must be able to complete at least one associate degree at the MCC.

(8) Evidence that the duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality of support services perspectives.

(9) The MCC must enroll a minimum of 300 (curriculum, occupational extension, or basic skills) budget FTE. Budget FTE for the MCC includes: 1) Budget FTE earned via students enrolled in face-to-face or hybrid instruction originating from and delivered at that MCC location; 2) All budget FTE earned via students who enroll in one or more online sections and one or more face-to-face or hybrid course(s) originating from and delivered at that multi-campus location. If an MCC drops below the minimum budget FTE (Level I MCC minimum is 300 and Level 2 MCC minimum is 1,201), the System Office will provide the college president with a written notification that this drop occurred after that year's budget allocations are approved by the State Board. If the MCC's budget FTE remains below the minimum in the subsequent fiscal

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year, for a Level 1the MCC, the budget allocation for that MCC will be reduced by

~~fifty percent (50%)~~proportionately to the FTE decline~~, and for a Level 2 MCC, the budget allocation will be reduced by 50% of the difference between Level 2 and Level 1 funding~~. If the MCC's budget FTE continues to remain below the minimum in the third fiscal year, the budget allocation for a Level 1 MCC will be eliminated, and it will no longer be designated as a MCC, and for a Level 2 MCC, the MCC will be categorized as a Level 1 MCC. A college must follow the MCC approval process to re-establish an MCC in any future year.

(10) The physical facility or facilities for the MCC must either be owned or leased on a long-term basis by the college.

(d) The College of the Albemarle Dare County Campus and Gaston College Kimbrell Campus and Textile Technology Center MCCs established by the General Assembly are exempted from 1B SBCCC 200.3(c)(9).

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(A) If a community college meets all of the criteria specified in 1B SBCCC 200.3(c), then the State Board shall recommend approval of the MCC designation.

(B) If a community college does not meet all of the criteria specified in 1B SBCCC 200.3(c)(1) – (c)(10), but provides evidence of being able to meet all of the criteria by the enactment of the budget for that fiscal year, the State Board shall recommend conditional approval. The State Board's recommendation for conditional approval shall specify the criteria in 1B SBCCC 200.3(c)(1) – (c)(10) the college must satisfy to receive final State Board approval that is contingent upon the General Assembly appropriating funds.

(2) Step 2 - Appropriation of Funds by the General Assembly. If the State Board recommends the MCC for approval or for conditional approval, the System Office

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(3) Step 3: State Board Approval. If the General Assembly appropriates recurring funds to support the MCC consistent with the existing funding formula and if the college satisfies any conditions specified by the State Board by the enactment of the budget for that fiscal year, the State Board shall approve the MCC designation. If the State Board approves the MCC designation, the State Board shall allocate recurring funds to the college for the newly approved MCC.

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

Eff. _____.

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State Board of Community College
Construction and Property
March 15, 2019
FY 2018-19

A. Project Approval - New (Non-State and Other State Funds)

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
						Non-State	0	813,500	813,500
1	Guilford	Jamestown Campus	2445	Center for Advanced Manufacturing - Renovation	Renovation of approximately 9,600 SF to create administrative swing space to be utilized for campus capital projects. Renovation of all new electrical/data, HVAC systems as well as architectural changes to space and finishes.	**Total**	**0**	**813,500**	**813,500**

B. Project Approval - Amended (Non-State and Other State Funds)

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
							0	0	0
1	N/A					**Total**	**0**	**0**	**0**

State Board of Community College
Construction and Property
March 15, 2019
FY 2018-19

C. Project Approval - New (Connect NC Bond Funds)

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
						Non-State	0	160,000	160,000
					Resurfacing of entrance ways and parking lots to include re-working of sidewalks	State (46620) R&R	0	100,000	100,000
1	Central Carolina	Harnett Campus	2474	Harnett ADA and Parking - Upgrades	and entrances to multiple classroom buildings creating accessible paths for ADA compliance.	**Total**	**0**	**260,000**	**260,000**
				Emergency Services Training Center Track -		State (46620) R&R	0	150,000	150,000
2	Central Carolina	Main Campus	2475	Upgrades	Upgrades and modifications to the ESTC driving track, which poses safety and operational issues.	**Total**	**0**	**150,000**	**150,000**
						State (46620) R&R	0	495,000	495,000
3	Central Carolina	Main Campus	2476	Classroom and Fitness Center Roof Replacement	Complete replacement of the flat roof (24,348 SF) on the Classroom and Fitness Center utilized for College Transfer courses.	**Total**	**0**	**495,000**	**495,000**
						State (46620) R&R	0	495,000	495,000
4	Central Carolina	Main Campus	2477	Economic and Community Development Building - Roof Replacement	Complete replacement of the flat roof (20,000 SF) on the Economic and Community Development Building at the Center for Workforce Innovation utilized for Continuing Education courses.	**Total**	**0**	**495,000**	**495,000**

State Board of Community College
Construction and Property
March 15, 2019
FY 2018-19

D. Project Approval-Amended (Connect NC Bond Funds)

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
1	Central Carolina	Chatham Campus	2098	Health Sciences Center	Project is amended to decrease project costs following receipt of bids coming in lower.	Non-State	11,268,607	(1,379,749)	9,888,858
						State (46620) New	2,100,000	0	2,100,000
						Total	**13,368,607**	**(1,379,749)**	**11,988,858**
2	Central Carolina	Harnett Campus	2375	Miriello and Continuing Education Mechanical Upgrades	Project is amended to increase project costs and scope due to an increase in construction costs and added HVAC repair/replacement.	State (46620) R&R	250,000	125,000	375,000
						Total	**250,000**	**125,000**	**375,000**
3	Montgomery	Main Campus	2278	Building 100 - Interior Renovations, HVAC & Roof	Project is amended to decrease Golden Leaf funds that are no longer available and total project cost is remaining the same.	Golden Leaf	400,000	(250,000)	150,000
						State (46620) R&R	3,245,000	250,000	3,495,000
						Total	**3,645,000**	**0**	**3,645,000**
4	Rowan Cabarrus	Main Campus	2234	Building 300, Exterior & Interior Instructional Multipurpose Room Renovations	Project is amended to increase project costs following receipt of bids.	State (46620) R&R	480,000	75,000	555,000
						Total	**480,000**	**75,000**	**555,000**
5	Rowan Cabarrus	Cabarrus Campus	2406	Law Enforcement Tactical Training Facility	Project is amended based on revised scope, which increased project cost estimate.	State (46620) R&R	100,000	50,000	150,000
						Total	**100,000**	**50,000**	**150,000**

E. Project Approval-Final-Closeout (Connect NC Bonds Funds)

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
1	N/A								

F. Acquisition and Disposal of Real Property

Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested
1	Edgecombe	Main Campus	N/A	Acquisition of Real Property	The Board of Trustees of Edgecombe Community College requests permission as per G.S. 115D-20, to acquire, by donation two properties totaling approximately 1.07 acres located at 220 Marigold Street, Rocky Mount, NC from private donor.
2	James Sprunt	Main Campus	N/A	Acquisition of Real Property	The Board of Trustees of James Sprunt Community College requests permission as per G.S. 115D-20, to acquire, by donation approximately 5.16 acres parcel number 01-E245 located at 946 Penny Branch Road, Warsaw, NC 28398 from Duplin County. College will use the property for their Electrical Linesman and related training programs.

G. Project Approval - Hurricane Florence Funds

Item	College	Campus or County	Project Number	Project Name	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget
1	Craven	New Bern & Havelock Campuses	2467	Multiple Roof Repairs - Hurricane	Repair multiple roofs throughout New Bern and Havelock Campus. The majority of the funds will be used for the Institute of Aeronautical Technology building, which sustained the most damage.	State (41820)	0	352,646	352,646
						Total	**0**	**352,646**	**352,646**
2	Craven	New Bern & Havelock Campuses	2468	Water Intrusion Repairs - Hurricane	Repairs to multiple buildings throughout New Bern and Havelock Campuses to include repairing damaged ceiling tiles, sheetrock, and flooring.	State (41820)	0	6,218	6,218
						Total	**0**	**6,218**	**6,218**
3	Craven	Havelock	2469	Library Building Chiller Replacement - Hurricane	Due to power fluctuations, the chiller sustained damages that required replacement of the unit.	Insurance	0	48,480	48,480
						State (41820)	0	1,500	1,500
						Total	**0**	**49,980**	**49,980**
4	Fayetteville	Main Campus	2472	Multi-Building Miscellaneous Repairs - Hurricane	Repairs include water removal, replacement of damaged ceiling tiles, carpet cleaning, dehumidification, stripping/waxing tile floors, repairs to HVAC systems, roof patching, and painting where needed.	State (41820)	0	26,445	26,445
						Total	**0**	**26,445**	**26,445**
5	Robeson	Main Campus	2471	Retention Pond Erosion, Campus Drainage, PE/Walking Track Repair - Hurricane	Water runoff created significant erosion causing the need for repairs. Project includes dredging two retention ponds, backfill/grade the banks and re-seed, repair damaged Phyiscal Education walking track to ensure safety, and repair drainage system.	State (41820)	0	246,000	246,000
						Total	**0**	**246,000**	**246,000**
6	Robeson	Main Campus	2473	Building 8 - Repairs - Hurricane	Remove soil around foundation and construct a water proof wall. Backfill area with soil and slope to allow drainage away from the building.	State (41820)	0	21,000	21,000
						Total	**0**	**21,000**	**21,000**

State Fund Legend

46620 - Connect NC Bonds
41820-4Q18 - Hurricane Florence

State Board of Community Colleges Code

TITLE 1. COMMUNITY COLLEGES

CHAPTER C. PERSONNEL

SUBCHAPTER 400. SALARIES AND BENEFITS

1C SBCCC 400.3 College Employee Rates of Pay

(a) The State Board shall adopt a minimum and maximum base salary amount of State funds which may be paid to any individual working in a college. The State Board shall also adopt minimum salaries for curriculum faculty based on educational level.

(b) The college president shall establish the rate of pay for college employees consistent with the college's local human resources policy required by 1C SBCCC 200.94, the parameters established by the State Board in subsection (a) of this rule, and any applicable legislation enacted by the General Assembly.

(c) Salary increases shall be granted consistent with local policy and the requirements set forth by the General Assembly.

(d) Colleges shall not provide bonus pay to college employees using State funds unless authorized by the General Assembly.

(e) Colleges may supplement the base salary paid from State funds for college employees using non-State funds, if not prohibited by the non-State fund source. The supplement may be in the form of supplemental base salary or bonus pay.

History Note: Authority G.S. 115D-5;
Eff. October 1, 2018
Amended Eff._____

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STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
February 28, 2019

	2016-17	2017-18	2018-19	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	$ 341,978,024	$ 340,722,245	$ 328,098,488	-3.7%
ACTUAL NET RECEIPTS COLLECTED	273,787,467	263,604,419	251,712,377	-4.5%
BUDGETED RECEIPTS UNCOLLECTED	$ 68,190,557	$ 77,117,826	$ 76,386,111	
PERCENT OF BUDGET COLLECTED	80.1%	77.4%	76.7%	

PERCENT OF BUDGET BENCHMARK (3 year average)		82.1%
COLLECTION BENCHMARK	$	269,512,613
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	$	(17,800,236)
PERCENT OVER-REALIZED / (SHORTFALL)		-6.6%

PERCENT OF BUDGET BENCHMARK (last year)		81.3%
COLLECTION BENCHMARK	$	266,617,988
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	$	(14,905,611)
PERCENT OVER-REALIZED / (SHORTFALL)		-5.6%

FY 2018-19 BUDGETED RECEIPTS REFLECTS THE FOLLOWING LEGISLATIVE ADJUSTMENT:

$ (12,623,757) ENROLLMENT DECLINE ADJUSTMENT

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BUDGET TRACKING SHEET: FY 2019-20 and FY 2020-21

Attachment FC 10

		Budget Priorities				Governor			
		2019-20		2020-21		2019-20		2020-21	
2	**2019-20 Base Budget**	1,168,416,399		1,168,416,399		1,168,416,399		1,168,416,399	
3	**Enrollment Adjustment**	(912,884)	R	(912,884)	R	(912,884)	R	(912,884)	R
4	**Expansion**								
5	Fully Fund Short-Term Workforce Training	11,249,306	R	11,249,306	R	11,249,306	R	11,249,306	R
6	Fund Workforce Development Focused IT	15,000,000	R	15,000,000	R	$15 M in IT reserve	NR	-	
7	Fund Workforce Focused Multi-Campuses	2,266,348	R	2,266,348	R	2,266,348	R	2,266,348	R
8	Stabilize Budgets for Hurricane Florence Impacted Colleges	Waiting for Spring 2019 Enrollment Census				-		-	
9	Expand Career Coach Program	2,800,000	R	2,800,000	R	2,210,000	R	2,210,000	R
10	NC Grow Scholarships for CU specific high demand programs					-		$30 M Receipt	R
11	NC Grow for CE specific high demand programs					$5 M Receipt	R	$10 M Receipt	R
12	Finish Line Grants					$5 M Receipt	R	$5 M Receipt	R
13	System Office 2 Data Analytic positions					118,207	R	236,414	R
14	***Expansion Subtotal***	***31,315,654***	***2.7%***	***31,315,654***	***2.7%***	***15,843,861***	***1.4%***	***15,962,068***	***1.4%***
15	**Net Adjustments to 2019-21 Base Budget (without salary adj)**	**$ 30,402,770**	**2.6%**	**$ 30,402,770**	**2.6%**	**$ 14,930,977**	**1.3%**	**$ 15,049,184**	**1.3%**
16	**Recommended FY 2019-21 General Fund Approp. (without salary adj)**	**$ 1,198,819,169**	**2.6%**	**$ 1,198,819,169**	**2.6%**	**$ 1,183,347,376**	**1.3%**	**$ 1,183,465,583**	**1.3%**
17	**Salaries & Benefits**								
18	Faculty & Staff Salary Increases -State Aid	Work towards National Average.				19,320,859	R	38,979,229	R
19	System Office Salary Increases					273,822	R	552,427	R
20	State Retirement Contributions - State Aid					11,764,629	R	27,254,724	R
						6,666,623	NR	-	
21	State Retirement Contributions - System Office					166,732	R	386,263	R
						94,482	NR	-	
22	State Health Plan - State Aid					4,383,050	R	8,927,110	R
23	State Health Plan - System Office					43,779	R	89,166	R
24	**Recommended FY 2019-21 General Fund Appropriation**	**$ 1,198,819,169**	**2.6%**	**$ 1,198,819,169**	**2.6%**	**$ 1,226,061,352**	**4.9%**	**$ 1,259,654,502**	**7.8%**
	Salary Increase					Greater of $500 or 1.5%		Greater of $500 or 1.5%	
	Retirement Rate (TSERS)					?		?	
	State Health Plan Rate					?		?	
25	Adjustments - Recurring	30,402,770	2.6%	$ 30,402,770	2.6%	$ 50,883,848	4.4%	$ 91,238,103	7.8%
26	Adjustments - Non-Recurring	$ -	0.0%	$ -	0.0%	$ 6,761,105	0.6%	$ -	0.0%

SBCC
03/15/2019

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SUMMARY OF BUDGET PROPOSAL: FY 2019-20

				GOVERNOR			
1		FY 2018-19 Certified Budget	FY 2019-20 Base Budget	FY 2019-20 Adjustments	FY 2019-20 Recommended	% Change vs. 18-19 Cert.	% Change vs. 19-20 Base
2	**NCCCS State Funding**						
3	Requirements*	1,569,701,928	1,561,623,007	55,661,531	1,617,284,538	3.0%	3.6%
4	Receipts	384,002,836	393,206,608	(1,983,422)	391,223,186	1.9%	-0.5%
5	**GF Appropriation**	**$1,185,699,092**	**$1,168,416,399**	**$57,644,953**	**$1,226,061,352**	**3.4%**	**4.9%**
6	**NCCCS State Funding per FTE**						
7	BFTE	235,976	232,677	-	232,677		
8	Requirements*	$6,651.96	$6,711.55	$239.22	$6,950.77	4.5%	3.6%
9	Receipts	$1,627.30	$1,689.92	($8.52)	$1,681.40	3.3%	-0.5%
10	**GF Appropriation**	**$5,024.66**	**$5,021.62**	**$247.75**	**$5,269.37**	**4.9%**	**4.9%**

11 *Requirements = Spending Authority

Other Key Items in the Budget:

12 Invest NC bond proposal by Governor Cooper invests $500 million for the NC Community College System including $300 million for new capital and renovation projects and $200 million for collaborative regional projects to prepare workers for jobs in the fields of advanced manufacturing, health sciences, information technology, construction, transportation, and public safety. The total bond worth $3.9 billion would be on the November 2020 ballot to ask voters to address key infrastructure needs across the state.

13 NC Career Coaches item includes the requested special provision to adjust the local matching requirement.

14 Provides $475K for 2 new CIHS and $1.035M for 7 CIHS moving to 2nd year of operation.

15 Provides $1.5M (in UNC Financial Aid budget) for NCCCS summer scholarships.

16 Provides $2.6M for $1,000 scholarships (in UNC Financial Aid budget) for NCCCS Associate Degree students who transfer to UNC. Provides additional funds to facilitate credit transfers for active duty military and veteran students.

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Richmond Community College, Grimsley Health Sciences Building, Room 237
Thursday, March 14, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – February 14, 2019

For Future Action

- Curriculum Program Application – New to the System (Attachment PROG 01)
  - Piedmont Community College
    - Public Safety Administration (A55xxx)
- Addition to Special Curriculum Program Application List (Attachment PROG 02)
  - Tri-County Community College
    - Public Safety Administration (A55xxx)
- Curriculum Program Application (Attachment PROG 03)
  - Central Piedmont Community College
    - Medical Sonography (A45440)
- Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04)**
  - Central Carolina Community College
    - Air Conditioning, Heating and Refrigeration Technology (A35100)
    - Electrical Systems Technology (A35130)
    - Mechanical Engineering Technology (A40320)
  - Forsyth Technical Community College
    - Aviation Electronics (Avionics) Technology (A60150)
    - Aviation Systems Technology (A60200)
- Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 05)**
  - Beaufort County Community College – Hyde Correctional Institution
    - HRD-4100 Working Smart
      - (Working Smart)
    - OSH-3003 OSHA Environmental Safety
      - (Introduction to Industry Safety and Logistics)
    - OST-3100 Office Software Applications
      - (Office Applications)
  - Beaufort County Community College – Tyrrell Prison Work Farm
    - HRD-4100 Working Smart
      - (Working Smart)
    - OST-3100 Office Software Applications

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Richmond Community College, Grimsley Health Sciences Building, Room 237
Thursday, March 14, 2019 – 1:30 p.m.

        - (Office Software Applications)
- Combined Course Library – Continuing Education (Attachment PROG 06)**
    - New Course Approvals, Modifications, and Tier Designations
        - New Course Approval – NCCCS/NC Justice Academy
            - NCJA SRO Training (CJC-4040)
- Initiate Rulemaking Process to Amend 1D SBCCC 400.11 - "Education Services for Minors" (Attachment PROG 07)

For Information

Programs Committee

- Curriculum Program Terminations as Approved by the System President (Attachment PROG 08)
    - Blue Ridge Community College
        - Community Spanish Interpreter (A55370)
        - Environmental Science Technology (A20140)
        - School-Age Care (Certificate) (C55450)
    - Caldwell Community College and Technical Institute
        - Landscaping and Gardening (A15260)
    - Wilkes Community College
        - Manicuring/Nail Technology (Certificate) (C55400)
- SBCC Code Report (Attachment SBCCC 01)

Finance Committee

- Allocation for Food and Nutrition Services: Employment and Training Program Grant (Attachment FC 02)
- FY 2019-20 NC Community College Grant Program Payment Schedule (Attachment FC 03)
- Targeted Assistance and Less Than Half Time Grant Program (Attachment FC 04)

New Business

Adjourn

****The Programs 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 consent agenda.**

MINUTES
State Board of Community Colleges
PROGRAMS COMMITTEE
Thursday, February 14, 2019

MEMBERS PRESENT:

Sam Powell, Chair	Toni Formato	Bob Stephens
Candler Willis, Vice Chair	Bobby Irwin	Ernest Pearson

Members absent: William Holder

OTHERS IN ATTENDANCE:

Lisa Chapman	Hilmi Lahoud	Wesley Beddard
Alexandra Doles	Frank Scuiletti	Gilda Rubio-Festa
Lori Byrd	Dorothy Strickland	Nancye Gaj
Lisa Eads	Brian Long	Shanté Martin
	James "JW" Kelley	

CALL TO ORDER
Dr. Powell called the meeting to order at 9:33am in the Caswell Building, Conference Rm 467.

ROLL CALL
Dr. Powell took the roll of the Programs Committee members and there was a quorum.

ETHICS STATEMENT
Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA
Dr. Powell requested a motion to approve the February 14, 2019 agenda. Mr. Irwin made a motion to approve the agenda and Dr. Willis seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES
Dr. Powell requested a motion to approve the January 17, 2019 minutes. Mr. Stephens made a motion to approve the minutes and Mr. Irwin seconded the motion. It was unanimously approved by the committee.

FOR FUTURE ACTION:
Legislative Reports for Career and College Promise and Cooperative Innovative High Schools (Attachment PROG 01)

Dr. Chapman reviewed the item. This is an annual report that will be submitted to the State Legislature. In the 2017-18 school year, there were 26,090 students enrolled in the Cooperative Innovative High Schools; 5,581 students graduated; 2,856 graduated with an associate degree; 1,108 of those graduated with career credentials; 5,380 CIHS students were admitted to UNC system; and 1,313 CIHS students were admitted to independent colleges and universities. The high school completion rate, graduation rate, and the academic outcomes are above the state average and the drop-out rate is below the state average.

Dr. Willis asked, if this program did not exist, what would the cohort have alternatively done to complete their education. When the CIHS were founded, the focus of the high schools was that they should reflect the community in which they are developed and were designed to help "At Promise" students be successful. SERVE (through UNC) collects the CIHS data, which shows the success of this program. As some CIHS are using a lottery process, data is collected for students who were selected in the lottery and for those who were not selected by the lottery to determine the impact of the CIHS in addition to the data that is collected from those that do not use a lottery process.

Mr. Pearson asked a question relating to the breakdown of pathways by ethnicity in the programs on page 15 and noted that the CTE program shows that African-Americans are enrolled at 60% but the Career and College Promise (CCP) program shows that participation drops to 8%. The System Office staff have been looking across the state at the Dual Enrollment population and feel that it is not reflecting the diversity of the communities as it should. There are discussions with SERVE to assist the System Office in ensuring that all students have access to the CTE/CCP programs and understand the value of them. The System Office expects to see improvements in these numbers in the schools that have Career Coaches.

Dr. Powell asked on the costs incurred by students and the amount of time it takes students to complete the associate degree if they are doing it in conjunction with their high school degree. Students do not pay tuition. The Early College model can be completed in four years, but it is designed to be completed in five years.

Mr. Irwin asked what percentage of high schools in the state are enrolled in CIHS if there are only approximately 20,000 CIHS students. There are just over 600 high schools in the state with about 450,000 high school students and over 100 schools are CIHS. Since the program is designed to have only 100 students per level, the number of enrolled CIHS students is rather small. An alternative for students who are not enrolled in CIHS is the CCP program, which has 46,000 participants, and is designed to reach more students.

Mr. Irwin asked if the students enrolled in Early College already have the intent to complete a college credential and whether the drop-out rate is a significant indicator for this group of students. These are students who fall into a broad "middle group" that may need individual support and encouragement to reach their education goals.

On a motion made by Dr. Willis, seconded by Mr. Stephens, the above item was approved. On a motion by Dr. Willis, seconded by Mr. Stephens, the rules were suspended, and this item was moved to the "For Action" agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the "Action" agenda at their meeting on February 14, 2019.

Associate in Fine Arts Uniform Articulation Agreements (Attachment PROG 02)
Dr. Chapman reviewed this item.

The committee had no questions or concerns.

On a motion made by Dr. Willis, seconded by Mr. Irwin, the above item was approved. On a motion by Dr. Willis, seconded by Mr. Irwin, the rules were suspended, and this item was moved to the "For Action" agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the "Action" agenda at their meeting on February 14, 2019.

Curriculum Program Application – Fast Track for Action (FTFA) (Attachment PROG 03)

- Central Piedmont Community College
  - Polysomnography (A45670)
- Durham Technical Community College
  - Culinary Arts (A55150)
- Lenoir Community College
  - Electroneurodiagnostic Technology (A45320)
- McDowell Technical Community College
  - Applied Engineering Technology (A40130)
  - Cyber Crime Technology (A55210)
  - Mechatronics Engineering Technology (A40350)

Dr. Chapman reviewed the item. All documents were in order.

The committee had additional discussions concerning the four bullet points that colleges must meet to qualify for Fast Track for Action and the impact on multi-campus colleges.

On a motion made by Mr. Pearson, seconded by Dr. Willis, the above item was approved. On a motion by Mr. Pearson, seconded by Dr. Willis, the rules were suspended, and this item was moved to the "For Action" agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the "Action" agenda at their meeting on February 14, 2019.

Combined Course Library – Continuing Education (Attachment PROG 04)

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approval – Stanly Community College
    - Personal Property Appraiser (MKT-3095)
  - Course Modification – NCCCS/NC Office of Emergency Medical Services
    - Emergency Medical Technician Initial (EMS-4200)

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

On a motion made by Mr. Pearson, seconded by Dr. Willis, the above item was approved. On a motion by Mr. Pearson, seconded by Dr. Willis, the rules were suspended, and this item was moved to the "For Action" agenda at this meeting; the Full Board will be asked to suspend the rules and place this item on the "Action" agenda at their meeting on February 14, 2019.

FOR ACTION

Progress on the Implementation of the Career and College Ready Graduates Program (Attachment PROG 05)

Dr. Chapman reviewed the item. This item came before the State Board in January and is due to the State Legislature in March.

Mr. Irwin asked, in relation to recommendations by the State Board Governance Committee, if this item is an example of a Programs Committee item that would go through the System President and System Office staff directly to the Legislature instead of coming through the State Board. The reports that are routine and just data that is being reported would go directly to the State Legislature from the System Office while reports that address how well a program is being implemented or connected with one of the System Office partners like UNC or the Department of Public Instruction (DPI) would still come before the committee and the State Board. This specific item would be an example of a report that would still be presented to the Programs committee and the State Board.

On a motion made by Dr. Willis, seconded by Mr. Pearson, PROG 05 was approved for the "For Action" agenda at their meeting on February 14, 2019. The motion was approved by voice vote.

Cooperative Innovative High School Applications (CIHS) (Attachment PROG 06) [CA]

Dr. Chapman reviewed this item. This item came before the State Board in January.

The committee had no questions or concerns.

On a motion made by Dr. Willis, seconded by Mr. Irwin, PROG 06 was approved for the "For Action" agenda at their meeting on February 14, 2019.

FOR INFORMATION

Programs Committee Agenda Items

Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 07)

- Carteret Community College
  - Photographic Technology (A30280)

Dr. Chapman reviewed the item. All documents are in order.

The committee had no questions or concerns.

Curriculum Program Termination as Approved by the System President (Attachment PROG 08)

- Forsyth Technical Community College
  - Cyber Crime Technology (A55210)
  - Environmental Science Technology (A20140)
- Wake Technical Community College
  - Computer Engineering Technology (A40160)
  - Environmental Science Technology (A20140)
  - Industrial Engineering Technology (A40240)
  - Landscape Architectural Technology (A40260)

Dr. Chapman reviewed the item. All documents are in order.

The committee had no questions or concerns.

SBCC Code Report (Attachment SBCCC 01)
General Counsel Martin reviewed the item.

The committee had no questions or concerns.

Finance Committee Information Items
State Board Reserve Funding for Hispanic Initiative (Attachment FC 01)
Dr. Chapman reviewed the item.

The committee had no questions or concerns.

Allocation for Small College Prison Program (Attachment FC 03)
Dr. Chapman reviewed the item.

The committee had no questions or concerns.

Service Agreement for Resources for Career and Technical Education Faculty (Attachment FC 04)
Dr. Chapman reviewed the item.

The committee had no questions or concerns.

OTHER BUSINESS

Dr. Powell asked for updates on Dr. Chapman's transition to Central Carolina Community College.

ADJOURN

The meeting was adjourned at 10:37 am on a motion by Dr. Willis, seconded by Mr. Irwin, and approved via voice vote.

Recording Secretary
Alexandra Doles

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application
(New to the System)

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

Piedmont Community College
Public Safety Administration (A55xxx)

Contact(s):
Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Piedmont Community College
Public Safety Administration (A55xxx)

Program Planning: Piedmont Community College is seeking approval for the new-to-the-system Public Safety Administration (A55xxx) program to begin Fall, 2019. The planning area is defined as the college's service area of Caswell and Person counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Piedmont Community College on January 24, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Piedmont 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: Piedmont Community College (PCC) indicates the following:

- Local employment opportunities are excellent for individuals pursuing a career in public service including 911 operators, detention officers, sheriff's office employees, and volunteer and full-time fire and rescue workers. A local college survey indicated that there are over 200 such paid positions available in Caswell and Person counties.

- Economic Modeling Specialists International (EMSI) projected an increase of 8% in law enforcement positions nationally over the next ten years. Other governmental supervisory positions are expected to increase by 10%. Security guard positions are expected to rise 6%. Median pay for police and detectives is $62,960 nationally.

- The program is fully supported by the NC Criminal Justice Education and Training Standards Commission (NCCJ Commission) and the NC Private Protection Services Board that also provided letters of support.

- The college received letters of support for the program from the Caswell County Sherriff's Office, Caswell County Emergency Services, Roxboro Fire Department, Roxboro Police Department, Person County Sherriff's Office, Person County Department of

Emergency Services (Director), Person County Department of Emergency Services (EMS Operations), and Person County Department of Emergency Services (911 Operations).

- The program is supported by members of the Higher Education Committee of the NCCJ Commission which includes Appalachian State University, Gardner-Webb University, Wake Technical CC, and the NC Justice Academy. Several community colleges also showed support for the proposed Public Safety Administration program.

- The college currently offers many of the courses that constitute the program and plans on offering Career and College Promise pathways from secondary education that have already proven successful. The college believes that the proposed program will also provide an excellent professional development opportunity for the many incumbent workers currently employed in public safety within their service area.

Impact of the Proposed Program on Other Programs: The proposed program is new to the system. The most similar programs would be Criminal Justice technology (A55180), Emergency Management (A55460), and Fire Protection Technology (A55240). An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations. Course work in diverse subject areas includes public service administration and education, interagency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector. Employment opportunities exist with fire or police departments, emergency management organizations, governmental agencies, industrial firms, correctional facilities, private industries, insurance organizations, educational organizations, security and protective organizations, and through self-employment opportunities.

Contact(s):
Dr. Frank Scuiletti
Senior Program Administrator

Curriculum Standard for Public Safety Administration

Career Cluster: Law, Public Safety, Corrections & Security

Cluster Description: Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Pathway: Public Safety Technologies	**Effective Term:** Summer 2019 (2019*02)

Program Majors Under Pathway:

Program Major / Classification of Instruction Programs (CIP) Code		**Credential Level(s) Offered**	**Program Major Code**
Public Safety Administration	CIP Code 43.xxxx	AAS/Diploma/Certificate	A55xxx

Pathway Description: The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations.

Course work in diverse subject areas includes public safety administration and education, interagency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.

Employment opportunities exist with fire or police departments, emergency management organizations, governmental agencies, industrial firms, correctional facilities, private industries, insurance organizations, educational organizations, security and protective organizations, and through self-employment opportunities.

Public Safety Administration A55xxx

Recommended General Education Academic Core	**AAS**	**Diploma**	**Certificate**
Minimum General Education Hours Required:	**15 SHC**	**6 SHC**	**0 SHC**
Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative general education courses to meet local curriculum needs.			
1. Communication: ENG 111 Writing & Inquiry (UGETC) (3) *and* (UGETC) COM 231 Public Speaking (3) *or* (UGETC) COM 120 Intro. Interpersonal Communication (3) *or* ENG 112 Writing/Research in the Disc (3) or ENG 114 Prof Research & Reporting (3)	**6 SHC**	**3-6 SHC**	**Optional**
2.Humanities/Fine Arts: HUM 115 Critical Thinking (3)	**3 SHC**	**0-3 SHC**	**Optional**
3.Social/Behavioral Sciences: N/A POL 120 American Government (3) (UGETC)	**3 SHC**	**0-3 SHC**	**Optional**
4.Natural Sciences/Mathematics: N/A MAT 143 Quantitative Literacy (3) *or* (UGETC) MAT 152 Statistical Methods I (3) (UGETC)	**3 SHC**	**0-3 SHC**	**Optional**

II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. Below is a description of each section under Major Hours.

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

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

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

**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.*

Public Safety Administration A55xxx	**AAS**	**Diploma**	**Certificate**
Minimum Major Hours Required:	**49 SHC**	**30 SHC**	**12 SHC**
A. Technical Core:	28-33 SHC		
Required Courses:			
PAD 151 Intro to Public Admin 3 SHC			
PAD 252 Public Policy Analysis 3 SHC			
PAD 254 Grant Writing 3 SHC			
EPT 124 EM Services Law & Ethics 3 SHC *or*			
FIP 152 Fire Protection Law 3 SHC *or*			
PAD 152 Ethics in Government 3 SHC			
FIP 228 Local Govt Finance 3 SHC *or*			
PAD 251 Public Finance & Budgeting 3 SHC			
CJC 170 Critical Incident Mgmt Pub Saf 3 SHC			
or			
EPT 150 Incident Management 3 SHC			
Select one course from the following:			
CJC 240 Law Enfor Mgt. & Superv 3 SHC			
EMS 235 EMS Management 2 SHC			
FIP 276 Managing Fire Services 3 SHC			
B. Tracks. Choose one Subject Area minimum			
Correction Services:			
PST 120 NCDPS Correctional Officer Training 8 SHC			
OR the following 3 courses:			
CJC 141 Corrections 3 SHC			
CJC 225 Crisis Intervention 3 SHC			
CJC 232 Civil Liability 3 SHC *or*			
CJC 233 Correctional Law 3 SHC			
Emergency and Fire Management Services: Choose 12 SHC minimum from: EPT, EMS, FIP, or PST* *			
Law Enforcement Services: Choose 12 SHC Minimum from: CJC/PST** course prefixes including BLET).			
Security and Loss Prevention Services: Choose from CJC/PST** courses			
CJC 151 Intro to Loss Prevention 3 SHC			
CJC 152 Intro to Sec/Protect Service 3 SHC			
CJC 153 Private Security Operations 3 SHC			
CJC 154 Private Security Business 3 SHC			
**Maximum 9 SHC awarded for PST			
B. Program Major(s): Not Applicable			
C. Other Major Hours: ***To be selected from the following prefixes:***			
ASL, BIO, BUS, CCT, CET, CIS, CJC, CSC, CTI, CTS, DBA, ECO, EDU, EHS, EMS, EPT, FIP, GIS, HEA, HIS, HSE, LEX, NET, OST, PAD, PED, PLS, POL, PSC, PST, PSY, SEC, SOC, SPA, and WBL. *Up to two semester hour credits may be selected from ACA.* *Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA*			

IV. Employability Competencies

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

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

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

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

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

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

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

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

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

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

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

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

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

Proposed Security and Loss Prevention Services Core Courses

CJC-152 **Intro to Sec/Protect Service**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course introduces the various components, processes, and operational characteristics associated with private security and loss prevention services. Topics include armed/unarmed security guard/officer hiring criteria including licensing, job responsibilities, career pathways, professional conduct and communication, public relations, emergency procedures, law, first aide, legal issues and liability, workplace violence, patrol techniques, and the security industry. Upon completion, students should be able to evaluate career options and define and describe the major system components, processes, and operational characteristics associated with the private security industry.

CJC-153 **Private Security Operations**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course introduces the various operations associated with private security and loss prevention services. Topics include strategies for protecting individuals and company assets, report writing, interview techniques, crime and accident prevention, courtroom procedures, observation techniques, traffic direction, surveillance, substance abuse, law enforcement relationships, and emergency procedures. Upon completion, students should be able to demonstrate an understanding of the various operational characteristics common to the private security industry.

CJC-154 **Private Security Business**

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course introduces the business and managerial aspects specific to private security and loss prevention services. Topics include profitability, personnel management, finances, rules, policies, and law, organizational structure, sales management, and issues specific to private security and loss prevention services. Upon completion, students should be able to explain the basic characteristics required of an effective private security and loss prevention services business.

Public Safety Training (PST)*

		Class	Lab	Credit
*Effective Term – Fall 2019 [2019*03]*				
PST 120	**NCDPS Correctional Officer Training**	6	4	8
Prerequisites:	None (160 Hours Minimum Documented Training)			
Corequisites:	None			

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*				
PST 123	**NC Sheriffs' Telecommunicator Training**	2	0	2
Prerequisites:	None (47 Hours Minimum Documented Training)			
Corequisites:	None			

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 47-hour Telecommunicator Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*				
PST 124	**NC Sheriffs' Detention Officer Training**	6	4	8
Prerequisites:	None (174 Hours Minimum Documented Training)			
Corequisites:	None			

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 174-hour Detention Officer Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission and required for certification as a detention officer. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*				
PST 125	**NC Basic Juvenile Justice Officer Training**	4	6	7
Prerequisites:	None (160 Hours Minimum Documented Training)			
Corequisites:	None			

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*				
PST 126	**NC Basic Juvenile Justice Counselor Training**	4	6	7

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

Prerequisites: None (162 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 127	**NC Basic Probation Officer Training**	6	6	9

Prerequisites: None (216 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 151	**NC Justice Academy Training**	1	0	1

Prerequisites: None (16 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 152	**NC Justice Academy Training**	1	2	2

Prerequisites: None (48 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 153	**NC Justice Academy Training**	1	4	3

Prerequisites: None (80 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 154	**NC Justice Academy Training**	2	6	4

Prerequisites: None (128 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 155	**NC Justice Academy Training**	2	9	5

Prerequisites: None (176 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 156	**NC Justice Academy Training**	2	12	6

Prerequisites: None (224 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 157	**NC Justice Academy Training**	2	15	7

Prerequisites: None (272 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

*Effective Term – Fall 2019 [2019*03]*

PST 158	**NC Justice Academy Training**	2	18	8

Prerequisites: None (320 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 159	**NC Justice Academy Training**	2	21	9

Prerequisites: None (368 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 161	**NC OSFM Training**	1	0	1

Prerequisites: None (16 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 162	**NC OSFM Training**	1	2	2

Prerequisites: None (48 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 163	**NC OSFM Training**	1	4	3

Prerequisites: None (80 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 164	**NC OSFM Training**	2	6	4

Prerequisites: None (128 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 165	**NC OSFM Training**	2	9	5

Prerequisites: None (176 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 166	**NC OSFM Training**	2	12	6

Prerequisites: None (224 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 167	**NC OSFM Training**	2	15	7

Prerequisites: None (272 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 168	**NC OSFM Training**	2	18	8

Prerequisites: None (320 Hours Minimum Documented Training)
Corequisites: None

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 169	**NC OSFM Training**	2	21	9

Prerequisites: None (368 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 171	**NCCCS Public Safety Training**	1	0	1

Prerequisites: None (16 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 172	**NCCCS Public Safety Training**	1	2	2

Prerequisites: None (48 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 173	**NCCCS Public Safety Training**	1	4	3

Prerequisites: None (80 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 174	**NCCCS Public Safety Training**	2	6	4

Prerequisites: None (128 Hours Minimum Documented Training)

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 175	**NCCCS Public Safety Training**	2	9	5

Prerequisites: None (176 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**.** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 176	**NCCCS Public Safety Training**	2	12	6

Prerequisites: None (224 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 177	**NCCCS Public Safety Training**	2	15	7

Prerequisites: None (272 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 178	**NCCCS Public Safety Training**	2	18	8

Prerequisites: None (320 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

*Effective Term – Fall 2019 [2019*03]*

PST 179	**NCCCS Public Safety Training**	2	21	9

Prerequisites: None (368 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).** Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PLC 181	**NCDPS Unarmed Security Guard Training**	1	0	1

Prerequisites: None (16 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is Unarmed Security Guard training regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Fall 2019 [2019*03]*

PST 182	**NCDPS Armed Security Officer Instructor Training Firearms**	2	0	2

Prerequisites: None (40 Hours Minimum Documented Training)
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Armed Security Officer Training Firearms regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*Effective Term – Summer 2019 [2019*02]*

PST 189	**NCDOJ Professional Certificate Program**	9	0	9

Prerequisites: None
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file. **(Attach Official Documents to *Prior Learning Credit Source Portfolio Form* and retain in Student File)**

*** No Tier Designation is required for PST-Public Safety Training courses.**
Rationale: PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.

***PST courses are to be utilized as a mechanism for awarding public safety training credit for training that has been vetted and provided by appropriate state agencies. Students are not enrolled in the courses nor is FTE earned.**

STATE BOARD OF COMMUNITY COLLEGES
Addition To Special Curriculum Program Application List
Public Safety Administration (A55xxx)
Tri-County Community College

Request:

The State Board of Community Colleges established the following criteria for adding programs to the Special Curriculum Program Application list*:

1) There is an urgent and/or critical need for graduates from the identified program or there is a change in licensure requirements by an outside agency that requires immediate compliance.

2) The perceived system-wide impact of the program to colleges is minimal.

Tri-County Community College (T-CCC) requests approval to add the Public Safety Administration program to the list of programs that follow the Special Curriculum Program Application process.

Background:

The NC Criminal Justice Education and Training Standards Commission created a Higher Education for Law Enforcement Committee to help address significant ongoing issues they are experiencing within the public safety community particularly the need to fill critical employment positions.

Rationale:

The Public Safety Administration program is essential to public safety organizations as both a professional development tool and an educational pathway leading to employment opportunities for students within the Law, Public Safety, Corrections and Security Career Cluster. This is supported by the following:

- With assistance from the NCCCS, the Public Safety Administration program was developed. The program includes educational pathways that support law enforcement officer professional development opportunities and is designed to attract individuals to a variety of public safety careers beginning in high school. The Committee is very satisfied with the program and would like to see it instituted state-wide as soon as possible.
- The NC Department of Public Safety has experienced great difficulty locating and retaining correctional officers which has been exacerbated by growing inmate populations. NC DPS requires immediate and ongoing assistance filling potential cohorts of qualified employees to meet their critical needs. The corrections track contained within this program is designed to help address this issue.

- To date, the NC Community College System currently has no educational pathway in Private Protective Security, yet employers across the state continue to have issues meeting their demand for employees. The NC DPS Private Protective Services Commission fully supports expanding opportunities for colleges to offer this educational pathway beginning with Career and College Promise high school programs.
- NC DPI has recently developed and expanded educational pathways within the public safety sector. Unfortunately, employment opportunities often fluctuate in areas such as fire protection, due to employment saturation issues, leaving those students with limited employment opportunities. Students enrolling in and completing the Public Safety Administration program will have mastered broad skillsets that allow for lateral movement into various public safety as well as municipal, county, and state managerial or administrative positions, thereby expanding their likelihood of landing a job.
- Law enforcement agencies across the state face low minority participation levels. Expanding-out Basic Law Enforcement Training into a degree program offers additional opportunities for minorities who may, in certain instances, prefer an administrative position over a patrol officer position.
- There should be minimal expense to colleges. Coursework, facilities, and instructional staff are currently in place within currently offered public safety programs.

T-CCC suggests that the addition of the Public Safety Administration (A55xxx) program to the Special Application list will help remediate these challenges with minimal impact on current program offerings.

Fifty-six colleges are approved to offer the Criminal Justice Technology (A55180) program and two are approved as participating colleges under an Instructional Service Agreement; sixteen are approved to offer Emergency management (A55460); and twenty are approved for Fire Protection (A55240).

The approval of this item is contingent upon approval of the Public Safety Administration AAS program.

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

Contact(s):
Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Application

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

Central Piedmont Community College
Medical Sonography (A45440)

Contact(s):
Dr. Lisa Eads
Director

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Central Piedmont Community College
Medical Sonography (A45440)

Program Planning: Central Piedmont Community College is seeking approval for the Medical Sonography (A45440) program to begin Fall 2019. The planning area is defined as the college's service area of Mecklenburg County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Piedmont Community College on July 12, 2017. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Piedmont Community College have certified the following:

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

Program Rationale: Central Piedmont (CPCC) indicates the following:

- The US Department of labor reports the median annual salary for sonographers in Charlotte was $63,700 in 2015, which is comparable to the salary earned across the state.
- There is currently no medical sonography program in Mecklenburg County. An average of 18 students per year from Mecklenburg County enroll elsewhere.
- Projected employment rates of medical sonographers is expected in increase by 27 % in the state of NC by 2026. Employment growth for Mecklenburg County is 15% with a projected demand of 222 jobs over the next 10 years. A projected 150 job openings are expected in NC with 5400 job openings expected nationwide by 2026. In 2016-17, ads for medical sonographer job openings in the Charlotte-Concord-Gastonia three-county region consistently totaled nearly 150.

By contrast, in 2018-19, the number of medical sonographer job openings in Mecklenburg County alone total nearly 100.

Impact of the Proposed Program on Other Programs: Nine community colleges are approved to offer the Medical Sonography program. This program contains a clinical component; therefore, each college was provided with a program impact assessment from Central Piedmont Community College. **Seven colleges approved to offer the program are in agreement with the impact assessment. One college was not in agreement and does not support the college applying for the program. A letter of concern is included with the application. Two colleges are not in agreement with the impact assessment but do support the application.**

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 *Medical Sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures. Course work includes physics, cross-sectional anatomy, abdominal, introductory vascular, and obstetrical/gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills. Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians' offices, mobile services, hospitals, and educational institutions.*

Contact(s):
Dr. Lori Byrd
Associate Director

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

Central Carolina Community College
- Air Conditioning, Heating & Refrigeration Technology (A35100)
- Electrical Systems Technology (A35130)
- Mechanical Engineering Technology (A40320)

Forsyth Technical Community College
- Aviation Electronics (Avionics) Technology (A60150)
- Aviation Systems Technology (A60200)

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(s):
Dr. Lisa Eads
Director

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Central Carolina Community College
Electrical Systems Technology (A35130)

Program Planning: Central Carolina Community College is seeking approval for the Electrical Systems Technology (A35130) program to begin Fall, 2019. The planning area is defined as the college's service area of Chatham, Harnett, and Lee counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on January 14, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

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

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

- Data from the U.S. Department of Labor O-NET website indicated an annual growth rate of 10% growth for electrical technician jobs between 2016-2026. According to data from NCWorks.gov, fifty-seven electrician job openings were posted for the Triangle-South Workforce Development Region.
- A search of the Department of Labor's CareerOneStop website indicated an increase of 10% job openings for electricians in North Carolina earning average wages of $15.20 to $29.03 per hour.
- NC Tower, a product of NC Commerce's Labor and Economic Analysis Division, showed that 99% of 2011-12 electrical systems graduates were employed or are continuing their education.
- Building permits in Chatham County have increased more than two-fold since 2010. One of the largest planned developments in the country, Chatham Park, will contain 27,000 residential units.

- Local employer J.S. Howard Electrical Company submitted a letter of support to the college for the program.

- Lee County Schools submitted a letter of support for the electrical systems technology program.

- CCCC currently offers several programs that contain popular electrical courses and equipment that will be used in the electrical systems program and should make the transition to the new program more manageable and cost effective.

Impact of the Proposed Program on Other Programs: Thirty-eight community colleges are approved to offer the Electrical Systems Technology program. An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

Contact(s):
Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Central Carolina Community College
Air Conditioning, Heating, and Refrigeration Technology (A35100)

Program Planning: Central Carolina Community College is seeking approval for the Air Conditioning, Heating, and Refrigeration Technology (A35100) program to begin Fall, 2019. The planning area is defined as the college's service area of Chatham, Harnett, and Lee counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on January 14, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

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

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

- Data from the U.S. Department of Labor O-NET website indicated an annual growth rate between 2016-2026 of 15% growth for HVAC technician job openings.
- According to data from NCWorks, there were 546 HVAC technician job openings posted state-wide over the past year.
- A search of the Department of Labor's CareerOneStop website indicated a 16% increase in job openings for HVAC technicians in North Carolina with 1560 openings. Average wages of $13.22 to $29.49 per hour were reported.
- NC Tower, a product of NC Commerce's Labor and Economic Analysis Division, indicated that 93% of 2011-12 Air Conditioning, Heating, and Refrigeration Technology graduates were employed or are continuing their education.
- Local employer Yarborough Heating and Air submitted a letter of support to the college for the program.

- Lee County Schools submitted a letter of support for the Air Conditioning, Heating, and Refrigeration Technology program.

- CCCC currently offers popular HVAC courses within their industrial systems program and has the equipment and instructional staff that will be used to make the transition to the new program more manageable and cost effective.

Impact of the Proposed Program on Other Programs: Thirty-four community colleges are approved to offer the Air Conditioning, Heating, and Refrigeration Technology program. An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems. Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

Contact(s):
Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Central Carolina Community College
Mechanical Engineering Technology (A40320)

Program Planning: Central Carolina Community College is seeking approval for the Mechanical Engineering Technology (A40320) program to begin Fall, 2019. The planning area is defined as the college's service area of Chatham, Harnett, and Lee counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on January 14, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

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

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

- Data from the U.S. Bureau of Labor Statistics indicated an annual growth rate of 5% for mechanical engineering technician jobs with a median salary of $55,360.
- A search of the Indeed jobs website indicated that there were approximately five hundred mechanical engineering-related positions available in North Carolina in 2018.
- Local employers Mertek Solutions and CTI Systems have submitted letters of support to the college for the program.
- Lee County Schools and the NC Department of Public Instruction, Division of Career and Technical Education have submitted letters of support for the mechanical engineering technology program.
- CCCC currently offers a CAD program which they will terminate in favor of the Mechanical Engineering Technology program. NC Commerce projects twice the growth

rate for mechanical engineering technicians over that of CAD technicians; therefore, graduates of the program would be better positioned in the job market.

- Lee County Schools Academy of Engineering, which is located at both high schools, will serve as a streamlined pathway into the MET program. The college will offer students the opportunity to dually-enroll in college courses as a means to facilitate their completion of the program while keeping the expense of postsecondary education at a minimum.

- Many of skill sets associated with mechanical engineering technology have crossover value beyond manufacturing within other types of service and repair industries.

Impact of the Proposed Program on Other Programs: Twenty-one community colleges are approved to offer the Mechanical Engineering Technology program. An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: A course of study that prepares the students to use basic engineering principles and technical skills to design, develop, test, and troubleshoot projects involving mechanical systems. Includes instruction in principles of mechanics, applications to specific engineering systems, design testing procedures, prototype and operational testing and inspection procedures, manufacturing system-testing procedures, test equipment operation and maintenance, computer applications, critical thinking, planning and problem solving, and oral and written communications. Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

Contact(s):

Dr. Frank Scuiletti
Senior Program Administrator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Forsyth Technical Community College
Aviation Systems Technology (A60200)

Program Planning: Forsyth Technical Community College is seeking approval for the Aviation Systems Technology (A60200) program to begin Fall, 2020. The planning area is defined as the college's service area of Forsyth and Stokes counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Forsyth Technical Community College on December 19, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Forsyth 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: Forsyth Technical Community College (FTCC) indicates the following:

- The U.S. Department of Labor and Statistics projected a 5% increase in aviation mechanics jobs nationally and an increase of 7% state-wide for 2014-2024.

- A local jobs survey indicated that there were 35 aviation technician jobs available with area aviation employers.

- Projections Central Long-Term projected 9.7% growth in aviation technician jobs for 2016-26. Median wages are estimated to be $61,020 annually.

- The college received letters of support for the program from Aero8, Inc., North State Aviation, Piedmont Propulsion Systems, LLC, Signature Flight Support, Rockwell Collins, and Triumph Group Integrated Systems-Clemmons.

- FTCC is using $16.6 million from a bond allocation to build an aviation campus at or near Smith Reynolds Airport which is located only 13.4 miles from the college's main campus.

- The college is partnering with Jim Shaw's ACE (aviation career education) Academy with plans to bring over 100 middle and high school students to FTCC to introduce them to the types of careers that exist with aviation.

- The program will provide a career pathway for students attending Carver High School and Quality Education Academy which are conveniently located adjacent to the airport.

Impact of the Proposed Program on Other Programs: Four community colleges are approved to offer the Electrical Systems Technology program. An impact assessment was sent to colleges located in contiguous counties. **No negative impact responses were received.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: The Aviation Systems Technology provides individuals with the knowledge and skills to qualify for an aircraft mechanic's certificate with airframe and/or powerplant ratings. The curriculum is approved by the Federal Aviation Administration (FAA) under 14 CFR Part 147, which governs aviation maintenance schools. Course work includes aviation mathematics, FAA regulations, basic electricity, aircraft drawings; aircraft structures, systems, and components; aircraft engines, theory, systems, and components; and engine inspections and maintenance. Employment opportunities exist as entry-level mechanics with air carriers, manufacturers, repair stations, fixed base operators, flight schools, and government aviation operations.

Contact(s):
Dr. Frank Scuiletti
Program Coordinator

STATE BOARD OF COMMUNITY COLLEGES
Program Application
Summary Evaluation Report
Forsyth Technical Community College
Aviation Electronics (Avionics) Technology (A60150)

Program Planning: Forsyth Technical Community College is seeking approval for the Aviation Electronics (Avionics) Technology (A60150) program to begin Fall, 2020. The planning area is defined as the college's service area of Forsyth and Stokes counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Forsyth Technical Community College on December 19, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Forsyth 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: Forsyth Technical Community College (FTCC) indicates the following:

- The U.S. Department of Labor and Statistics projected a 5% increase in avionics technician jobs nationally and an increase of 6% state-wide for 2014-2024.

- A local jobs survey indicated that there were 35 aviation/avionics technician jobs available with area aviation employers.

- Projections Central Long-Term projected 13% growth in avionics technician jobs for 2016-26. Median wages are estimated to be $62,650 annually.

- The college received letters of support for the program from Aero8, Inc., North State Aviation, Piedmont Propulsion Systems, LLC, Signature Flight Support, Rockwell Collins, and Triumph Group Integrated Systems-Clemmons.

- FTCC is using $16.6 million from a bond allocation to build an aviation campus at or near Smith Reynolds Airport which is located only 13.4 miles from the college's main campus.

- The college is partnering with Jim Shaw's ACE (aviation career education) Academy with plans to bring over 100 middle and high school students to FTCC to introduce them to the types of careers that exist with aviation.

- The program will provide a career pathway for students attending Carver High School and Quality Education Academy which are conveniently located adjacent to the airport.

Impact of the Proposed Program on Other Programs: Guilford Technical Community College is approved to offer the Aviation Electronics (Avionics) Technology (A60150) program. An impact assessment was sent to the college. **A negative impact response was not received.**

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 basic knowledge and skills required to enter the avionics career field as a technician and prepares students for the current avionics licensing agency examination. Course work includes general avionics, sheet metal, airframe systems, electrical and electronic systems, practical wiring, navigation equipment, flight management and flight control systems, flight line testing and troubleshooting, and Federal Aviation Administration (FAA) regulations. Graduates should be prepared for the current avionics licensing agency examination and for entry-level employment as an avionics technician in an avionics repair station, an airfield fixed base operator's avionics facility, or an independent repair facility.

Contact(s):
Dr. Frank Scuiletti
Program Coordinator

STATE BOARD OF COMMUNITY COLLEGES
Courses of Instruction to 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.

Strategic Plan Reference:
Theme: Economic and Workforce Impact
Goal 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

- Objective 2: Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

Continuing Education: Courses of Instruction

- Beaufort County Community College – Hyde Correctional Institution
  - HRD-4100 Working Smart
    - (Working Smart)
- Beaufort County Community College – Hyde Correctional Institution
  - OSH-3003 OSHA Environmental Safety
    - (Introduction to Industry Safety and Logistics)
- Beaufort County Community College – Hyde Correctional Institution
  - OST-3100 Office Software Applications
    - (Office Software Applications)
- Beaufort County Community College – Tyrrell Prison Work Farm
  - HRD-4100 Working Smart
    - (Working Smart)
- Beaufort County Community College – Tyrrell Prison Work Farm
  - OST-3100 Office Software Applications
    - (Office Software Applications)

Contact(s):
Margaret Roberton
Associate Vice-President, Workforce Continuing Education

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 NC Department of Public Safety 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

EXAMPLES: **WLD 3106 P** indicates the continuing education course offered in the Prison/ Corrections setting.

BSP 2000 S indicates the basic skills course 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 NC Department of Public Safety (DPS) Prison Facilities

Matrix Category	North Carolina Community College System Programming Options
1	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)
2	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)
3	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)
4	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 and Juvenile Justice (DACJJ) prisons are assigned matrix categories

Continuing Education Courses
Captive & Co-opted

Community College	Facility	Matrix Class.	Course Number	Facility Code	Master Course List Title (Local Title)	Contact Hours
Beaufort County CC	Hyde Correctional Institution	4b	HRD-4100	4180	Working Smart (Working Smart)	30
Beaufort County CC	Hyde Correctional Institution	4b	OSH-3003	4180	OSHA Environmental Safety (Introduction to Industry Safety and Logistics)	293
Beaufort County CC	Hyde Correctional Institution	4b	OST-3100	4180	Office Software Applications (Office Software Applications)	108
Beaufort County CC	Tyrrell Prison Work Farm	3	HRD-4100	3070	Working Smart (Working Smart)	30
Beaufort County CC	Tyrrell Prison Work Farm	3	OST-3100	3070	Office Software Applications (Office Software Applications)	108

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 course for placement in the Combined Course Library (CCL).

Request for New Course 1 of 1

Requesting College or Agency: NCCCS / NC Justice Academy

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
CJC 4040	NCJA SRO Training	40	R20 – Criminal Justice	3

Description: This course is designed to provide the trainee with the skills and knowledge to perform in the capacity of School Resource Officer (SRO). The curriculum for this NCJA SRO Training course must be the one authored by the North Carolina Justice Academy (NCJA), consisting of a minimum of 40 hours of instruction, and instructors must meet specific NCJA requirements. For details on current NCJA SRO Training course requirements, contact the NC Justice Academy, NC Department of Justice.

Rationale:

Specific School Resource Officer (SRO) training is being requested by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Standards Commission. Course content approved by the Commissions is authored by the NC Justice Academy (NCJA), and colleges utilizing the NCJA SRO Training curriculum must administer the course as prescribed by NCJA, to include course hours, course content and instructor qualifications.

Contact(s):
Margaret Roberton
Associate Vice President, Workforce Continuing Education

State Board of Community Colleges Code
TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.11 Education Services ~~for~~through Career and College Promise ~~Minors~~ (Curriculum)

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. All previous high school transition programs, including Huskins, Concurrent Enrollment, Cooperative and Innovative High Schools, Learn and Earn, and Learn and Earn Online were consolidated and replaced by Career and College Promise. Career and College Promise rules applicable to Workforce Continuing Education are provided in 1D SBCCC 300.4(c)(1)(D).

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

(b) Career and College Promise is a dual enrollment program for eligible North Carolina high school students. Community colleges may collaborate with local school administrative units to offer courses through the following Career and College Promise program pathways:

(1) A College Transfer Pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics;

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(2) A Career and Technical Education Pathway leading to a certificate, diploma or degree;

(3) Career and Technical Education – Workforce Continuing Education leading to a State or industry recognized credential. CCP rules applicable to Workforce Continuing Education are provided in 1D SBCCC 300.4(c)(1)(D).

~~(3)~~(4) A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the North Carolina General Statutes.

(c) All non-self-supporting curriculum courses taken by high school students at community colleges in accordance with this Section are tuition-waived.

(d) High school students may not audit courses offered under the Career and College Promise Program.

(e) High school students enrolled in a College Transfer Pathway or a Career and Technical Education Pathway may not enroll in developmental education ~~courses.~~courses, but may enroll in supplemental courses. For the purposes of this section, the phrase "supplemental courses" shall have the same meaning as in 1D SBCCC 400.8(b)(1).

(f) A college shall submit a program of study for each Career and College Promise program it plans to offer, to the North Carolina Community College System Office using program codes provided by the North Carolina Community College System Office.

(1) Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses or consist of courses as listed in the college's catalog as a local, traditional certificate. General education courses for career and technical education programs of study shall be directly related to student success in the selected major. All courses in the program of study must be required courses. Course options are prohibited.

(2) College Transfer Pathway programs of study shall be in compliance with the State Board approved Associate in Arts, Associate in Engineering, Associate in Science, Associate in Fine Arts in Visual Arts or Associate Degree Nursing Transfer Pathways approved by the State Board of Community Colleges.

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(3) Programs of study must be approved by the North Carolina Community College System Office assigned Academic Programs staff before students can be enrolled.

(4) Within the Career and College Promise program of study, a college must verify its capacity to teach all courses in the program of study.

(5) Career and College Promise Students may not be enrolled in the Associate in General Education or General Occupational Technology programs with the exception of the Associate in General Education in Nursing degree.

(6) Students enrolled in Adult Basic Education or Adult Secondary Education are not eligible for Career and College Promise.

(g) High school students shall complete a college application, provide a high school transcript which demonstrates eligibility to enroll in Career and College Promise as outlined in 1D SBCCC 400.11(i), (j), or (k) and provide evidence of college readiness as outlined in ~~SBCCC 400.11(i)(1)(i)~~1D SBCCC 400.11(k)(1) to be admitted into a Career and College Promise transfer pathway. The ~~high school~~student shall provide ~~signed and dated documentation from the high school principal or designee stating~~ a copy of the high school transcript or a copy of an assessment report from diagnostic assessment tests approved by the State Board of Community Colleges verifying that the eligibility requirements have been met. Colleges must verify eligibility prior to enrollment of the student in the Career and College Promise Program. Colleges shall maintain verification of student eligibility for a Career and College Promise pathway.

(h) Colleges shall assign student codes provided by the North Carolina Community College System Office and shall update the student code to reflect when the student transitions out of the Career and College Promise program and is no longer eligible to participate in the program and receive a tuition waiver.

(i) Colleges must be in compliance with 1D SBCCC 400.96(a) regarding Level I Instructional Service Agreements when providing courses (on-line or traditional) or services to groups of Career and College Promise students outside of their service area.

(j) High school graduation may not be delayed in order to continue a student's eligibility for the Career and College Promise Program.

(k) College Transfer Pathway

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(1) To be eligible for enrollment in a College Transfer Pathway, a high school student must:

(A) Be a high school junior or senior as designated by the local educational agency; and

~~(A)~~ (B) Have ~~a weighted~~an unweighted high school GPA of ~~3.0; and~~2.8; or

(C) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.

~~(D) A high school junior or senior who does not demonstrate college readiness in English, reading and mathematics may be enrolled in English and mathematics courses and will be a provisional student in a College Transfer Pathway if the student meets the following criteria:~~

~~(i) Has a cumulative weighted GPA of 3.5;~~

~~(ii) Has completed two years of high school English with a grade of "C" or higher;~~

~~(iii) Has completed high school Algebra II or Math III (or a higher level math class) with a grade of "C" or higher;~~

~~(iv) Has the written approval of the high school principal or his/her designee; and,~~

~~(v) Has the written approval of the community college president or his/her designee.~~

~~(vi) To no longer be a provisional student, the student must successfully complete the first English and first mathematics courses with a grade of "C" or higher.~~

~~(vii) Provisional students in the ADN pathway must complete the first math in the AGE - Nursing degree with a "C "or higher and ENG 111 in the pathway with a "C" or higher before being fully admitted to the ADN pathway.~~

~~(viii) Once a student completes the requirements to no longer be a provisional student and with approval of the high school principal or the high school principal's designee and the college's chief student development~~

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~~administrator or the college's chief academic officer, the student may enroll in both a College Transfer Pathway and a Career Technical Education Pathway.~~

(2) To maintain eligibility for continued enrollment in the pathway, a student must:

(A) Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35 and

(B) Maintain a 2.0 GPA in college coursework after completing two courses.

(3) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

(4) A student may only enroll in one College Transfer Pathway program of study. Course substitutions may be approved by the chief academic officer for individual students. Course substitutions for individual students must be documented and maintained on file.

(5) A student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.

(6) High school students in the CCP College Transfer Pathways must complete the entire pathway before taking additional courses in the Associate degree with the exception of mathematics courses.

(7) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts in Visual Arts or Associate in General Education Nursing degree.

(8) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief

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academic officer, a student may enroll in both a College Transfer Pathway and a Career Technical Education (CTE) pathway.

(9) A student may change the student's program of study major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.

(10) The college may award the Assocate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts, or Associate in General Education – Nursing to the Career and College Promise student prior to high school graduation.

(11) Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program. Approval is contingent upon the student's documentation of justification based upon career pathway needs or transfer program requirements.

~~(k)~~(l) Career Technical Education Pathway (CTE) (Juniors and Seniors)

(1) To be eligible for enrollment, a high school student must:

(A) Be a high school junior or senior; and

(B) Have ~~a weighted~~an unweighted GPA of ~~3.0~~2.8 on high school ~~courses~~courses or; ~~or have the recommendation of the high school principal or the high school principal's designee; and~~

~~(C) Have received career pathway information outlining program requirements for completion of the certificate or diploma.~~

(C) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.

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(D) Juniors or seniors who do not meet the eligibility requirements in 1D SBCCC 400.11(I)(1)(A) – (C) shall have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. A recommendation is only allowed for entry into Career and College Promise Career and Technical Education pathway that does not include Universal General Education Transfer Component (UGETC) courses.

(2) College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit high school career cluster. The college will grant articulated credit to students based on the then-current local or state North Carolina High School to Community College articulation agreement.

(3) To maintain eligibility for continued enrollment, a student must:

(A) Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35, and

(B) Maintain a 2.0 in college coursework after completing two courses.

(4) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

(5) Course substitutions may be approved by the chief academic officer for individual students. The college will document course substitutions for individual students and maintain those course substitutions in the student's file.

(6) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a Career Technical Education Junior or Senior may concurrently enroll in two Career and Technical Education Pathways or in one College Transfer Pathway and one Career Technical Education Pathway.

(7) The student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.

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(8) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied science program as long as they are still eligible for the Career and College Promise program. The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan).

(9) The college may award the ~~certificate~~certificate, ~~or~~ diploma, or degree to the Career and College Promise student prior to high school graduation. ~~A college shall not award an associate degree prior to high school graduation verification.~~

~~(l)~~(m) Career Technical Education Pathway (Freshmen and Sophomores)

(1) Colleges may enroll eligible high school ~~freshmen~~Freshman and ~~sophomores~~Sophomores only in industrial technologies (program code 50xxx), engineering technologies (program code 40xxx), agriculture and natural resources (program code 15xxx), and transportation (program code 60xxx) certificate and diploma programs.

(2) Freshmen and Sophomores may not enroll in Career and Technical Education pathways that include Universal General Education Transfer Component (UGETC) courses.

~~(2)~~(3) To be eligible for enrollment, a high school student must be a high school ~~freshman~~Freshman or ~~sophomore~~Sophomore. A Freshman or Sophomore must:

(A) Have passed Math I with a grade of "C" or better;

(B) Test college ready in mathematics as determined by the assessment given by the North Carolina Department of Public Instruction;

(C) Test college ready in English and reading as determined by the assessment given by the North Carolina Department of Public Instruction;

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(D) Have received information outlining program requirements for completion of the certificate or diploma; and

(E) Have the recommendation of the high school principal or the principal's designee and the college's chief student development administrator or the college's chief academic officer; or

(F) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges and have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer.

~~(A) A freshman must:~~

~~(I) Have passed Math I with a grade of "C" or better;~~

~~(II) Test college ready in mathematics as determined by the assessment given by the North Carolina Department of Public Instruction;~~

~~(III) Test college ready in English and reading as determined by the assessment given by the North Carolina Department of Public Instruction;~~

~~(IV) Have received information outlining program requirements for completion of the certificate or diploma; and~~

~~(V) Have the recommendation of the high school principal or the principal's designee.~~

~~(B) A qualified sophomore must:~~

~~(I) Have passed Math I with a grade of "C" or better;~~

~~(II) Test college ready in mathematics as determined by the assessment given by the North Carolina Department of Public Instruction;~~

~~(III) Test college ready in English and reading as determined by the assessment given by the North Carolina Department of Public Instruction;~~

~~(IV) Have a weighted GPA of 3.0 on high school courses;~~

~~(V) Have received information outlining program requirements for completion of the certificate or diploma and~~

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~~(VI) Have the recommendation of the high school principal or his/her designee.~~

~~(3) Freshmen and sophomores who do not have college readiness scores for mathematics, English and reading from the assessments given by the North Carolina Department of Public Instruction must demonstrate college readiness by taking an alternative assessment which meets benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.~~

~~The college shall establish a local policy that details which alternative assessment score will be used in place of mathematics, English, and reading scores.~~

(4) College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. The college will grant articulated credit to the students based on the then-current local or state North Carolina High School to Community College articulation agreement. To maintain eligibility for continued enrollment, a student must:

(A) Continue to make progress toward high school graduation, and

(B) Maintain a 2.0 in college coursework after completing two college courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

(5) A student must enroll in one pathway and may not substitute courses in one pathway for courses in another.

(A) The student may change the student's pathway major to another eligible program of study with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.

(B) A student may concurrently enroll in two Career and Technical Education Pathways in allowable program areas provided the exception has been approved by the college's chief student development administrator or the

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college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve an exception if concurrent pathways are aligned to the student's career pathway interest and career goals.

(6) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a Career Technical Education pathway, while still enrolled in high school may continue to earn college credits leading to the completion of a higher level credential within the same program code. The college's chief student development administrator or the college's chief academic officer shall approve the continuation if the credential is in the same program code.

(7) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied science program as long as they are still eligible for the Career and College Promise program.

(8) The college may award the ~~certificate~~certificate, ~~or diploma~~diploma, or degree to the Career and College Promise student prior to high school graduation.

(9) The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan). ~~An associate degree may not be awarded prior to high school graduation verification.~~

~~(m)~~ (n) Cooperative Innovative High School Programs (CIHSP)

(1) Cooperative Innovative High School Programs are jointly established by local boards of education and local boards of trustees.

(2) CIHSP enroll 100 or fewer students per grade level.

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(3) Students enrolled in CIHSP have the opportunity to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years. ~~Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in a second transfer program.~~

(4) A CIHS student may enroll in

(A) One College Transfer program of study;

(B) One College Transfer program of study and one Career and Technical Education (CTE) program of study; or

(C) Two Career and Technical Education (CTE) programs of study.

(5) Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).

~~(4)~~(6) CIHSP are located on college campuses. A school shall obtain approval from the State Board of Community Colleges for exceptions to this requirement. Exceptions are based on local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers:

(A) Space availability;

(B) School capacity;

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(C) Proximity to the student population; ~~or~~

(D) Suitable, available space with equipment specific to the ~~curriculum.~~curriculum; or

(E) Articulable, imminent, and significant health or safety concerns.

~~(5)~~(7) Student eligibility requirements for CIHSP are determined locally.

~~(6)~~(8) CIHS students may not audit courses.

(9) CIHS students may not enroll in developmental education courses, but may enroll in supplemental courses.

(10) CIHS students may not be enrolled in the Associate in General Education or General Occupational Technology programs with the exception of the Associate in General Education in Nursing degree. ~~Colleges shall not award the associate degree prior to verifying high school graduation.~~

~~(8)~~(11) Colleges may award the ~~certificate~~certificate, ~~or diploma~~diploma, or degree prior to verifying high school graduation.

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

Eff. November 1, 2017.

Amended Eff. _____

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STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Termination Approved by the System President

Information: The System President has approved the program termination listed below:

Background: 1D SBCCC 400.6 (b) states the following: *The college shall terminate a curriculum program when there has been no enrollment for two consecutive years or if the college has not offered the program or has not had enrollment in the program within two years of the date the program was approved by the State Board of Community Colleges. A college may request a one-year extension of a curriculum program upon justification of the potential for employment opportunities and student enrollment.*

Blue Ridge Community College

Community Spanish Interpreter (A55370)
Rationale: Low enrollment. The profession does not require interpreters to have a degree. The content of the program is now offered in continuing education.
Termination Semester: **Fall 2019**

Blue Ridge Community College

Environmental Science Technology (A20140)
Rationale: Low enrollment. Students can accomplish the same goal by enrolling in the Associate in Science and are choosing not to enroll in this program.
Termination Semester: **Fall 2019**

Blue Ridge Community College

School-Age Care (Certificate) (C55450)
Rationale: No enrollment. The profession does not require a certificate to work in a school age/afterschool program. Students have access to EDU coursework in other programs including the Early Childhood Education (A55220) program.
Termination Semester: **Fall 2019**

Caldwell Community College and Technical Institute

Landscape Gardening (A15260)
Rationale: No enrollment. There are no jobs in the college's service area that require an individual to have a degree.
Termination Semester: **Fall 2019**

Wilkes Community College

Manicuring/Nail Technology (Certificate) (C55400)
Rationale: No enrollment. The program was originally intended for dual enrollment students. Due to scheduling changes to the high school block schedule, students were not able to enroll in the certificate courses. The content of the program is now offered in continuing education.
Termination Semester: **Spring 2019**

Contact(s):

Dr. Lisa Eads
Director

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Richmond Community College, DeWitt Building, Hugh A. Lee Board Room
March 14, 2019 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 17, 2019

For Information

- North Carolina Credential Attainment Goal (Attachment PLAN 01)
- BioNetwork: Serving Our Colleges, Our Companies, and Our Students (Attachment PLAN 02)
- Rebranding Construction as a Career (Attachment PLAN 03)
- Key Performance Indicators for System Effectiveness (Attachment PLAN 04) https://public.tableau.com/profile/ncccskpi#!/

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
January 17, 2019

COMMITTEE MEMBERS PRESENT:

Clark Twiddy, Vice Chair	Ann Whitford
Burr Sullivan	Dr. Breeden Blackwell

Members Absent: Jerry Vaughan, Chairman

OTHERS IN ATTENDANCE:

Jennifer Haygood	Maureen Little	Bryan Jenkins
Chreatha Alston	Bill Schneider	
		Dr. Frank Scuiletti
Anne Shaw	Dr. Katie Bao	
Julie Woodson, NCACCT	Anne Bacon	

CALL TO ORDER
Vice Chairman Twiddy chaired the meeting in Chairman Vaughan's absence and called the meeting to order at 1:50 p.m. in conference room AW North Carolina at the System Office.

ROLL CALL
Ms. Barretto took the roll of the Strategic Planning Committee members. With five Committee members in attendance, a quorum is present.

ETHICS STATEMENT
Dr. Blackwell 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. Twiddy asked for a motion to approve the agenda for the January 17, 2019 meeting. Ms. Whitford made the motion to approve, Mr. Sullivan seconded, and the Committee approved the agenda unanimously without change.

APPROVAL OF MINUTES
Mr. Twiddy asked for a motion to approve the minutes for the November 15, 2018 meeting. Dr. Blackwell made the motion to approve, Mr. Sullivan seconded, and the Committee approved the minutes unanimously without change.

FOR INFORMATION
Quarterly Review of Progress - Strategic Plan Tactics

DRAFT

Anne Bacon and Jennifer Haygood reported on quarterly updates to strategic plan goals and tactics by reviewing the SBCC Strategic Planning Dashboard. Bulleted highlights of the presentation on tactics and their progress status include:

- Jennifer Haygood reviewed various tactics under each of the four Strategic Plan goals and explained that status of each tactic is coded by either red, amber or green.
- The Hispanic/Latino initiative is an example of a new tactic developed in response to outreach needs for which funding requests will be made to the Board in the future.
- The NC Student Aid Study Group is winding up its work and has two recommendations on the UNC-NCCCS Joint Legislative Agenda: 1) summer financial aid funding to be sought from the General Assembly (no state aid for summer currently exists) and, 2) a bonus $1,000 scholarship for students who complete a college transfer associate degree with a community college prior to transfer to university.
- The Workforce Program Cost Study consists of gathering data from colleges to better understand the costs of various programs to inform our funding model. We anticipate data useful to discussing with colleges economies of scale and regional partnerships.
- The Business Intelligence tactic concerns how we analyze and collect our data; we have made progress but have significant challenges.
- Workforce Development-Focused IT is making great strides. The RFP (Request for Proposals) approval process for the workforce development component is underway with an RFI (Request for Information) out for the broader ERP (Enterprise Resource Planning – a.k.a. IT infrastructure). Moving forward is largely contingent upon receiving funding from the General Assembly.

<u>Key Performance Indicators for Economic and Workforce Impact</u>

Dr. Katie Bao presented the update using slides on three Economic and Workforce Impact KPIs, highlighting the following:

- Metrics were reviewed that show the number of people served by Apprenticeship, Customized Training and Work-Based Learning courses, number of businesses being served by the Apprenticeship and Customized Training programs, and businesses being started by participants of Small Business Center training or services.
- The ratio of enrollment rates to unemployment rates and their trend were reviewed.
- Anne Shaw, Director for Small Business Center Network, Maureen Little and Frank Scuiletti, Senior Program Curriculum Administrator joined the discussion to answer additional questions.
- Trends in work-based learning were reviewed by Dr. Scuiletti. Ms. Shaw discussed entrepreneurship and the guidance that the Small Business Center Network provides to entrepreneurs.
- Dr. Bao reviewed the formula for determining ratio of changes in enrollment to changes in rate of unemployment by race and gender, and its trend between 2006 and 2016. This helps determine whether enrollment is outpacing changes in unemployment, and how to react to such changes in the future. A discussion took place about a connection between enrollment decline and school affordability while unemployed.

Workforce Development Updates

Maureen Little, provided updates on workforce development initiatives (with input from other NCCCS staff), highlighting the following:

- Three grants awarded by the US Department of Labor (USDOL): accelerator grant funds are expended and the grant ends in February; $450,000 of the other two grants are helping to support a marketing campaign for Apprenticeship.
- With the USDOL grants, four regional community college consultants were hired to work collaboratively with other colleges within their economic development region at AB Tech Community College, Pitt Community College, Montgomery Community College and Wayne Community College.
- The Operation TechReadyNC application for $12 million dollars was submitted in Fall 2018 and is awaiting consideration by the U.S. Department of Labor.
- $145,000 of $400,000 in earmarked funds from USDOL grants have been spent on tuition and fees assistance for curriculum programs and workforce continuing education programs.
- Of the 58 community colleges, 40 are delivering a component of job-related education within the Registered Apprenticeship Program.
- There are 450 people in the youth apprenticeship program and 129 companies in 19 consortia derived from support received for the Youth Waiver from the Legislature in 2016. {The Youth Waiver allows NC high school students who are in a pre-apprenticeship or registered apprenticeship program prior to graduation and continue as an apprentice to carry on their education at a local community college with no registration fees.}
- Maureen Little and Matt Meyer are System designees to North Carolina State Sector Strategy Council, which looks at opportunities to better collaborate with and address the needs of industry sectors. A 2019 Summit inclusive of all partners is contemplated.
- A Work-Based Learning Enhancement Project is being considered that would expand beyond employment-driven work-based learning into of internships, externships, school enterprises, and job shadowing, according to Dr. Scuiletti.

NEW BUSINESS

None.

ADJOURN

There being no other business, Vice Chairman Twiddy asked for a motion to adjourn. Ms. Whitford made the motion, which was seconded by Dr. Blackwell and passed unanimously without discussion, and the Committee adjourned at 2:57 p.m.

Respectfully submitted,

Kelly Barretto
Recording Secretary

myFUTURENC
2 million by 2030.

NORTH CAROLINA is at an important crossroad.

Together, we can set our state on a path to a more prosperous future.

As our economy grows, the vast majority of new jobs require education beyond a high school diploma—but fewer than half of North Carolinians ages 25-44 have a high-quality postsecondary degree or credential.

And North Carolinians from economically disadvantaged backgrounds are disproportionately affected: far fewer earn postsecondary credentials than students with greater economic stability.

The result? Our education system and our economy are out of sync. Job seekers struggle to find jobs and employers struggle to find the talent they need to fill openings.

The way forward.

We're on a mission to completely close the educational attainment gap in North Carolina.

Making that happen starts with an ambitious goal: *ensuring that by 2030, 2 million North Carolinians have a postsecondary degree or credential—more than doubling projected growth over the next 10 years.*

This is one of the highest targets in the South, and will put us on par with the highest-achieving states in the country. With this goal as our guidepost, we will address the needs of our employers, equip local communities to take action, and open up new opportunities for our citizens.

1/2
NC EMPLOYERS
WHO NEED MORE HIRE-ABLE WORKERS

67% **Jobs in NC**
THAT ARE PROJECTED
TO REQUIRE HIGH-QUALITY POSTSECONDARY DEGREE OR CREDENTIAL BY 2020

49% **North Carolinians** [25 - 44]
WHO'VE COMPLETED THAT LEVEL OF EDUCATION

North Carolinians [25 - 44]
HIGH-QUALITY POSTSECONDARY DEGREE OR CREDENTIAL

THE GOAL BY 2030: **2 million**

TODAY: **1.3 million**

Our proposed vision for North Carolina—the goal, accompanying indicators, and Call to Action—are bold. Achieving our vision will require collaboration to turn potential into positive action. There's a lot to be done. But there's nothing more important that we can accomplish together.

We must act. If we do nothing, North Carolina will fall 400,000 credentials short of our goal. That's 400,000 North Carolinians who will be left behind.

FEWER THAN

1/2

North Carolinians [25 - 44]

COMPLETE HIGHER EDUCATION

39%

North Carolinians

REPORT THEY HAVE NOT YET REACHED THEIR DESIRED LEVEL OF EDUCATION

1/4

DON'T COMPLETE THEIR DEGREE

2/3

DON'T COMPLETE THEIR DEGREE

Visit our website to view the full CALL TO ACTION report and all sources.

If we achieve our goal, we can ensure our citizens are prepared to succeed and our communities are poised to thrive.

It's our responsibility—as education, business, and civic leaders; parents and students; community members and elected representatives—to ensure all North Carolinians are ready for the future.

myFutureNC will:

- Engage local, regional, and statewide stakeholders to communicate the need for both greater educational attainment and deeper economic alignment, to eliminate the gap between the skills employers require and the education and training available throughout the state.
- Better align and coordinate systems to support students at all levels, from pre-K education through high-quality certificate, associate, and higher-degree programs.
- Catalyze innovative, effective ideas, and identify best practices that can be applied from the mountains to the coast, in our cities, towns, and rural areas.
- Monitor progress and improve our efforts each and every year.

94% North Carolinians who say it's important for adults to have education beyond high school

70% North Carolinians who agree that having education beyond high school is essential for getting a good job

81% North Carolinians who agree that a good job is essential to having a high quality of life

Join our efforts.

myFutureNC is a statewide commission focused on educational attainment that includes North Carolina's thought leaders in education, business, philanthropy, faith-based, and nonprofit communities, and ex-officio representatives from the North Carolina House of Representatives, Senate, and Governor's office. It was created to work toward a stronger, more competitive North Carolina—one that empowers individuals, strengthens communities, and boosts our economy.

Join us. Contribute your knowledge, your insight, and your passion. Help champion success for our state and all of its people.

BioNetwork: *Serving our Colleges, our Companies, and our Students*

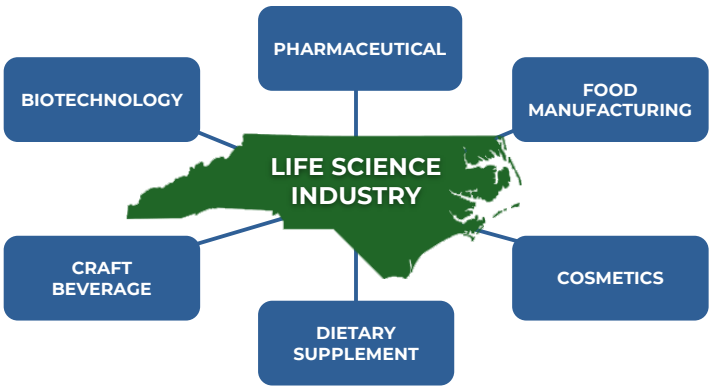
Brent Harpham
Executive Director for BioNetwork and Life Sciences
NC Community College System

North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

BioNetwork

Colleges · Companies · Students



North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

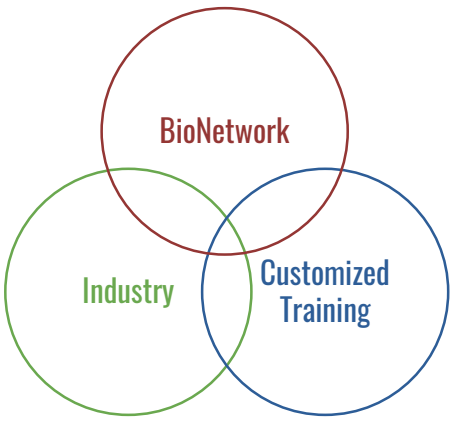
BioNetwork Training Programs

Open Enrollment

Customized & Sponsored Training

COLLEGES + COMPANIES + STUDENTS + BIONETWORK = ECONOMIC DEVELOPMENT

Collaboration



North Carolina Community College System

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Business Drivers → Need for Training

Required Yearly Training • Attrition • Position Changes

December 2018 Biomanufacturing Forum

Aerotek: **6.6% projected growth RTP area** compared to a **3.7% national average**.

Bioventus: **20% turnover rate** anticipated over the **next 3 to 5 years**.

Company Expansions • Relocation of Companies

North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

Company Spotlights: Expansion Projects

PITT Community College, mayne pharma, ThermoFisher SCIENTIFIC

200 New Employees + $80M Expansion
1,200 New Employees + $160M Expansion

DURHAM TECH, avexis

200 New Employees + $55M Expansion

WAKE TECH, Seqirus A CSL Company

120 New Employees + $140M Expansion

JOHNSTON COMMUNITY COLLEGE, novo nordisk®

700 New Employees + $2.5B Expansion

North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

Company Spotlights: Expansion Projects

Vance-Granville Community College

RiceWrap

300 New Employees + $10M Capital Investment

Central Carolina Community College

Mountaire Premium Fresh Young Chicken

1300 New Employees + $200M Capital Investment

ForsythTech Community College

HERBALIFE NUTRITION

225 New Employees + $2.34M Capital Investment

AB Tech Community College

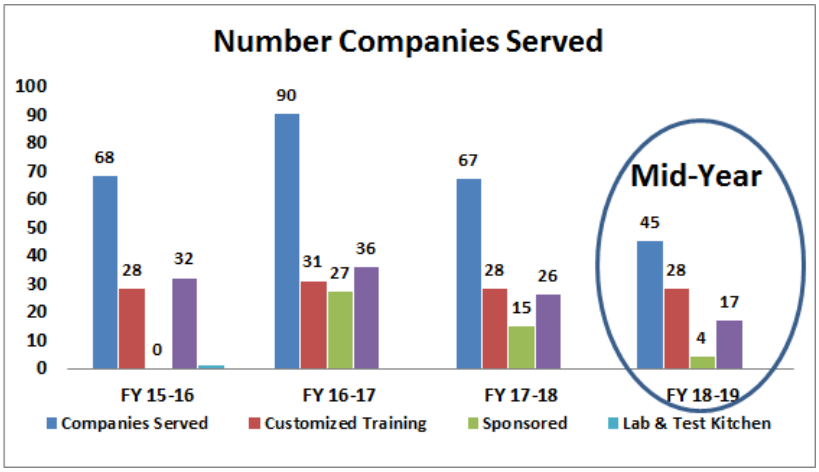
buchi KOMBUCHA

28 New Employees + $7M Capital Investment

North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

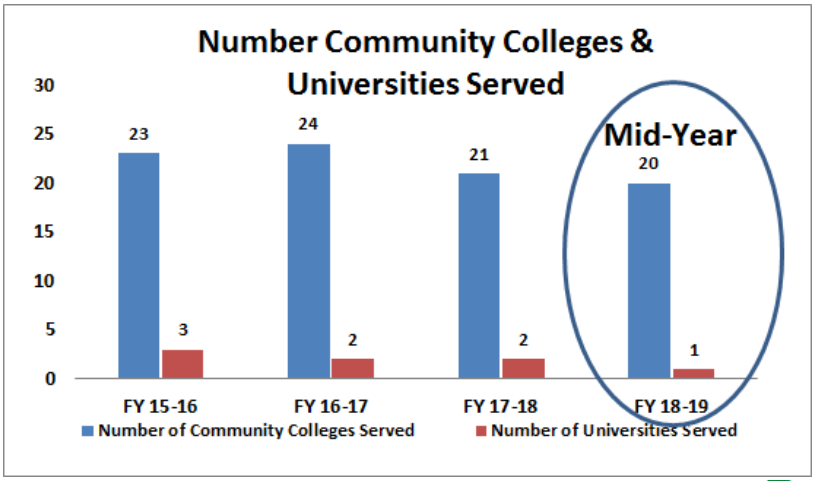
Companies • Colleges • Students



North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

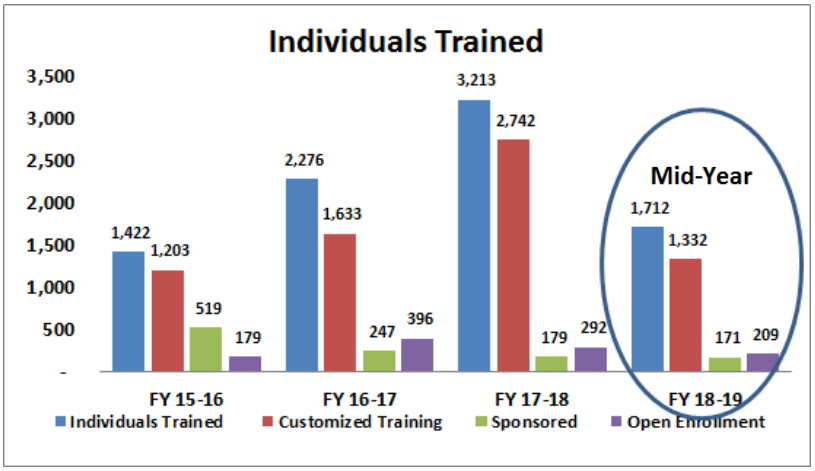
Companies • Colleges • Students



North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

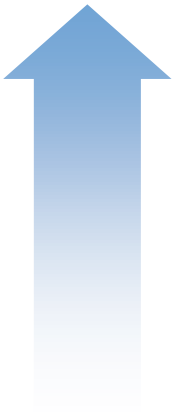
Companies • Colleges • Students



North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

BioNetwork: Looking Forward



1. Continuing development of content and programs aligned with industry needs
2. Impact made in 2018-2019 will exceed previous years
3. As programs in development come together, significant impact anticipated in future years

Brent Harpham
Executive Director for BioNetwork and Life Sciences
NC Community College System

North Carolina Community College System

BioNetwork NC Community Colleges Creating Success in Life Science

STATE BOARD OF COMMUNITY COLLEGES
Rebranding Construction as a Career

Background: North Carolina's construction industry is experiencing a shortage of skilled workers to fill crucial positions. Misperceptions about the industry, coupled with a decades-long societal emphasis on earning four-year degrees, have had an adverse impact on construction companies' ability to recruit workers.

Recognizing that this worker shortage could have a negative impact on public projects such as roads and infrastructure, the General Assembly in 2017 appropriated $200,000 to the NC Community College System to work with the Carolinas Association of General Contractors to raise awareness of construction as a rewarding and well-paying career.

Systemwide in 2017-18, enrollment in construction-related curriculum programs totaled 11,265. In 2018, there were 14,621 registrations in short-term training programs in construction trades. The NCCCS and CAGC would like to see increased participation in these programs, as well as in construction-industry apprenticeships and internships.

The project: Through a competitive process, the NCCCS selected Sally Johns Design of Raleigh to execute the rebranding project. The goal is to rebrand construction as a career, not just a job. Materials developed by Sally Johns Design will be used to attract middle and high school students and adult learners.

The agency's work has four components:

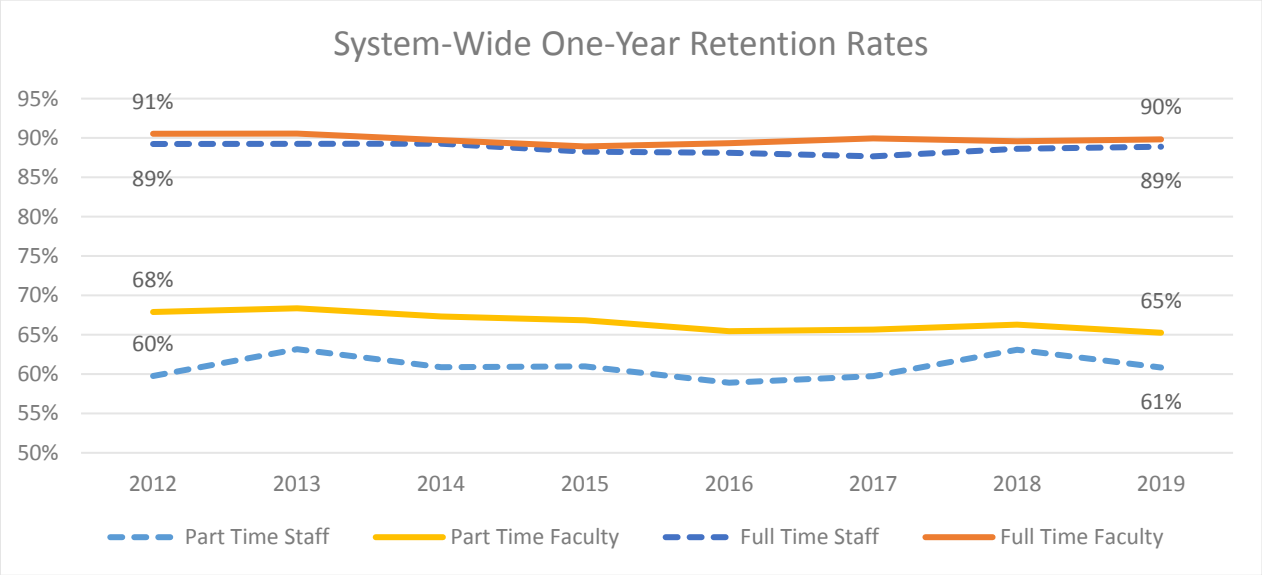
- Research and focus groups with high school students, community college and university students, young adults and construction workers to learn about attitudes and opinions concerning construction careers. Focus groups also included minorities, women and military veterans transitioning to civilian life. In addition, the agency tested concepts with these groups to gauge the potential effectiveness of messages and images. This work occurred from spring to fall 2018.
- Development of a toolkit of promotional materials that colleges and CAGC can use for recruitment. The toolkit is being reviewed by community colleges that have construction programs. When completed, the toolkit will be distributed to community colleges for their customization and use.
- Creation of a video aimed at "busting myths" about construction careers. The video is in production.
- Redesign of the Build Your Career logo and website, which provides information about construction-related careers and links to community college programs. The logo redesign is complete. The redesigned Build Your Career website (https://buildyourcareer.us) is scheduled to launch in March.

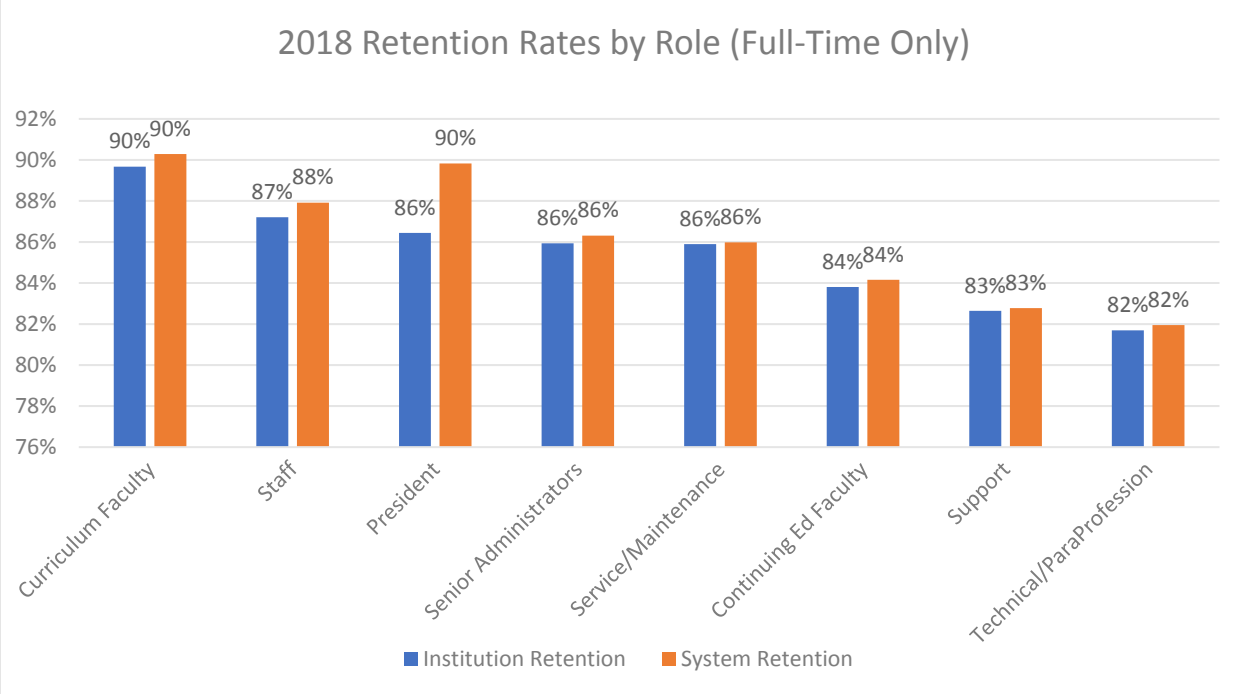
Additional partnerships: Because Sally Johns Design's bid for the project was only $187,750, the NCCCS, with the State Board's approval, used the remaining $12,000 of the appropriation to support Durham Technical Community College's construction summer camp for high school students in June 2018. The camp introduced high school students to a variety of construction trades through hands-on learning activities and demonstrations.

The NCCCS also has partnered with the Generation T campaign to drive 3 million students to community colleges nationwide. Funded by the Lowe's Foundation, the campaign is aligned with our construction rebranding efforts and seeks to change the traditional identity associated with construction careers. Generation T's website will be directing individuals to the appropriate North Carolina community colleges based upon the individual's location and career interests.

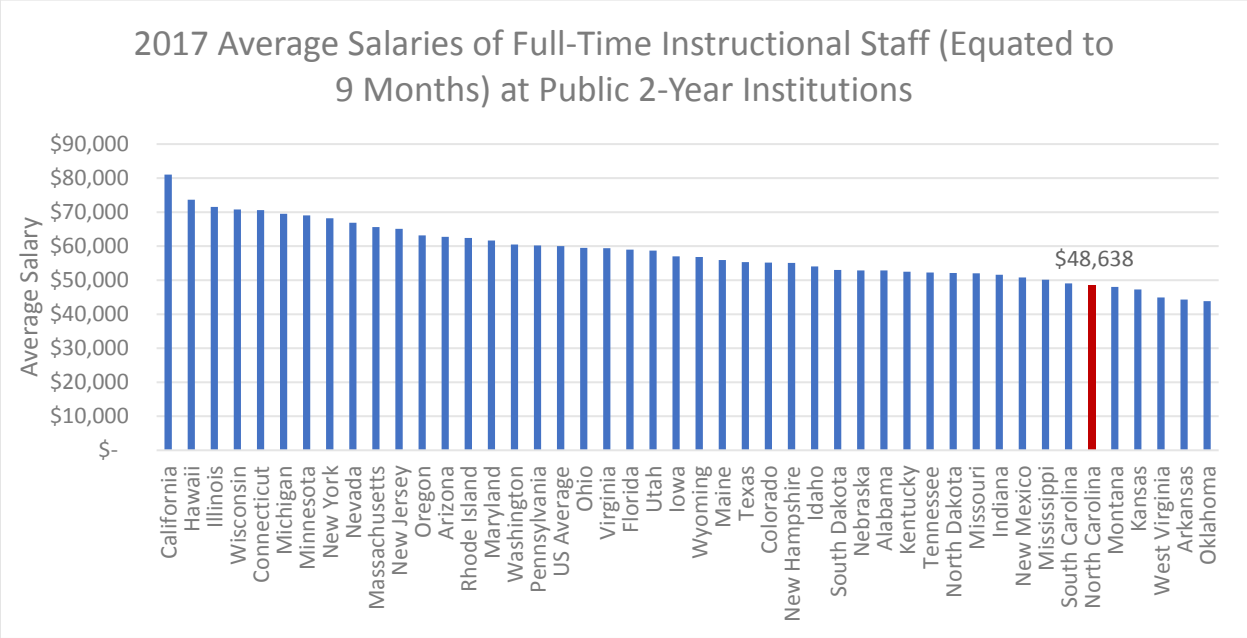
Key Performance Indicators for System Effectiveness

Faculty and Staff Retention – Percentage of October faculty/staff still employed within the system one year later

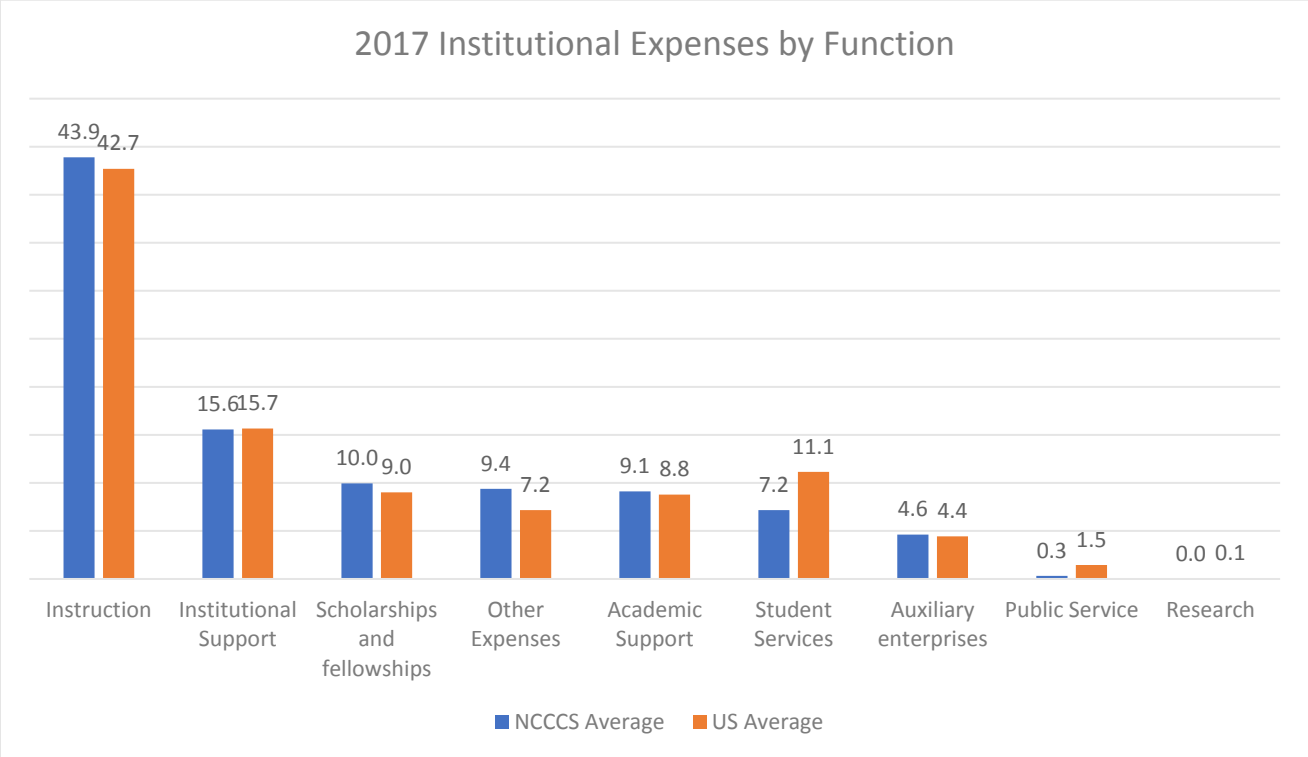




Salary Comparison – Average salary of full-time instructional faculty in North Carolina compared to national and other state averages (source: IPEDS)



Institutional Expenses – Percentage of institutional expenses by function (source: IPEDS)



AGENDA
State Board of Community Colleges
POLICY COMMITTEE
Richmond Community College, Lee Building, Room 14
Thursday, March 14, 2019 – 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 15, 2018

For Future Action

- State Board of Proprietary Schools Recommendation to Suspend Licensure (Attachment POL 01) *

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
State Board of Community Colleges
POLICY COMMITTEE
Thursday, November 15, 2018

POLICY COMMITTEE MEMBERS IN ATTENDANCE

Bob Stephens, Chairman	Bobby Irwin	Lynn Raye
Toni Formato	Frank Johnson	Burr Sullivan

Absent: Todd Johnson, Ernest Pearson and Candler Willis

OTHERS IN ATTENDANCE

Elizabeth Grovenstein	Shanté Martin	Lyn Austin (NCACCT)
Jennifer Haygood	Scott Corl	
Brian Long	Sondra Jarvis	

CALL TO ORDER
Mr. Stephens called the Policy Committee meeting to order at 3:05 p.m. at Wilson Community College in the Frank L. Eagles Center, Room G-242.

ROLL CALL
Sondra Jarvis took the roll of the Policy Committee members.

ETHICS STATEMENT
Mr. Stephens read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

APPROVAL OF THE AGENDA
Mr. Stephens requested a motion to approve the November 15, 2018 meeting agenda. Mr. Raye moved to approve, Mr. Sullivan seconded, and the agenda was approved by the Committee via voice vote.

APPROVAL OF THE MINUTES
Mr. Stephens requested a motion to approve the October 18, 2018 minutes. Mr. Sullivan moved to approve, Mr. F. Johnson seconded, and the minutes were approved by the Committee via voice vote.

FOR FUTURE ACTION
Recommendation for Initial Proprietary School Licensure (Attachment POL 01)
Mr. Corl shared that there are six schools recommended for licensing and noted contingencies. There were no concerns from the State Board of Proprietary Schools about any of the license recommendations.

Mr. Raye voiced his concern about schools like Fast Track in Wilson that are Proprietary Schools who compete with the local community colleges. Mr. Corl said there is nothing in statute to prevent a proprietary school from opening and competing with a community college. There is a natural conflict between the intent of the boards which is why there has been a goal to separate. Ms. Haygood said there is a process for program approvals within the community college system. Proprietary Schools are private entities and it is an open market and there is not much that can be done. The issue lends credence to the need for the State Board of Proprietary Schools to be separated from the State Board of Community

Colleges. Mr. F. Johnson said there is a huge impact to the local economy when proprietary schools and community colleges compete for business.

Mr. Stephens asked what staff does to research whether to recommend or not recommend. Ms. Martin said that Mr. Corl acts as the staff for the Community Colleges to assure the proprietary schools follow the North Carolina rules and statutes. Mr. Corl said that he reviews the specific requirements and digs in to the issues. Ms. Martin said that in statute, there are very specific requirements that a proprietary school has to meet to be eligible for licensure. Ms. Martin reviewed the process that Mr. Corl's team and Board follows with the schools. The Proprietary School Board is proud of their industry and they are very careful to assure that the schools follow the statute. Many of the contingencies come from the State Board of Proprietary Schools. Mr. Stephens said he agrees that the State Board of Proprietary School does their due diligence.

Mr. Sullivan asked if there is any courtesy notice to the community colleges to let them know if there is a Proprietary school is opening in their area. Mr. Corl said that there is not a process to notify the colleges. The information is public and contained in the State Board of Proprietary Schools agenda and meeting materials. Discussed if there has been any feedback from the colleges and Mr. Corl stated he has never received any. The clientele of the Prop Schools is different and there is not a huge crossover.

Mr. Raye stated that the State Board of Community Colleges voting on the licensure makes us aware of where the proprietary schools are located. Ms. Haygood said the State Board of Community Colleges could not refuse just because of competitive pressure.

Mr. Raye made a motion to move Recommendation for Initial Proprietary School Licensure (Attachment POL 01) from Future Action to Action, seconded by Mr. Irwin. Approved by the Committee via voice vote.

Mr. F. Johnson made a motion to approve Recommendation for Initial Proprietary School Licensure (Attachment POL 01), seconded by Mr. Sullivan. Approved by the Committee via voice vote.

FOR INFORMATION

SBCC Code Report (Attachment POL 02)

Ms. Martin reviewed the SBCC Code Report as it pertains to the Policy Committee.

ADJOURNMENT

Mr. Raye motioned to adjourn, seconded by Mr. F. Johnson. The meeting was adjourned at 3:21 p.m. via voice vote.

Respectfully submitted,
Sondra Jarvis

STATE BOARD OF COMMUNITY COLLEGES

State Board of Proprietary Schools
2B SBCCC 200.4 Initial Recommendation to the State Board of Community Colleges

Upon consideration of the attached investigation report, and pursuant to 2B SBCCC 200.4, the State Board of Proprietary Schools recommends that the Community College Board initiate suspension of Cumberland Nursing Academy's proprietary school license to operate Nurse Aide I and Nurse Aide II programs through June 30, 2019.

OFFICE OF PROPRIETARY SCHOOLS

INVESTIGATIVE REPORT:

Cumberland Nursing Academy

The North Carolina State Board of Proprietary Schools submits this Investigation Report to the North Carolina State Board of Community Colleges, pursuant to 2B SBCCC 200.2 and Article III, Chapter 150B of the North Carolina General Statutes.

SUMMARY

Report Overview:

1. Copy of Documentation of Noncompliance …… Page 3

2. The laws or rules allegedly violated and a detailed description of how the proprietary school allegedly violated each of the specified laws ……..…… Page 8

3. Description of investigative process ……... Page 14

4. Recommendation of suspension with a supporting rationale for suspension rather than for revocation ……..…… Page 15

5. Attachments …… Page 18

Investigation Overview:

1. Investigation: August 21, 2018 – October 5, 2018

2. 13 former students interviewed

3. 1 school visit; numerous student records reviewed

4. Three (3) separate interviews with school administrators

Recommendation Overview:

1. Alleged violations in Documentation of Noncompliance: 3

2. Unsubstantiated violations: 1

3. Substantiated violations that rise to the level of suspension or revocation: 2

4. Recommendation to State Board of Proprietary Schools: Initiation of license suspension to operate one or more programs

PART 1: COPY OF DOCUMENTATION OF NONCOMPLIANCE

On August 21, 2018 the Office of Proprietary Schools presented the following Documentation of Noncompliance and Notice of Investigation to the administrator of the Cumberland Nursing Academy.

DOCUMENTATION OF NONCOMPLIANCE AND NOTICE OF INVESTIGATION: CUMBERLAND NURSING ACADEMY

The State Board of Proprietary Schools submits this Documentation of Noncompliance to the State Board of Community Colleges, pursuant to 2B SBCCC 200.2 and Article III, Chapter 150B of the North Carolina General Statutes.

Proprietary School: Cumberland Nursing Academy
949 Country Club Drive
Fayetteville, NC 28301

Administrators/Directors: Malcolm Dennis

Pursuant to rules adopted by the State Board of Community Colleges, a copy of this document as compiled has been presented to the following:

1. Chair of the State Board of Proprietary Schools
2. NCCCS Executive Vice President
3. NCCCS General Counsel
4. NCCCS Director of Marketing and Public Affairs

Pursuant to rules adopted by the State Board of Community Colleges, a copy of this document as compiled will be presented to the Chief Administrator of the proprietary school at issue within five (5) business days of documenting the noncompliance with the individuals above.

Submitted this 21st day of August 2018

Office of Proprietary Schools

DOCUMENTATION OF NONCOMPLIANCE AND NOTICE OF INVESTIGATION: CUMBERLAND NURSING ACADEMY

The State Board of Proprietary Schools submits this Documentation of Noncompliance to the State Board of Community Colleges, pursuant to 2B SBCCC 200.2 and Article III, Chapter 150B of the North Carolina General Statutes.

I. Receipt of Complaint/Evidence of Noncompliance and Investigation

The State Board of Proprietary Schools ("SBPS"), by and through its Executive Director of the Office of Proprietary Schools ("OPS") shall initiate and conduct an investigation of a proprietary school subject to Article VIII, Chapter 115D of the North Carolina General Statutes for either of the following:

(1) The SBCC, acting by and through the NCCCS President or the SBPS receives a written complaint alleging that a proprietary school subject to Article VIII of Chapter 115D has failed to comply with either the requirements of the law or the rules adopted by the SBCC; or

(2) If the State Board of Community Colleges ("SBCC"), acting by and through the State Board of Proprietary Schools ("SBPS"), has evidence that a proprietary school subject to Article VIII, Chapter 115D of the North Carolina General Statutes has failed to comply with either the requirements of law or the rules adopted by the SBCC.

If the SBCC, acting by and through the SBPS, has evidence that a proprietary school failed to comply with either the requirements of the law or the rules adopted by the SBCC, the SBPS shall document all of the evidence of noncompliance in a document to be titled, "Documentation of Noncompliance."

EVIDENCE OF NONCOMPLIANCE

1. **Cumberland Nursing Academy may be in violation of §115D-93(c)(2), by knowingly providing false or misleading information relating to approval or license.**

*§ 115D-93 (c)(2). Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds***.**

2) That the applicant for or holder of such a license has knowingly presented to the State Board of Community Colleges false or misleading information relating to approval or license.

Documentation of possible violation:

Cumberland Nursing Academy ("Cumberland") purchased an existing licensed proprietary school effective March 1, 2018. Following the notice of sale, the SBCC issued a 90-day temporary license to the school pursuant to N.C.G.S. 115D-91. The 90-day license did not authorize the school to advertise or conduct Nurse Aide I or Nurse Aide II instruction. On March 13, 2018 the Office of Proprietary Schools sent Cumberland an email reiterating the school was approved to offer all previously licensed

programs, with the exception of all Nurse Aide I and Nurse Aide II programs. (See attached copy of 90-day temporary license).

Nurse Aide I

On April 16, 2018 the Department of Health and Human Services ("DHHS") sent Cumberland a pending approval letter to offer a traditional Nurse Aide I program. Final approval was contingent upon proprietary licensure from the State Board of Community Colleges. The pending approval letter did not include the Nurse Aide I Refresher program. (See attached letter dated April 16, 2018).

On or about May 1, 2018 OPS conducted an initial site visit at Cumberland. During that visit, the directors confirmed their understanding the school was not to enroll or teach any Nurse Aide I or Nurse Aide I Refresher courses until they received final approval from the SBCC.

On May 21, 2018 OPS advised the school director via email that the SBCC voted to issue Cumberland Nursing Academy an initial proprietary school license effective May 18, 2018. The email stated the initial license would supersede the 90-day temporary license, and authorized Cumberland to offer Nurse Aide I and Nurse Aide II training effective May 18, 2018. (See attached email dated May 21, 2018). The initial license did not include approval for the Nurse Aide I Refresher program. The school director acknowledged receipt and understating of the email. Up until this point, the school never acknowledged or gave notice of any ongoing Nurse Aide classes.

On May 29, 2018 OPS and DHHS conducted a joint site visit at Cumberland Nursing Academy. During this visit, it was discovered that a Nurse Aide I class was in progress. According to the attendance roster, class began on May 7, 2018-- prior to final approval and authorization from the SBCC or DHHS. Based on this noncompliance, DHHS withdrew Cumberland's Nurse Aide I pending approval effective May 30, 2018. (See attached letter dated May 30, 2018). OPS issued a *Withdrawal of Nurse Aide I Program/Notice to Immediately Cease Ongoing Nurse Aide I Program* to Cumberland Nursing Academy the same day (See notice letter dated May 30, 2018).

Nurse Aide II

On May 1, 2018 the NC Board of Nursing ("NCBON") issued Cumberland a 90-day temporary approval to offer the Nurse Aide II program. On May 1, 2018 OPS conducted an initial site visit at Cumberland. During that visit, the directors confirmed their understanding the school was not to enroll or teach any Nurse Aide II courses until they received final approval from the Community College Board.

During the May 29th joint site visit at Cumberland, it was discovered that a Nurse Aide II class was ongoing. Enrollment documents indicated a class start date of April 26th, 2018. In one instance, a student registered and paid as early as April 20th.

NCBON subsequently requested specific documents from the school. Based on the review of documents received from Cumberland, NCBON found that: students were accepted, enrollment agreements were signed, and money was paid by students for the Nurse Aide II program, prior to receiving approval to offer the class.

On June 19, 2018 NCBON withdrew Cumberland's temporary approval to offer Nurse Aide II. (See attached email dated June 19, 2018; BON detailed the specifics of the withdrawal in the attached letter dated June 21, 2018). OPS issued a *Withdrawal of Nurse Aide II Program/Notice to Immediately Cease Ongoing Nurse Aide II Program* to Cumberland Nursing Academy the same day.

Therefore, on information and belief, Cumberland knowingly provided to the State Board of Community Colleges, by and through the Office of Proprietary Schools, false or misleading information relating to approval or license.

2. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.3(a) by advertising courses it was not approved to offer.**

2A SBCCC 400.3 Advertising

(a) A licensed school shall not advertise through any media that is offers courses that the school has not been licensed to offer.

Documentation of possible violation:

Cumberland was not fully authorized to conduct Nurse Aide I or Nurse Aide II training until May 18, 2018. Furthermore, the school was never approved to teach a Nurse Aide I Refresher program.

During the May 29th joint site visit, it was discovered that the school had ongoing Nurse Aide I and Nurse Aide II programs, with enrollments and instruction occurring prior to May 18, 2018.

Based on information and belief, Cumberland Nursing Academy was advertising courses it was not approved to offer.

3. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers.**

2A SBCCC 400.11 Student Records

(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:

(2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule;

(3) All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment, and statement of or reference to the school's tuition refund policy;

(4) All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the school.

Documentation of possible violation:

On May 29, 2018 OPS and DHHS conducted a joint site visit at Cumberland Nursing Academy. OPS requested to review a specific student's file to confirm her program of enrollment and academic progress. The school was unable to produce the file during the visit. The school subsequently presented an attendance roster, indicating the student was enrolled in a Nurse Aide I Refresher course that started February 26, 2018 and ended on March 19, 2018.

OPS interviewed the student, who alleged that she paid for and enrolled in a full Nurse Aide I course and denied attending class prior to April 2018.

Based on information and belief, Cumberland may be violation of 2A SBCCC 400.11(a)(2)(4) by failing to maintain current, complete, and accurate records showing student progress and attendance, signed enrollment agreements, and account ledgers**.**

Request to Provide Written Response:

Pursuant to 2B SBCCC 200.2(c), it is requested that the chief administrator or other agent of Cumberland Nursing Academy submit a written response within ten (10) business days of receiving this Notice. The response must be signed and directed to the Executive Director of the Office of Proprietary Schools on behalf of the State Board of Proprietary Schools:

Scott Corl
Office of Proprietary Schools
North Carolina Community College System Office
5001 Mail Service Center
Raleigh, NC 27699-5001

PART 2: THE LAWS OR RULES THE PROPRIETARY SCHOOL ALLEGEDLY VIOLATED AND A DETAILED DESCRIPTION OF HOW THE PROPRIETARY SCHOOL ALLEGEDLY VIOLATED EACH OF THE SPECIFIED LAWS

I. UNSUBSTANTIATED VIOLATIONS:

Evidence collected during OPS' investigation failed to substantiate the following alleged violation as contained in the foregoing Documentation of Noncompliance and Notice of Investigation:

Allegation #2: Cumberland Nursing Academy may be in violation of 2A SBCCC 400.3(a) by advertising courses it was not approved to offer.

> *2A SBCCC 400.3 Advertising*
> *(a) A licensed school shall not advertise through any media that it offers courses that the school has not been licensed to offer.*

Cumberland was not fully authorized to conduct Nurse Aide I or Nurse Aide II training until May 18, 2018. Furthermore, the school was never approved to teach a Nurse Aide I Refresher program.

This allegation arose during a joint visit with the Department of Health and Human Services ("DHHS") at Cumberland Nursing Academy on May 29, 2018. It was discovered that the school had ongoing Nurse Aide I and Nurse Aide II programs, with enrollments and instruction occurring prior to May 18, 2018.

Investigation

OPS interviewed several former students of Cumberland Nursing Academy. Each student was asked the same general questions including how they found out about the school and why they chose to enroll. Responses indicated that most students were referred, while others conducted Google searches where the school's name would populate under the yellow or white page listings, or the former school name (Care One Health Training Institute) would appear. There was no indication that any printed materials such as brochures, flyers, or banners, were distributed. Additionally, we found no active website for Cumberland Nursing Academy.

Finding

Evidence gathered during the investigation failed to establish that Cumberland Nursing Academy violated 2A SBCCC 400.3(a):

- There was no evidence of an active school website.
- Many students indicated they were referred to the school by former students; or they were familiar with the previous school that existed before Cumberland purchased it. No students reported seeing any advertising.
- Lastly, there was no evidence of brochures, flyers, etc., advertising the school and its offerings.

Based on the collected evidence, it could not be substantiated that the school was actively advertising courses it was not approved to offer.

II. SUBSTANTIATED VIOLATIONS THAT RISE TO THE LEVEL OF RECOMMENDING PROPRIETARY LICENSE SUSPENSION OR REVOCATON:

Two alleged violations as contained in the foregoing Documentation of Noncompliance and Notice of Investigation were substantiated by evidence collected during the investigation. Due to the nature and severity of the violations, recommending initiation of license revocation or suspension to operate one or more programs is appropriate.

Allegation #1: Cumberland Nursing Academy may be in violation of §115D-93(c)(2), by knowingly providing false or misleading information relating to approval or license.

§ 115D-93. Suspension, revocation or refusal of license; notice and hearing; judicial review; grounds.

§ 115D-93. (c) The State Board, acting by and through the State Board of Proprietary Schools, 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:

> (2) That the applicant for or holder of such a license has knowingly presented to the State Board of Community Colleges false or misleading information relating to approval or license.

This allegation arose during a joint visit with the Department of Health and Human Services ("DHHS") at Cumberland Nursing Academy on May 29, 2018. It was discovered that a Nurse Aide I class was in progress prior to the school receiving final approval and authorization from the SBCC or DHHS. Furthermore, it was discovered that a Nurse Aide II class was also in progress prior to any final approval or authorization from the SBCC or NCBON. As discussed in the attached Document of Noncompliance, Cumberland held a Nurse Aide I class that began on May 7, 2018 and a Nurse Aide II class that began on April 26, 2018, prior to receiving full approval from the SBCC. Leading up to the May 29th site visit, the school administrators had numerous opportunities to inform the Office of Proprietary Schools that Nurse Aide classes were ongoing, but they failed to do so.

The following is a timeline of events that occurred leading up to the initial investigation:

- March 1, 2018 - Cumberland Nursing Academy purchased an existing proprietary school.
- March 13, 2018 - OPS sends Cumberland an email reiterating the school would be approved to offer all previously licensed programs--except Nurse Aide I and Nurse Aide II.

- On or about March 15, 2018, the SBCC issues Cumberland a 90-day temporary license (dated March 1, 2018 according to the sale date). The 90-day temporary license did not authorize Nurse Aide I or Nurse Aide II.
- April 16, 2018 - Department of Health and Human Services ("DHHS") issued Cumberland a pending approval letter to offer a traditional Nurse Aide I program. Final approval was contingent upon proprietary licensure from the SBCC.
- May 1, 2018 - NC Board of Nursing ("NCBON") issued Cumberland a 90-day temporary approval to offer the Nurse Aide II program.
- May 1, 2018 - OPS conducted an initial site visit at Cumberland. The directors confirmed their understanding that the school was not to enroll or teach any Nurse Aide I or Nurse Aide II programs until they received final approval from the SBCC.
- May 18, 2018 - SBCC voted to issue Cumberland an initial proprietary school license.
- May 21, 2018 - OPS advised Cumberland via email regarding the SBCC's vote. The email stated the initial license would supersede the 90-day temporary license and authorize the school to offer Nurse Aide I and Nurse Aide II effective May 18, 2018. The director acknowledged receipt and understanding of the email.
- May 29, 2018 - OPS and DHHS conducted a joint site visit at Cumberland. During this visit, it was discovered that Nurse Aide I and Nurse Aide II classes were in progress. According to the attendance rosters, classes began prior to final approval from SBCC.
- May 30, 2018 - DHHS withdrew Cumberland's Nurse Aide I pending approval. OPS noticed Cumberland of withdraw of Nurse Aide I approval and to immediately cease ongoing Nurse Aide I programs.
- June 19, 2018 - NCBON withdrew Cumberland's temporary approval to offer Nurse Aide II. OPS noticed Cumberland of Nurse Aide II approval withdrawal and to immediately cease ongoing Nurse Aide II classes.

Investigation

OPS conducted an initial in-person interview at Cumberland Nursing Academy on August 21, 2018 with Malcom and Tonya Dennis. Mrs. Dennis stated that after the purchase of the school, she assumed all previously approved programs under the former school license would transfer to the new school license. According to Mr. and Mrs. Dennis, and as indicated in the attached response to the Document of Noncompliance, they "misinterpreted the content of the pending approval letter for the Nurse Aide I program and misunderstood it as a letter to begin class enrollment for the Nurse Aide I program." This was despite receiving an email from OPS on March 13, 2018 that specifically stated the school would be issued a license addendum authorizing student enrollment once the Nurse Aide I and Nurse Aide II programs were approved (OPS did not issue a license addendum authorizing enrollment in any Nurse Aide programs). During the interview, and in the school's response to the Document of Noncompliance, Mrs. Dennis admitted to receiving a phone call and an email on March 13, 2018 from OPS stating that the school would be issued a 90-day temporary license that would include all previously licensed programs, except for Nurse Aide I and Nurse Aide II.

Mr. Corl, Executive Director of OPS, reminded Mrs. Dennis of a telephone conversation they had shortly after the school received the April 16, 2018 pending approval letter from DHHS--a telephone call that Ms. Dennis initiated. Mr. Corl recounted that he advised her the school was not to enroll or teach any Nurse Aide programs until they received final approval from the SBCC. During this interview and a subsequent third interview, Mrs. Dennis alleged she did not recall that specific telephone conversation. In the attached response to the Document of Noncompliance, Mrs. Dennis indicated that prior to the May 1, 2018 site visit by OPS, "she had not been told the steps of the process by anyone and was not aware of the time that the school would have to wait for an approval from the SBCC." Mrs. Dennis recalls the May 1, 2018 site visit, where she was "asking about the approval process and what were the next steps, and at that time he (Mr. Corl) explained the Office of Proprietary Schools Board meeting and the final step with the recommendation of the Office of Proprietary Schools Board to the State Board of Community Colleges." Regardless, the school failed to disclose that Nurse Aide I and Nurse Aide II classes were ongoing during the May 1st visit.

During the August 21, 2018 in-person interview, OPS asked Mrs. Dennis about conflicting information regarding a specific student's enrollment. The school previously presented an attendance roster indicating the student was enrolled in a Nurse Aide I Refresher course that started February 26, 2018 and ended on March 19, 2018--the student was the only name on the roster. When OPS interviewed the student, she alleged that she paid for and enrolled in a full Nurse Aide I course and denied attending class prior to April 2018. Mrs. Dennis maintained that this student was enrolled in a Nurse Aide I Refresher course that began on or about February 26, 2018. However, once OPS began to question Mrs. Dennis about classmates the student named (but were not on the roster), she admitted additional students were also enrolled at the school. According to Mrs. Dennis, there were two additional Nurse Aide I classes that began April 16, 2018: a day, and evening class, in which the student in question and her classmates were enrolled. When asked to review records from the classes, Mrs. Dennis stated the records where at her house. When asked why the files where at her house, she stated that she "wanted to remove everything that had to do with Nurse Aide from the school." However, the student files from a May 7th and May 21st Nurse Aide I class were still on site. Mrs. Dennis also stated that Mr. Dennis was not aware of the April 16, 2018 classes, and that the files should have been turned over to OPS during the May 1st site visit. Before leaving the school, OPS requested that the files for the April classes be immediately turned over to our office.

Shortly after the initial interview, Mrs. Dennis reached out to our office to request another meeting to discuss an accurate timeline of the events that transpired. On August 30, 2018 OPS conducted a second interview with Mrs. Dennis at the NC Community College System Office. At that time, Mrs. Dennis delivered the student records for the April 16th Nurse Aide I classes. Mrs. Dennis admitted that she had knowledge of the falsified attendance roster for the Nurse Aide I Refresher course. She stated that one of her former employees created and submitted the document to OPS. Mrs. Dennis also admitted that she knew the school did not have approval for Nurse Aide I Refresher, but still allowed the student in question to be documented as enrolling

and completing the Nurse Aide I Refresher course. “I shouldn’t have done that,” she said. On her own admission, Mrs. Dennis confirmed that she registered and enrolled students into Nurse Aide I courses before receiving final approval from the SBCC.

OPS asked Mrs. Dennis about the school’s instructors. Mrs. Dennis identified herself, Norma Governor, and Karen Chavis, as approved Nurse Aide instructors for Cumberland Nursing Academy. She stated that Norma and Karen would primarily teach the classroom and clinical portions, while she would teach the skills lab and classroom. Students interviewed by OPS indicated that in addition to the instructors listed above, there were two other individuals that would help in the classroom and skills lab. Students identified the two individuals as Tonya C. (“Tonya 2”) and Ms. Terrina (“Ms. T”). When OPS questioned Mrs. Dennis about these individuals she stated, “Tonya C. ran the office and would help out after class if students needed extra help. Ms. Terrina also sat at the front desk and she would help students with skills during lunch time or down-time.” However, student comments contradicted Mrs. Dennis’ statements. One student said, “In the skills lab Tonya (Mrs. Dennis) only came in maybe twice. The majority of the time the former student, Ms. T, was showing us the skills. The other lady at the front desk helped too. It was not during lunch or after hours, it was during actual class hours.” Another student stated, “Tonya (Mrs. Dennis) was the instructor, but the other Tonya helped too. She (Tonya C.) did skills and in-class instruction.” A third student stated, “Tonya (Mrs. Dennis) was the instructor for some classes and skills, but another lady named Ms. T taught and she only taught in the skills lab.”

OPS conducted a third and final in-person interview on October 3, 2018. Mrs. Dennis was asked to clarify exactly when Tonya C. and Ms. Terrina assisted in the classroom or demonstrated skills to students. OPS advised her that interviewed students alleged Tonya C. and Ms. Terrina taught during regular class time and lab time--not after hours or during lunch. Mrs. Dennis stated that she would teach the skills first and the other two ladies would help the students with extra practice during the class and lab. She stated that Tonya C. and Ms. Terrina would help students practice a skill while she may be in another room teaching a different skill--all during regular class and lab time. This is not what Mrs. Dennis initially told OPS.

Finding:

Evidence collected during OPS’ investigation establishes school administrators violated §115D-93(c)(2), by knowingly presenting false or misleading information relating to approval or license. Although the administrators contend they “misinterpreted” the pending approval letters from DHHS and NCBON, OPS sent numerous emails, had an extensive telephone conversation with Mrs. Dennis, and conducted two site visits, during which the school had ample opportunities to notify OPS of any ongoing Nurse Aide classes. During the investigation, Mrs. Dennis admitted additional Nurse Aide I classes started April 16th. She also admitted that she removed the April 16th student records from the school and kept them at her house. Furthermore, Mrs. Dennis acknowledged that she was aware of a falsified attendance roster that was presented to OPS. Finally, OPS received conflicting information regarding additional office staff and

how much assistance they provided to the approved instructors. Mrs. Dennis initially stated the individuals assisted in class and lab only during "lunch time" or "down time"— but later admitted they helped during regular class time.

Allegation #3 Cumberland Nursing Academy may be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers.

2A SBCCC 400.11 Student Records
(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:
(2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule;
(3) All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment, and statement of or reference to the school's tuition refund policy;
*(4) All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the schoo*l.

This allegation arose during a joint visit with DHHS to Cumberland Nursing Academy on May 29, 2018. OPS requested to review a specific student's file to confirm her program of enrollment and academic progress. The school was unable to produce the file during the visit. The school subsequently presented an attendance roster indicating the student was enrolled in a Nurse Aide I Refresher course that started February 26, 2018 and ended on March 19, 2018. When OPS interviewed the student, she alleged that she paid for and enrolled in a full Nurse Aide I course and denied attending class prior to April 2018.

Investigation

During the initial August 21st in-person interview, Mrs. Dennis admitted this student was enrolled in an April 16th Nurse Aide I program, not a Nurse Aide I Refresher program as she had previously stated, and she knew the attendance roster presented to OPS was not accurate. She also indicated in the attached response to the Document of Noncompliance that the student did not have a signed enrollment agreement in her student file and she was unsure if the student's account ledger presented accurate financial information. When OPS reviewed the student's file, it did not include an enrollment agreement, documentation of prior education level, or the required Nurse Aide I Skills Checklists (Appendix A). During this visit, OPS reviewed student records from the following classes: Phlebotomy 3/20/18 – 5/10/18; Phlebotomy 3/27/18 – 5/17/18; Phlebotomy 5/22/18 – 7/12/18; Nurse Aide II 4/26/18 – 6/14/18; Medication Aide 3/1/18 – 3/4/18; Medication Aide 5/14/18 – 5/18/18; Medication Aide 3/26/18 – 3/30/18. Except for one or two missing high school or college transcripts, these student files were in good order.

During the August 30th in-person interview conducted at the Community College System Office, Mrs. Dennis delivered the April 16 through May 11, 2018 Nurse Aide I

student records for both the day and evening classes. The day class had a total of eight students and the evening class had six. OPS found the following:

- 0 of the 14 records contained proper enrollment documentation of a high school, community college, or university transcript.
- 0 of the 14 records contained the required Nurse Aide I Skills Checklists.

Finding:

Evidence gathered during the investigation established Cumberland Nursing Academy violated 2A SBCCC 400.11(a)(2) by not maintaining current, complete, and accurate records showing student progress and attendance. Mrs. Dennis admits to providing records to OPS that she knew were not accurate. In addition, records reviewed from the April 16 through May 11, 2018 Nurse Aide I class failed to contain proper enrollment documentation showing prior education level and did not contain Nurse Aide I Skills Checklists. Although record keeping issues appeared to be isolated to the Nurse Aide I program (other program files reviewed appeared to be in good order), it is a serious violation.

PART 3: DESCRIPTION OF INVESTIGATIVE PROCESS

I. INITIATION OF INVESTIGATION:

Cumberland Nursing Academy ("Cumberland") purchased an existing licensed proprietary school effective March 1, 2018. Following the notice of sale, the SBCC issued a 90-day temporary license to the school pursuant to N.C.G.S. 115D-91. The 90-day license authorized the school to offer all previously licensed programs, with the exception of all Nurse Aide I and Nurse Aide II programs.

During a May 29th joint site visit by OPS and DHHS, it was discovered that Nurse Aide I and Nurse Aide II classes were ongoing. According to attendance rosters, classes began prior to the school receiving final approval and authorization from the SBCC, DHHS, or NCBON.

DHHS withdrew Cumberland's Nurse Aide I pending approval effective May 30, 2018. OPS issued a *Withdrawal of Nurse Aide I Program/Notice to Immediately Cease Ongoing Nurse Aide I Program* to Cumberland Nursing Academy the same day.

On June 19, 2018 NCBON withdrew Cumberland's temporary approval to offer Nurse Aide II. OPS issued a *Withdrawal of Nurse Aide II Program/Notice to Immediately Cease Ongoing Nurse Aide II Program* to Cumberland Nursing Academy the same day.

II. INVESTIGATION:

OPS formally presented Malcolm and Tonya Dennis with a Documentation of Noncompliance and Notice of Investigation on August 21, 2018. Mrs. Dennis provided a written response to the Notice on September 4, 2018. A total of fifteen (15) individuals were interviewed: 1) 13 former Cumberland Nursing Academy students; and

2) three (3) in-person interviews with school administrators Mr. and Mrs. Dennis. OPS also reviewed student files collected from the school.

PART 4: RECOMMENDATION OF SUPSENSION OF THE PROPRIETARY SCHOOL'S LICENSE TO OPERATE ONE OR MORE PROGRAMS WITH A SUPPORTING RATIONALE FOR SUSPENSION RATHER THAN FOR REVOCATION

Evidence collected during the investigation established that Cumberland Nursing Academy and its Director/Owner violated §115D-93(c)(2), by knowingly providing false or misleading information relating to approval or license; and violated 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers. Although the State Board of Proprietary Schools could seek license revocation pursuant to the Community Colleges Code, after thorough consideration of the following factors, OPS recommends the Board initiate license suspension to offer one or more programs until the school's current license expires on June 30, 2019:

1. **Nature and severity of violations:**

There is overwhelming evidence Cumberland Nursing Academy violated §115D-93(c)(2), by knowingly presenting false or misleading information relating to approval or license. School administrators failed to notify OPS of ongoing Nurse Aide I and Nurse Aide II classes conducted before receiving final approval from the SBCC. The school gave false information regarding at least one student's enrollment. Specifically, Mrs. Dennis claimed the student was enrolled in a Nurse Aide I Refresher program that the school was not authorized to offer. Mrs. Dennis admitted she had knowledge of the falsified attendance roster but, "just went along with it." Mrs. Dennis also hid and removed the April 16th Nurse Aide I student records from the school. Finally, Mrs. Dennis gave conflicting information regarding additional office staff and how much assistance they provided to the approved instructors.

Cumberland Nursing Academy was also found to be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers. In addition to providing at least one falsified student record, OPS discovered student files that did not contain proper enrollment documentation such as a high school, GED, community college, or university transcript. Furthermore, none of the hidden April 16th Nurse Aide I student files contained the required Nurse Aide I Skills Checklists.

2. **Statutory Authority:**

Pursuant to North Carolina General Statute §115D-93(c), the State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, "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:"

§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.

§115D-93(c)(2) That the applicant for or holder of such a license has knowingly presented to the State Board of Community Colleges false or misleading information relating to approval or license.

Evidence collected during the OPS investigation supports a finding that Cumberland Nursing Academy violated §115D-93(c)(2), by knowingly presenting false or misleading information relating to approval or license.

Cumberland Nursing Academy was also found to be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers.

3. **Policy:**

"The State Board of Community Colleges, acting by and through the State Board of Proprietary Schools, shall have general supervision over proprietary schools in the State, the object of said supervision being to protect the health, safety and welfare of the public by having the proprietary schools maintain adequate, safe and sanitary school quarters, sufficient and proper facilities and equipment, sufficient and qualified teaching and administrative staff, and satisfactory programs of operation and instruction, and to have the school carry out its advertised promises and contracts made with its students and patrons." (North Carolina General Statute §115D-89(c)).

4. **Actions of School Administrators and Student Feedback:**

Mr. and Mrs. Dennis were responsive and cooperative throughout the OPS investigation. Both have accepted full responsibility for the actions leading to the investigation. To the knowledge of OPS, the school administrators took immediate steps to refund impacted students upon receiving the notice to terminate Nurse Aide I and Nurse Aide II instruction. They refunded approximately $25,000 in tuition, fees, and other expenses to students. The school provided receipts of the refunds to OPS, and they were verified by the students. Mr. and Mrs. Dennis have expressed great regret regarding their actions: "This experience has been both emotionally and financially taxing to the both of us." We also note positive feedback from students OPS interviewed—several former Nurse Aide students expressed a desire to return to the school if the programs were reapproved.

CONCLUSION AND RECOMMENDATION

Mr. and Mrs. Dennis are both registered nurses in good standing with NCBON. Mr. Dennis holds a supervisory position with the VA. Mrs. Dennis worked at the proprietary school they purchased for several years. Both express a great passion for teaching and helping students in the Fayetteville community improve their lives and employment opportunities.

At the time of investigation, the school had been licensed for less than six months. Ownership of the school fulfilled a dream of Mrs. Dennis in particular, and we believe her passion and desire to succeed played a significant role in the poor judgment and decisions she made as the school's Director. We also believe that Mr. Dennis was unaware of certain actions and decisions she made. Mrs. Dennis has accepted full responsibility for her actions and stepped down as school Director. Mr. Dennis is the acting school Director and additional staff has been hired to take over the administrative operations such as enrollment, student payments, and other record keeping activities.

The school administrators took immediate steps to refund impacted students upon receiving the notice to terminate Nurse Aide I and Nurse Aide II instruction. They refunded approximately $25,000 in tuition, fees, and other expenses to students. They fully acknowledge, "This experience has been both emotionally and financially taxing to us." Since withdrawal of approval to offer Nurse Aide I (May 30, 2018) and Nurse Aide II (June 19, 2018) instruction, the school has continued to be an asset in the community by offering other programs such as Phlebotomy and Medication Aide.

The school's noncompliance issues appear to be isolated to the Nurse Aide I and Nurse Aide II programs, which are correctable with appropriate training and additional oversight from OPS. This process has been initiated with Mrs. Dennis stepping down as Director, and by the hiring of additional staff to assist with administrative operations. With these changes, the Department of Health and Human Services has expressed a willingness to revisit the school's Nurse Aide I program application. Former students have also expressed their desire to return to the school to finish their Nurse Aide I or Nurse Aide II training if the school were to receive approval to offer them again.

For the foregoing reasons, we recommend suspension of all Nurse Aide (I and II) instruction through the remainder of the current license year (June 30, 2019), rather than permanent license revocation. This will allow the school the necessary time to take any other corrective measures as it relates to these programs. As expressed by Mr. and Mrs. Dennis in their written response, "We welcome the opportunity to work closely with the Office of Proprietary Schools, DHHS and the NCBON and welcome any training sessions, site visits and close monitoring to ensure our compliance with all statues, rules, regulations and policies set forth to assist us with all of our licensed Programs." Should the school meet requirements for re-approval from DHHS (Nurse Aide I) and/or NCBON (Nurse Aide II), we recommend it have the opportunity to seek re-licensure of the programs by and through the State Board of Community Colleges on or after July 1, 2019.

Respectfully submitted this 1st day of February 2019.

_____

Rasheeda McCormick

_____

Scott Corl

ATTACHMENTS:

1. All attachments submitted as part of the Document of Noncompliance and Notice of Investigation.
2. Written response from Cumberland Nursing Academy to the Documentation of Noncompliance, post-marked September 4, 2018.
3. All attachments submitted as part of Cumberland's written response.

NC COMMUNITY COLLEGES
CREATING SUCCESS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Jennifer Haygood,
Acting President

March 1, 2018

Tonya Dennis, Director
Cumberland Nursing Academy
1830 Owen Drive, Suite 204
Fayetteville, NC 28304

Dear Ms. Dennis:

Enclosed please find a 90-day Proprietary School License issued pursuant to §115D-91(d) of the North Carolina General Statutes, beginning March 1, 2018, and ending June 1, 2018. This license authorizes the Fayetteville campus of Cumberland Nursing Academy to offer the following programs:

Programs	Clock Hours
Phlebotomy	160
Medication Aide	24
Electrocardiogram Technician	48
Medical Assistant	917
Medical Billing and Coding Online	300
Health Unit Coordinator	164

Approval to offer the programs contained in your renewal application is granted under authority vested in the North Carolina State Board of Community Colleges by Article 8, Chapter 115D, North Carolina General Statutes. This statute requires immediate notification to the State Board of Community Colleges of any change of ownership, administration, location, faculty, instructional program, or other changes that may affect significantly the courses of instruction offered. New programs must be submitted and approved before advertisement or student enrollment.

Sincerely,

Jennifer Haygood

DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF HEALTH SERVICE REGULATION

ROY COOPER
GOVERNOR

MANDY COHEN, MD, MPH
SECRETARY

MARK PAYNE
DIRECTOR

April 16, 2018

Malcolm Dennis, Program Coordinator
Nurse Aide I Program
Cumberland Nursing Academy
1830 Owen Drive, #204
Fayetteville, NC 28304

Dear Mr. Dennis:

Please accept this letter as **pending** approval to offer a 105-hour Nurse Aide I Training Program at Cumberland Nursing Academy, located at 1830 Owen Drive, #204, in Fayetteville, North Carolina, effective April 16, 2018. Hours approved are 35 for classroom, 30 for lab and 40 for clinical for a total of 105 hours. Once you submit the license and licensure letter from the North Carolina Community College Office of Proprietary Schools to DHSR, you may offer the Nurse Aide I program through Cumberland Nursing Academy.

This approval is granted with the understanding that the program will use the schedule, curriculum, testing tools, faculty, clinical sites, policies and procedures approved by our agency. Failure to follow this program will result in withdrawal of approval. Should you wish to make changes to your programs, including faculty, curricula or evaluation tools, please contact our office for guidance.

Your program number is **70799**. Please use this number on all applications for registry listing and correspondence with our office.

Malcolm Kareem Dennis is approved as the program coordinator and an instructor. A list of instructors for the program is attached. Please submit a Faculty Application Request Form to add new faculty to your training program or a Faculty Removal Form for any faculty that no longer actively functions in a training program capacity. Both forms can be found at www.ncnar.org.

Whispering Pines Nursing and Rehabilitation Center and Pine Valley Adult Care Home are approved as clinical sites. Should you wish to make changes to clinical sites, please submit a Clinical Site Approval or Removal Form found at www.ncnar.org.

Room 2, located at 1830 Owen Drive, #204, in Fayetteville, is approved as a classroom for Nurse Aide I Training. Per your submitted diagram and DHSR site visit on April 11, 2018, there is adequate classroom

space for sixteen (16) adult learners. Room Lab #1, located at the same site, is approved as a Nurse Aide I lab and includes adequate lab space for two beds with all supplies, materials and equipment required by DHSR. Approval of the lab is based on your submitted diagrams, photographs and the April 11, 2018 DHSR site visit.

Nurse aide trainees are considered to be in a training program until they have successfully completed a state-approved competency evaluation program. During this time, they are prohibited from performing any tasks for which they have not been found proficient by their instructor.

Additionally, when performing services for residents, trainees are required to be under the general supervision of the registered nurse who is providing necessary guidance for the program and maintaining ultimate responsibility for the course.

From time to time, we conduct on-site reviews of nurse aide training programs. These evaluations are performed to assist you and to ensure the state maintains compliance with federal regulations governing training programs. Some of the reviews may be announced, while others may be unannounced. In the future, we will be asking you for a schedule of your planned programs.

Sincerely,

Vickie E. Fore

Vickie E. Fore, RN, MSN
Triangle Region Education Consultant

c: Scott Corl, Executive Director, NCCS Office of Proprietary Schools
Tonya Dennis, Owner/Administrator, Cumberland Nursing Academy

Proprietary School Licensing Action

Scott Corl

Mon 5/21/2018 10:30 AM

To:Cumberland Nursing Academy <cumberlandnursingacademy@gmail.com>; Malcolm Dennis <malcolm.dennis1@gmail.com>;

Cc:Rasheeda McCormick <mcallisterr@nccommunitycolleges.edu>; vickie.fore@dhhs.nc.gov <vickie.fore@dhhs.nc.gov>; kathy.turner@dhhs.nc.gov <kathy.turner@dhhs.nc.gov>; Joyce Roth <joycer@ncbon.com>; Scott Corl <corls@nccommunitycolleges.edu>;

Importance: High

Mr. Dennis,

On Friday, May 18, 2018, the State Board of Community Colleges voted to issue Cumberland Nursing Academy an initial proprietary school license. This was based upon the recommendation made by the State Board of Proprietary Schools on May 4, 2018. The initial license will supersede the 90-day temporary license previously issued to you. Our office will forward the signed license and program approval letter as soon as they are signed by the President of the Community College System.

As you are aware, the 90-day temporary license did not authorize instruction in certain programs--specifically Nurse Aide I and Nurse Aide II. The initial license authorizes Cumberland Nursing Academy to offer Nurse Aide I and Nurse Aide II vocational training effective May 18, 2018, so you may now start enrollment and instruction in those programs. Please note, the initial license **DOES NOT authorize** any enrollment or instruction in the following programs: Nurse Aide I Refresher; Nurse Aide I Online Hybrid—these will not be authorized until our office receives appropriate approvals from DHHS. Finally, as we previously discussed, authorization to offer Nurse Aide I and Nurse Aide II instruction by and through the State Board of Community Colleges is specifically contingent upon continued approval of those programs by DHHS and NCBON.

I respectfully request that you respond and acknowledge receipt and understanding of this email. Thank you.

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
Fax: 919-807-7169
corls@nccommunitycolleges.edu

NC DEPARTMENT OF
HEALTH AND
HUMAN SERVICES
Division of Health Service Regulation

ROY COOPER • Governor
MANDY COHEN, MD, MPH • Secretary
MARK PAYNE • Director

May 30, 2018

Malcolm Dennis, Owner
Cumberland Nursing Academy
1830 Owen Drive, #204
Fayetteville, NC 28304

Dear Mr. Dennis:

On May 29, 2018, while visiting Cumberland Nursing Academy in conjunction with the NCCC Office of Proprietary Schools, it was discovered that a Nurse Aide I Training Program was in progress. According to the attendance roster, this class began on May 7, 2018 and is to be completed on June 4, 2018. Nine students are enrolled in the class and have attended at least 13 days.

A pending approval letter was sent to Malcolm Dennis and Tonya Dennis via email on April 16, 2018. The first sentence of the letter states that Cumberland Nursing Academy was granted **pending** approval to offer a Nurse Aide I Program. The last sentence of the first paragraph states that once Cumberland Nursing Academy submitted the license and licensure letter from the NCCC Office of Proprietary Schools to DHSR, a Nurse Aide I program may be offered through Cumberland Nursing Academy.

Neither the license nor licensure letter has been submitted to DHSR. In addition, Cumberland Nursing Academy is not fully approved by the State to teach any nurse aide training program. Therefore, the pending approval to offer a Nurse Aide I program at Cumberland Nursing Academy is withdrawn at this time. This means that the pending program number is unavailable for uploading students for state testing.

Full State-approval for Cumberland Nursing Academy to offer a Nurse Aide I Training Program is contingent upon the actions of the NCCC Office of Proprietary Schools.

Sincerely,

Vickie E. Fore

Vickie E. Fore, RN, MSN
Triangle Region Education Consultant

c: Scott Corl, Executive Director, NCCS Office of Proprietary Schools
Kathy Turner, Interim Section Chief, DHHS/DHSR
Tonya Dennis, Owner, Cumberland Nursing Academy
Joyce Roth, North Carolina Board of Nursing

NC COMMUNITY COLLEGES
CREATING SUCCESS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Peter Hans,
President

May 30, 2018

VIA Email
Malcolm Dennis
Cumberland Nursing Academy
1830 Owen Drive, Suite 204
Fayetteville, NC 28304

Re: Notice to Immediately Cease Ongoing Nurse Aide I Program; Refund Student Tuition; Request for Student Contact Information

Dear Mr. Dennis:

During an unannounced joint visit with DHHS to Cumberland Nursing Academy ("Cumberland") yesterday, our office became aware of an ongoing Nurse Aide I program currently scheduled to complete on or about June 4, 2018. As we discussed, DHHS did not complete a final approval of Cumberland's Nurse Aide I program and therefore the school's preliminarily-assigned program number is not active. Thus, I questioned whether completing students could be uploaded for state testing.

Our office has verified that the current Nurse Aide I students can **NOT** be uploaded for state testing. You are hereby advised to **immediately** cease all instruction in this ongoing program and **refund** all students in-full. It is further requested that you forward our office a list of the impacted students, complete with contact information (phone and email) and refund documentation for each student. Finally, it is our specific understanding that no new Nurse Aide I programs will start pending further notice from our office.

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
North Carolina Community College System
corls@nccommunitycolleges.edu

From:	Joyce Roth
To:	Malcolm Dennis
Cc:	Scott Corl; Turner, Kathy; Julie George; Jennifer Lewis; Tonya Fleshman; Tony Graham; Andrea Gunther
Subject:	[External]Cumberland Nursing Academy NAII Course Approval Status
Date:	Tuesday, June 19, 2018 2:13:15 PM
Importance:	High

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you verify that the attachment and content are safe.

Good Afternoon,

This email is to inform you that after review of the documents you submitted for review, the temporary approval for Cumberland Nursing Academy to offer NAII courses is **withdrawn effective immediately**. Multiple issues and concerns were identified in the document review, and you will receive a letter outlining the findings that led to the decision to withdraw the temporary approval. Please note, you **may not** offer any NAII course from this point forward without obtaining approval from NCBON and the CC Office of Proprietary Schools. Please respond verifying receipt of this email.

Joyce

"Serving the Public Through Regulatory Excellence"

This message is confidential. The information contained in this electronic mail message is intended only for the use of the individual(s) or entity/entities to whom it is addressed, and it may also be privileged or otherwise protected by work product immunity or other legal rules. If the reader of this message is not an intended recipient, or the employee or agent responsible to deliver it to an intended recipient, the reader is hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. Please contact the sender by reply e-mail and destroy all copies of the original.

NC BOARD OF NURSING

P.O. Box 2129
Raleigh, North Carolina 27602
919.782.3211
FAX 919.781.9461
Nurse Aide II Registry 919.782.7499
www.ncbon.com

June 21, 2018

Malcolm and Tonya Dennis
Cumberland Nursing Academy
PO Box 64483
Fayetteville, NC 28306

Dear Mr. and Ms. Dennis:

Thank you for submitting the NAII course documents recently requested for our review. This letter is confirmation of the June 19th email sent to you withdrawing North Carolina Board of Nursing (NCBON) temporary approval to offer the NAII courses, effective immediately upon receipt of yesterday's email. We have received your confirmation of receipt of the email sent yesterday. The four students enrolled in the course on April 26 will be unable to complete the course, and will not be eligible for listing on the NCBON NAII Registry.

This decision was based on the following factors:

- Cumberland Nursing Academy is identified as a LLC. The NCBON has no record of LLC approval for this entity.
- NCBON was told by Malcolm Dennis that the NC Proprietary School Office had issued a 90-day provisional license to Cumberland Nursing Academy. Upon investigation, that provisional license did not include approval for NAI or NAII courses until approval was granted for these courses by DHSR and NCBON (respectively), and the Community College Office of Proprietary Schools.
- Students were accepted, enrollment agreements were signed, and money was paid by students prior to the issuance of a license from the Community College Office of Proprietary Schools or approval to offer a NAII course by NCBON.
- An orientation for the course was held on April 26, prior to the issuance of a license from the Community College Office of Proprietary Schools or approval to offer a NAII course by NCBON.
- Course documents inconsistently identify NAI listing as an admission requirement; 21NCAC 36.0405(b)(1)(D) specifically requires current NAI listing on DHSR Registry and GED or high school diploma. Furthermore, course information outlines a procedure for high school students to be admitted. The Administrative Code specifically identifies that high school diploma or equivalent is an admission requirement for a NAII course.
- The course syllabus submitted by the program is a mixture of NAI (DHSR) and NAII language and requirements; information is not accurate (i.e. upon completion of the course, the students will be licensed by NCBON)

- The calendar supplied states that NCBON competency skills checklists are used, but the skills checklist summary submitted does not reflect the required skills checklists.

Please note, you **may not** offer any NAII course from this point forward without obtaining approval specifically for NAII course offerings from both NCBON and the Community College Office of Proprietary Schools. In order to be considered by NCBON for approval to offer NAII courses in the future, you must submit an application and course documents that fully meet all of the requirements found in 21 NCAC 36 .0300, which can be accessed using the following link:

http://reports.oah.state.nc.us/ncac/title%2021%20-%20occupational%20licensing%20boards%20and%20commissions/chapter%2036%20-%20nursing/chapter%2036%20rules.pdf

Sincerely,

Joyce W. Roth

Joyce W. Roth, RN, MSN, NE-BC, SWP
Associate Executive Officer, Education and Practice

Cc: Julie George
Amy Fitzhugh
Scott Corl
Kathy Turner
Jennifer Lewis
Tonya Bordelon

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Peter Hans,
President

June 19, 2018

VIA Email
Malcolm Dennis
Cumberland Nursing Academy
1830 Owen Drive, Suite 204
Fayetteville, NC 28304

Re: Withdraw of Nurse Aide II Program Approval; Notice to Immediately Cease Ongoing Nurse Aide II Program; Refund Student Tuition; Request for Student Contact Information

Dear Mr. Dennis:

The North Carolina Board of Nursing ("BON") advised our office that it withdrew preliminary approval of the Nurse Aide II program at Cumberland Nursing Academy effective immediately. As you are aware, approval and licensure to offer a Nurse Aide II program by and through the State Board of Community Colleges is conditioned upon approval of the program by BON. You are hereby advised to cease all Nurse Aide II enrollment and instruction.

It is our understanding that current students will not be added to the Nurse Aide II Registry. You are hereby advised to **immediately** cease all instruction in this ongoing program and **refund** all students in-full. It is further requested that you forward our office a list of the impacted students, complete with contact information (phone and email) and refund documentation for each student.

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
919-807-7061
corls@nccommunitycolleges.edu

September 4, 2018

Mr. Scott Corl
Executive Director of Proprietary Schools
Office of Proprietary Schools
North Carolina Community College System Office
5001 Mail Service Center
Raleigh, NC 27699-5001

RE: Receipt of Complaint/Evidence of Noncompliance and Investigation

Dear Mr. Corl:

This letter is in response to your communication dated August 21, 2018 itemizing possible violation allegations of Noncompliance and Notice of Investigation of Cumberland Nursing Academy. The State Board of Community Colleges alleges the following violations:

1. **Cumberland Nursing Academy may be in violation of §115D-93(c)(2), by knowingly providing false or misleading information related to approval of license.**
2. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.3(a) by advertising courses it was not approved to offer.**
3. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers.**

We wanted to inform you that we have reviewed these allegations thoroughly and we would like to address the concerning areas point-by-point, per request to submit a written response within ten (10) business days of receiving this Notice to the Executive Director of the Office of Proprietary Schools on behalf of the State Board of Proprietary Schools.

1. **Cumberland Nursing Academy may be in violation of §115D-93(c)(2), by knowingly providing false or misleading information related to approval of license.**

Cumberland Nursing Academy purchased an existing licensed proprietary school effective March 1, 2018. The NC Community College System Office was notified of this sale effective via email on March 1, 2018 by the Administrator of the existing licensed

proprietary school. It was stated in this letter that the new Administrators of the school will be taking over the records and that the program course offerings will also remain unchanged. Mr. Corl contacted us via email on March 9, 2018 verifying coverage of the school bond and noted that he would be in contact at the beginning of the next week regarding the 90-day license. On March 13, 2018 we received an email from Ms. Fore from DHHS stating that Cumberland Nursing Academy must complete a new program packet for approval of a traditional Nurse Aide I program. The email stated that Cumberland Nursing Academy may not provide any nurse aide training programs until the paperwork is completed (Enclosure A). Also on March 13, 2018, Tonya Dennis, President/Owner of Cumberland Nursing Academy received a phone call from Mr. Corl stating that Cumberland Nursing Academy will be receiving a 90-day Provisional license to offer currently approved courses that were being offered at the previously owned licensed school but unfortunately we would not be able to offer Nurse Aide I and II due to those programs having separate approval processes from the other programs we were licensed to offer. We also received an email from Mr. Corl stating that his office will be submitting paperwork for the 90-day license to the President of the Community College System on the next day. The email also stated that that we will be approved to offer all previously licensed programs with the exception of all Nurse Aide I and Nurse Aide II and he understood that we were working towards approvals with the appropriate agencies on those programs. The email also stated that as soon as his office receives documentation of those approvals, we would be issued a license addendum authorizing student enrollment into those programs (Enclosure B). We received the 90-day Proprietary School License (postmark date March, 16, 2018) that authorized Cumberland Nursing Academy to operate for the 90-day period from March 1, 2018 through June 1, 2018. Cumberland Nursing Academy was added to the Nurse Aide I email listing and began to receive correspondence from DHHS regarding Nurse Aide school information and updates. We were also invited to attend the Triangle Region PC meeting, which was attended by Malcolm Dennis, Program Coordinator. On April 6, 2018, email correspondence was sent between Malcolm Dennis and Ms. Fore regarding scheduling a site visit at the school and finalizing information regarding the initial traditional NA1 program proposal packet which was in progress. Ms. Fore stated in the email correspondence that in order to approve the traditional NAI program on Wednesday, April 11, 2018 – site visit date (Enclosure C), some information would have to be completed and faxed by 6pm for her review by the day before the site visit. The information was faxed to her office as requested. During the site visit on April 11, 2018, we were in need of two urinals and fracture pans. Pictures of these items were emailed to Ms. Fore on April 11, 2018. On April 13, 2018, an email was received from Ms. Fore stating that the receipt of the pictures of the needed items concludes a successful review

of the lab and that it was approved (Enclosure D). Also included in the email were the requested lab drawings. It was our understanding at this time that the traditional Nurse Aide I program had been approved by DHHS to begin Nurse Aide I classes at Cumberland Nursing Academy.

Tonya Dennis, President/Owner made phone calls to the students that were registered for Nurse Aide I classes on April 14, 2018 (both a day and evening class) and told them that we were approved to begin classes and the first day of class would be 4/16/18. On 4/16/18, DHHS sent Cumberland Nursing Academy a pending approval letter to offer a traditional Nurse Aide I Program. (Enclosure E). It appears clear to us now that we seem to have misinterpreted the content of this pending approval letter for the Nurse Aide I Program and misunderstood it as a letter to begin class enrollment for the Nurse Aide I Program and as a temporary approval for the remainder for the 90-day period through June 1, 2018 and that we had approval to begin enrollment for Nurse Aide I classes from DHHS effective April 13, 2018. The letter from DHHS (Ms. Fore) was sent to Malcolm Dennis, Program Coordinator and to the Office of Proprietary Board on April 16, 2018, and listed Mr. Corl and Tonya Dennis names on page 2 of the document. We incorrectly understood that as long as the school would be approved to offer classes, unless otherwise noted from the Office of Proprietary Board meeting effective May 4, 2018, we were given the approval to begin the Nurse Aide I classes because the Office of Proprietary Schools was made aware of the pending approval. We must point out to you that at this stage of the Office of Proprietary Board or Nurse Aide I Program approval process, we had not been told the steps of the process by anyone and were unaware the time that we would have to wait for an approval from the State Board of Proprietary Schools Board meeting to obtain final approval to begin enrollment for Nurse Aide I classes. We were only aware of the upcoming meeting of the Office of Proprietary Board at which time our Initial License Application Packet would be up for review. On or about May 1, 2018, the Office of Proprietary School conducted an initial site visit at Cumberland Nursing Academy. At that visit, a school tour was provided and a meeting was held in the office with Mr. Corl. Tonya Dennis recalls asking about the approval process at this point and what were the next steps which at that time he explained the Office of Proprietary Schools Board Meeting and the final step with the recommendation of the Office Of Proprietary Schools Board to the State Board of Community Colleges for Cumberland Nursing Academy to be a NC Proprietary School at a meeting. We stated to Mr. Corl that we had the approval for the traditional Nurse Aide I Program and had submitted the Refresher Packet the day before his visit. Malcolm Dennis received a FYI email on May 1, 2018 from Mr. Corl confirming with Ms. Fore that he had Cumberland approved for NA I only and not the Refresher (Enclosure F). In no way are we stating

that Ms. Fore gave us a verbal approval to start the Nurse Aide I Program without confirmed final approvals from both the NCCCS Office of Proprietary Schools. After examining the DHHS pending approval letter and email correspondence after the notice of withdrawal of the pending approval, we note that Ms. Fore stated that this is a pending approval, dependent upon receipt of the licensing letter and licensed supplied to DHSR by Cumberland Nursing Academy. We should have asked questions and confirmed at both site visits from both Ms. Fore and Mr. Corl if we were authorized to enroll for the Nurse Aide I Program. We were inexperienced and overzealous about the entire process at the time of Mr. Corl's visit, we were under the assumption that that we were operating in compliance and did not think that we were running an unapproved Nurse Aide I Program and that each agency was aware so we never acknowledged or gave notice of any ongoing Nurse Aide classes.

On May 29, 2018 the Office of Proprietary Schools and DHHS conducted a joint site visit at Cumberland Nursing Academy, currently enrolled student files were requested and were given to Ms. Fore and Mr. Corl. The Nurse Aide I student files were for a class that was started on May 7, 2018 and May 21, 2018. Malcolm Dennis was unaware at this visit of the April 16, 2018 classes and files that should have been given to both Ms. Fore and Mr. Corl during this unannounced visit. These files had been stored in a file cabinet in the office by the Volunteer Office Assistant at the time. These two classes had completed at the knowledge of the Campus Director, Tonya Dennis who was under the assumption that on June 1, 2018, the school's Nurse Aide I Program number would be activated and the students would be able to be registered for testing. Ms. Fore was very helpful in providing contact information, upon request of Tonya Dennis, from Pearsonvue to setup Cumberland Nursing Academy as an In-facility test site to assist several local High Schools with their testing In-facility testing needs. Effective early May 2018, Cumberland Nursing Academy was listed on the NCNAR.org website as a State Approved Nurse Aide I Program. Tonya Dennis showed the listing to the students on the projector that were enrolled in the April 16, 2018 day class and possibly the May 7, 2018 day class. We began the Nurse Aide I day class effective May 7, 2018 unintentionally operating out of compliance prior to final approval and authorization form the SBCC or DHHS.

After receiving a congratulatory call from the Office of Proprietary Schools on May 4, 2018 stating that Cumberland Nursing Academy was approved by the Board, we were under the assumption that we had the official go ahead under the pending approval process through June 1, 2018 to offer the Nurse Aide I course until the final meeting that was mentioned by Mr. Corl at the site visit. On May 18, 2018, we received an email that the State Board of Community Colleges voted to issue Cumberland Nursing Academy an

initial proprietary school license. We acknowledge our mistake in not contacting the Office of Proprietary School or DHHS to verify that we were operating fully in accordance with the regulations set forth upon receipt of this email. We are willing and able to comply with all rules and regulations of the State Board of Community Colleges, Office of Proprietary Schools, the Department of Health and Human Services and the North Carolina Board of Nursing. All monies associated with each student's enrollment were refunded back to them immediately for all of the students for each enrolled class and upcoming classes that were scheduled. Refund forms documenting refunds for the May 7, 2018 Nurse Aide I class were emailed to the Office of Proprietary Schools.

Nurse Aide II

Cumberland Nursing Academy received a call from the North Carolina Board of Nursing on or about March 22, 2018. Tonya Dennis received the call from the school phone. Tonya Dennis was told that the NCBON had received a letter from the previous school Administrator of notice of sale of the existing licensed Proprietary School effective March 1, 2018. She was congratulated and was told to email Ms. Roth at the NCBON that the physical address would remain the same, list the name of the new owners and to state that we would like to offer the Nurse Aide II course at Cumberland Nursing Academy. Tonya Dennis was also told to include both her and Malcolm Dennis' RN license numbers and when asked about the process, she was told that the once the Nurse Aide I Program is approved, the NCBON verifies with Nurse Aide I and usually accepts their recommendation for the school to offer a Nurse Aide II Program. Since it was an already existing school/program, current curriculum was to be used, admission requirements are met, and that the same equipment and instructors would be used, usually in this type of case, a 90-day temporary approval should be granted. When asked about the 90-day approval process, it was stated to Tonya Dennis that during this 90-day timeframe, Cumberland Nursing Academy would be able to use this time to complete the application process. The NCBON representative also stated that we would be receiving the required modules, forms and checklists needed for the full approval of the application process. On March 22, 2018, Tonya Dennis sent an email to Ms. Roth as directed with the required information requested per the initial phone call stating at that time that we had been granted a 90-day Provisional license by the NC Proprietary School, referring to the 90-day Provisional license that was granted to the school for other programs, not clearly understanding the complete Nurse Aide I and Nurse Aide II approval process at that time. We received an automatic email on March 22, 2018 stating that Ms. Roth was currently out of the office with limited access to voicemail and email. On April 17, 2018, Ms. Roth from the NCBON requested Malcolm and Tonya Dennis' RN license numbers, which were emailed upon receipt. Tonya Dennis also resent the original email sent to Ms.

Roth from March 22, 2018. On April 30, 2018, Tonya Dennis sent an email to Mr. Corl regarding her contact with the NCBON regarding the Nurse Aide II Program and forwarded a copy of the original email sent to Ms. Roth. Per the email, Tonya Dennis stated that Ms. Fore approved the Nurse Aide I Program on 4/16/18 and that she just wanted to document that she had been in contact with the NCBON. In writing the email, Tonya Dennis felt she was including everyone involved in the approval process through full disclosure and that Cumberland Nursing Academy was in full compliance at that time. No response was sent to her stating that Cumberland Nursing Academy was not an approved Nurse Aide I Program at that time and the information in the email was neither accurate nor corrected. (Enclosure G).

On May 1, 2018, we received an email stating that the NCBON was granting Cumberland Nursing Academy a temporary approval for 90 days to offer the Nurse Aide II course as long as the above stated requirements were met. (Enclosure H). The letter stated that a completed application must be submitted to continue to offer the Nurse Aide II course beyond the 90 day temporary approval granted until we have received the completed application and have been granted full approval. A formal certified letter was also mailed to Cumberland Nursing Academy. On May 2, 2018, a thank you email was sent to the Ms. Roth and acknowledgement of receipt was sent from Cumberland Nursing Academy. We were unknowingly at fault to conduct an orientation and register students for the Nurse Aide II on or around April 26, 2018 – May 1, 2018 for the course that began on May 2, 2018. At that time, we were unaware that we could not register students for future Nurse Aide II courses. On June 11, 2018, we received an email from Ms. Roth stating that it had come to her attention that we were currently offering a Nurse Aide II course and she requested information regarding the roster, date students were accepted and submitted payment, detailed schedule and the curriculum used in the course. The information was emailed to Ms. Roth on June 13, 2018. Additional information was requested by Ms. Roth on June 15, 2018 requesting the admission requirements for the NAII course, instructor information and a course calendar clearly identifying specific times of class, lab and clinical. The information was emailed to Ms. Roth on June 18, 2018. On June 19, 2018, Ms. Roth sent an email stating that after the review of the documents submitted for review, the temporary approval for Cumberland Nursing Academy to offer NAII courses is withdrawn effective immediately. A certified copy was also mailed to Cumberland Nursing Academy. We sent an email thanking Ms. Roth for reviewing the documents and we understood the letter as a withdrawal to offer the Nurse Aide II course at this time. Cumberland Nursing Academy also received a letter from the Office of Proprietary Schools stating the same. We immediately refunded each student

enrolled all monies and fees associated with the course. An email of the refund forms documenting the refunds were given were emailed to the Office of Proprietary Schools.

2. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.3(a) by advertising courses it was not approved to offer.**

Cumberland Nursing Academy Cumberland Nursing Academy purchased an existing licensed proprietary school effective March 1, 2018. The NC Community College System Office was notified of this sale effective via email on March 1, 2018 by the Administrator of the existing licensed proprietary school. It was stated in this letter that the new Administrators of the school will be taking over the records and that the program course offerings will also remain unchanged. Cumberland Nursing Academy respectfully disagrees with the concerning allegation of violation by advertising Nurse Aide I and Nurse Aide II courses it was not approved to offer for malicious intent or to defraud consumers. It was our understanding, which we now know that we were in error, that we had the authorization to register and accept enrollments for upcoming Nurse Aide I and Nurse Aide II courses along with the other courses that were under the 90-day Provisional license period of March 1, 2018 – June 1, 2018. . On March 13, 2018, we received email correspondence from the Office of Proprietary Schools stating that we will be approved to offer all previously licensed programs with the exception on all Nurse Aide I and Nurse Aide II. The correspondence did not specify that we were not to advertise or accept registration for Nurse Aide I and Nurse Aide II courses. The letter states that we will not be able to offer those courses until receipt of approvals from DHHS and NCBON authorizing enrollment into those programs. We were under the impression that we were authorized to register for the Nurse Aide I and Nurse Aide II courses since there was open communication between the Office of Proprietary Schools, DHHS and NCBON. It was a failure on our part to thoroughly read all email correspondence completely and to ask questions from all of the Agencies that were assisting us in our approval process has produced a negative cloud of non-compliance on Cumberland Nursing Academy. We have not provided any media advertising at this point. We did purchase a website but have not to date launched the website until it would meet the approval of the Office of Proprietary Schools. During Mr. Corl's site visit on or about May 1, 2018, Mr. Corl stated to us to make a clear distinction between licensed and unlicensed programs and would allow us to email him a copy of the website prior to launch for review. To our knowledge or consent, no written literature in the form of brochures, business cards, flyers, or banners have been printed or used to advertise for Nurse Aide I and Nurse Aide II courses.

3. **Cumberland Nursing Academy may be in violation of 2A SBCCC 400.11(a)(2)(3)(4) by not maintaining current, complete, and accurate records showing student progress and attendance, enrollment agreements and account ledgers.**

On May 29, 2018 the Office of Proprietary Schools conducted a joint visit with DHHS at Cumberland Nursing Academy. A specific student's file was requested to be reviewed. To the knowledge of Malcolm Dennis, Program Coordinator, the file was not on site at the time of the visit. Tonya Dennis was not onsite at the time of the joint visit and unaware of the exact location of the file when asked by Malcolm Dennis. The file had been removed from the class files due to the student's non-attendance status and being unable to contact the student. It was later confirmed that the file had been on site and the contents were requested to be faxed to the Administrator of the previously licensed school by the volunteer Office Assistant. Contents of the file that were faxed were unknown to Malcolm Dennis and Tonya Dennis was made aware after the fact. The student was enrolled in an evening Nurse Aide I course April 16, 2018 but did not start attending class until April 17, 2018. The student missed class on May 21, 2018 and May 22, 2018, which made her third absence, which resulted in her being dropped from the course. To the knowledge of Tonya Dennis, the student did not have a signed enrollment agreement in her student file and Tonya Dennis is unsure of whether or not her account ledger presented accurate financial information. According to our records, it appears the student did pay $650.00 for the traditional Nurse Aide I program but did not attend the entire course due to dropping the course. These problems have been addressed and the volunteer Office Assistant has been relieved of her duties once this information came to light and will no longer have access to the facility unsupervised and no access to student files/records and account ledgers.

Cumberland Nursing Academy has since hired an experienced Office Manager that will be coming aboard to work in a full-time position and be thoroughly trained and given a job description that will be expected to be followed regarding office duties and responsibilities related to student files and recordkeeping. At this time, Tonya Dennis has been working in the capacity as acting Office Manager for Cumberland Nursing Academy.

Cumberland Nursing Academy has taken many steps to obtain and maintain compliance with all laws and regulations related to The State Board of Proprietary Schools, The Office of Proprietary Schools, Division of Health and Human Services and the North Carolina Board of Nursing. We have reached out for assistance and guidance and are willing and able to prove to The State Board of Proprietary Schools and The Office of

Proprietary Schools that if given the opportunity to have our Proprietary license reinstated to good standing and be able to offer both the Nurse Aide I and Nurse Aide II programs, we can surely prove our leadership in the community and become one of your most valuable Proprietary Schools. We welcome the opportunity to work closely with the Office of Proprietary Schools, DHHS and the NCBON and welcome any training sessions, site visits and close monitoring to ensure our compliance with all statues, rules, regulations and policies set forth to assist us with all of our licensed Programs. As the School Administrators, we are actively working on a school operational plan so that our roles for both the school and individual programs will not become a conflict of interest and how we are to function a Program Director and Coordinator and Campus Director. We will also be enrolling in office management and conflict resolution courses and customer service training for all of our staff. This is defiantly not the tarnished vision we had for Cumberland Nursing Academy during the first 90 days of operation when we Prayed and agreed to purchase the previously licensed school.

When purchasing Cumberland Nursing Academy, we were unaware of the separate approval process for both the Nurse Aide I and Nurse Aide II Programs. It was stated to me a couple of times that this type of transition of an existing school had not occurred in North Carolina to date and this would be the first of this sort. We wanted to take pride in that privilege of having that opportunity and are hoping to be granted another chance to do so from The State Board of Proprietary Schools and The Office of Proprietary Schools. As Campus Director for the previous school, I was able to turn the school around in a positive light and I Pray for the opportunity to do so once again with Cumberland Nursing Academy. This experience has been both emotionally and financially taxing to both of us as a married couple of 17yrs and licensed RN's who are looked upon as positive examples as role models for our students. It is our heart to share with students from all walks of life healthcare education and training. We are both certified CPR Instructors, Medication Aide Instructors and Malcolm has recently completed his MSN during this heart-rending transition period.

We have provided student refunds close to $25,000.00 including all expenses that were associated with the student attending class that either could not be completed or attended due to unintentionally offering the Nurse Aide I and Nurse Aide II courses without the proper approvals. These expenses included: Books that the students were allowed to keep, TB skin tests, criminal background checks, CPR certifications...etc. The students that were affected were invited to attend another class at the school and be able to complete their Nurse Aide training free of charge if and when the program will be reinstate to Cumberland Nursing Academy. Many of the students that were affected needed their CNA to apply for Nursing School, Physician Assistant School admissions

and several were college students attempting to meet their school deadlines with our flexible scheduling. Other students that were impacted were Military spouses and many were students trying to meet job requirements to maintain employment and/or gain better employment. Most of the students were referrals from other students that had attended the school previously. I feel that their time was the most valuable asset taken from them. I wish that a resolution could have been put in place sooner for these students impacted by the unintentional actions of myself as a representative of Cumberland Nursing Academy. I was able to refer some of them to other area Nurse Aide I programs but many were not able to travel or the classes were not available. The instructors were paid for teaching theory and clinical and the administrative staff was always paid although the students were given their entire refunds because it was no fault of their own as employees that this occurred. During this time, we have paid rent for two office spaces, the previous office space that we obtained an assumption of lease from April 2018 – August 2018 at a rental rate of $3000.00/monthly and a new location including a deposit, first month's rent and rent of $1600.00/monthly from April 2018 – current. We had to pay all utilities, internet and phone service plus maintenance, move in/out expenses at both locations and a $4000.00 buildout for the relocation site. We were unable to move to a more desired and more polished location due to not being able to offer the Nurse Aide I and Nurse Aide II Programs, which are the most requested and needed programs in the local area related to occupational, employment and secondary health related program entrance requirements.

Cumberland Nursing Academy would like to continue the tradition of the previous school purchased as a top-rated alternative option for our students and the local community. When purchasing the previously licensed school, our main objective was to offer the Nurse Aide I and Nurse Aide II Programs to inspire our students to gain interest in the healthcare field that is both rewarding for both the student and the patients. We have been told that the previously licensed school that we purchased has one of the highest performance rates for Nurse Aide I training in the region. I am proud to say those numbers were a direct result of my staff's commitment to our students over the past 3 years under my leadership as Campus Director. Most of our students return to complete other courses at the school and many had planned on continuing their education with Cumberland Nursing Academy and I feel that I have let the students down.

We would like to note that we appreciate the cooperation and time given to this matter from Mr. Corl, Mrs. McCormick, Ms. Fore and Ms. Roth during this vexatious transition period. Cumberland Nursing Academy sincerely hopes that this communication is responsive to the questions raised by your office and trust this information is sufficient to assist with a thorough investigation. Please contact either one of us if you have any

further concerns regarding this matter. Malcolm Dennis can be reached at 910-850-0393 and Tonya Dennis can be reached at 910-850-0477.

Regards,

Tonya Dennis

Cumberland Nursing Academy

Enclosures

Good Morning Ms. Fore,

I hope that all is well. I am in the process of completing the program packet for the Cumberland Nursing Academy Nurse Aide 1 Program. I had a question regarding the Instructors listed on the faculty list. For the instructors that will be transitioning from Care One to Cumberland Nursing Academy, will I need to submit a new application and resume for them to include with the Nurse Aide 1 Training Program application?

Thank You,

Malcolm Dennis

On Tue, Mar 13, 2018 at 2:42 PM, Fore, Vickie <vickie.fore@dhhs.nc.gov> wrote:

> Since there is a change in leadership, ownership and the name of the school, Cumberland Nursing Academy must complete a new program packet for approval of a traditional NAI program. The packet is found at: https://www2.ncdhhs.gov/dhsr/hcpr/pdf/narpacket.pdf. Add information in the spaces provided. If what you want to add doesn't fit the space provided, then edit the information until it does. The DHSR policies should cover only what is requested in the DHSR NAI packet.
>
> Use the attached faculty list in place of Item 2 on Page 5 of the instructions in the packet. The list includes the instructors approved for Care One in Fayetteville plus I added Malcolm. Draw a line through instructors on the faculty list who will no longer be teaching at your school. Since you have submitted Malcolm's faculty approval form, you do not have to send another form for him.
>
> Once the traditional NAI program is approved, I will send you paperwork for the NAI hybrid program and the Refresher program.
>
> Cumberland Nursing Academy may not provide any nurse aide training programs until the paperwork is complete.
>
> Please contact me any time with any questions as you complete the packet.

Enclosure A

Regards,

Vickie

Vickie E Fore, RN, MSN

Education Consultant

Division of Health Service Regulation

Health Care Personnel Education and Credentialing Section

North Carolina Department of Health and Human Services

919-855-3985 office

919-733-9764 fax

vickie.fore@dhhs.nc.gov

801 Biggs Drive

2709 Mail Service Center

Raleigh, NC 27699-2709

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Unauthorized disclosure of juvenile, health, legally privileged, or otherwise confidential information, including confidential information relating to an ongoing State procurement effort, is prohibited by law. If you have received this e-mail in error, please notify the sender immediately and delete all records of this e-mail.

Gmail Malcolm Dennis <cumberlandnursingacademy@gmail.com>

90-day License for Cumberland Nursing Academy

10 messages

Scott Corl <corls@nccommunitycolleges.edu> Tue, Mar 13, 2018 at 5:53 PM
To: Malcolm Dennis <cumberlandnursingacademy@gmail.com>
Cc: Rasheeda McAllister <mcallisterr@nccommunitycolleges.edu>, Scott Corl <corls@nccommunitycolleges.edu>

Tonya & Malcolm,

Our office will be submitting paperwork for the 90-day license to the President of the Community College System tomorrow. Our office will confirm when it gets mailed out to you. You will be approved to offer all previously licensed programs with the exception of all Nurse Aide I and Nurse Aide II. I understand that you are working toward approvals with the appropriate agencies on those programs (Nurse Aide I -DHHS; Nurse Aide II -BON). As soon as our office receives documentation of those approvals, we will immediately issue a license addendum authorizing you to enroll students into those programs. Let me know if you have any questions.

Regards,

Scott Corl

Executive Director

Office of Proprietary Schools

NC Community College System

Phone: 919-807-7061

Fax: 919-807-7169

corls@nccommunitycolleges.edu

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Enclosure B

Fore, Vickie <vickie.fore@dhhs.nc.gov> Fri, Apr 6, 2018 at 2:36 PM
To: Malcolm Dennis <malcolmdennisacademy@gmail.com>

How about Wednesday, April 11 at 10a for my visit?

During the visit, I'll look at the classrooms and labs to be used for nurse aide training. I go down the Basic Equipment and Supply List item for item and you'll show me the items and the correct number of items. Beds, curtains and sinks with hot and cold running water must work. The process may take up to 2 hours.

This is getting ahead of the usual order of the proposal packet. I'm attaching a form to replace Part II which starts on Page 17 in the new proposal packet. To approve the traditional NAI program on Wednesday, I will need the following faxed to 919-733-9764 by 6p on Tuesday:

1) Completed Part I with acceptable policies; if you resubmit Part 1 today or Monday, I will review and return it immediately so you can make any needed changes, if there are any, by Tuesday afternoon.

2) Completed Part II with diagrams (using attached form)

Kuburat had one classroom and one lab approved for use in nurse aide training. If it would be helpful, I can send you her diagrams as an example of the type of diagram that is acceptable. It can be hand drawn using a pen or marker with black ink so the diagram will survive faxing. Sometimes the lines and word lighten when faxed. Don't use the edge of the paper as the walls for the rooms. Draw a representative box for the walls.

Vickie

Vickie E Fore, RN, MSN

Education Consultant

Division of Health Service Regulation

Health Care Personnel Education and Credentialing Section

North Carolina Department of Health and Human Services

919-855-3985 office

919-733-9764 fax

vickie.fore@dhhs.nc.gov

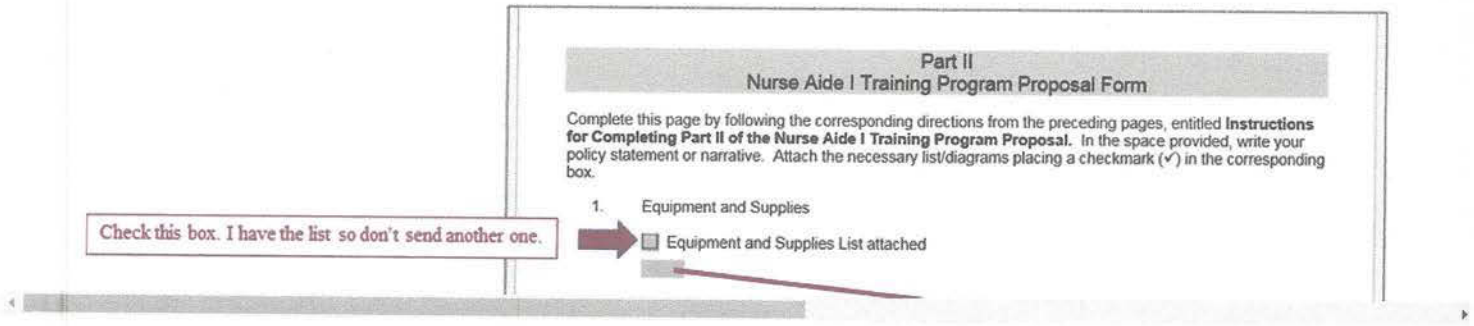
Enclosure C

Fore, Vickie <vickie.fore@dhhs.nc.gov>
to me

Your picture of the two urinals and fracture pans concludes a successful review of the lab. It is approved.

However, you have to write a narrative on Page 18 of the proposal packet. **Do not resubmit a complete packet.** Using the Pages 17 and 18 that I've attached, check the check boxes and add a narrative. Email or fax the pages back to me.

- The picture below is what the attached Page 18 looks like. The check boxes are evident. When you start the narrative, click in the grayed line under each of the 3 to how many words you can use. Be brief. Make sure the Signature and Date box stays on the page. If it goes on another page, edit your narratives so the Signature and Da
- The second attachment, *New classroom & lab description form*, has narratives on it. You can use whatever you want from the attachment for your narrative on Page



Enclosure D

DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF HEALTH SERVICE REGULATION

ROY COOPER
GOVERNOR

MANDY COHEN, MD, MPH
SECRETARY

MARK PAYNE
DIRECTOR

April 16, 2018

Malcolm Dennis, Program Coordinator
Nurse Aide I Program
Cumberland Nursing Academy
1830 Owen Drive, #204
Fayetteville, NC 28304

Dear Mr. Dennis:

Please accept this letter as **pending** approval to offer a 105-hour Nurse Aide I Training Program at Cumberland Nursing Academy, located at 1830 Owen Drive, #204, in Fayetteville, North Carolina, effective April 16, 2018. Hours approved are 35 for classroom, 30 for lab and 40 for clinical for a total of 105 hours. Once you submit the license and licensure letter from the North Carolina Community College Office of Proprietary Schools to DHSR, you may offer the Nurse Aide I program through Cumberland Nursing Academy.

This approval is granted with the understanding that the program will use the schedule, curriculum, testing tools, faculty, clinical sites, policies and procedures approved by our agency. Failure to follow this program will result in withdrawal of approval. Should you wish to make changes to your programs, including faculty, curricula or evaluation tools, please contact our office for guidance.

Your program number is **70799**. Please use this number on all applications for registry listing and correspondence with our office.

Malcolm Kareem Dennis is approved as the program coordinator and an instructor. A list of instructors for the program is attached. Please submit a Faculty Application Request Form to add new faculty to your training program or a Faculty Removal Form for any faculty that no longer actively functions in a training program capacity. Both forms can be found at www.ncnar.org.

Whispering Pines Nursing and Rehabilitation Center and Pine Valley Adult Care Home are approved as clinical sites. Should you wish to make changes to clinical sites, please submit a Clinical Site Approval or Removal Form found at www.ncnar.org.

Room 2, located at 1830 Owen Drive, #204, in Fayetteville, is approved as a classroom for Nurse Aide I Training. Per your submitted diagram and DHSR site visit on April 11, 2018, there is adequate classroom

Health Care Personnel Education and Credentialing Section
www.ncnar.org
Tel 919-855-3970 • Fax 919-733-9764
Location: 801 Biggs Drive • Brown Building • Raleigh, NC 27603
Mailing Address: 2709 Mail Service Center • Raleigh, NC 27699-2709
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Enclosure E

space for sixteen (16) adult learners. Room Lab #1, located at the same site, is approved as a Nurse Aide I lab and includes adequate lab space for two beds with all supplies, materials and equipment required by DHSR. Approval of the lab is based on your submitted diagrams, photographs and the April 11, 2018 DHSR site visit.

Nurse aide trainees are considered to be in a training program until they have successfully completed a state-approved competency evaluation program. During this time, they are prohibited from performing any tasks for which they have not been found proficient by their instructor.

Additionally, when performing services for residents, trainees are required to be under the general supervision of the registered nurse who is providing necessary guidance for the program and maintaining ultimate responsibility for the course.

From time to time, we conduct on-site reviews of nurse aide training programs. These evaluations are performed to assist you and to ensure the state maintains compliance with federal regulations governing training programs. Some of the reviews may be announced, while others may be unannounced. In the future, we will be asking you for a schedule of your planned programs.

Sincerely,

Vickie E. Fore

Vickie E. Fore, RN, MSN
Triangle Region Education Consultant

c: Scott Corl, Executive Director, NCCS Office of Proprietary Schools
Tonya Dennis, Owner/Administrator, Cumberland Nursing Academy

Scott Corl <corls@nccommunitycolleges.edu> Apr
to Vickie, malcolmdennisa., me

Thanks Vickie!

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
Fax: 919-807-7169
corls@nccommunitycolleges.edu

NC COMMUNITY COLLEGES CREATING SUCCESS
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E-mail correspondence to and from this address may be subject to the North Carolina Public Records Act and shall be disclosed to third parties when required by Chapter 132 of the North Carolina

From: Fore, Vickie [mailto:vickie.fore@dhhs.nc.gov]
Sent: Monday, April 16, 2018 2:48 PM
To: Malcolm Dennis (malcolmdennisacademy@gmail.com) <malcolmdennisacademy@gmail.com>
Cc: Scott Corl <corls@nccommunitycolleges.edu>; Tonya Renee Dennis (CumberlandNursingAcademy@gmail.com) <CumberlandNursingAcademy@gmail.com>
Subject: Approval of new Nurse Aide I Program in Fayetteville, NC

Scott Corl <corls@nccommunitycolleges.edu> Ma
to **Malcolm**, me

FYI....

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
Fax: 919-807-7169
corls@nccommunitycolleges.edu

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From: Fore, Vickie [mailto:vickie.fore@dhhs.nc.gov]
Sent: Tuesday, May 1, 2018 10:43 AM
To: Scott Corl <corls@nccommunitycolleges.edu>
Subject: RE: [External] FW: Approval of new Nurse Aide I Program in Fayetteville, NC

That's correct. I sent them the Refresher application which should take about 15 minutes to complete but they haven't submitted it.

Vickie

Vickie E Fore, RN, MSN
Nurse Consultant
Division of Health Service Regulation
Health Care Personnel Education and Credentialing Center
NC Department of Health and Human Services

Office: 919-855-3985
Fax: 919-733-9764
vickie.fore@dhhs.nc.gov

801 Biggs Drive, Brown Building
2709 Mail Service Center
Raleigh, NC 27699-2709

Twitter | Facebook | YouTube | LinkedIn

From: Scott Corl [mailto:corls@nccommunitycolleges.edu]
Sent: Tuesday, May 01, 2018 10:38 AM
To: Fore, Vickie
Cc: Scott Corl
Subject: [External] FW: Approval of new Nurse Aide I Program in Fayetteville, NC

Enclosure F

CAUTION: External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

I have Cumberland approved for NA I only and not the refresher—can you confirm that as accurate? Thanks!

Regards,

Scott Corl
Executive Director
Office of Proprietary Schools
NC Community College System
Phone: 919-807-7061
Fax: 919-807-7169
corls@nccommunitycolleges.edu

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From: Scott Corl
Sent: Monday, April 16, 2018 3:24 PM
To: Fore, Vickie <vickie.fore@dhhs.nc.gov>; Malcolm Dennis (malcolmdennisacademy@gmail.com) <malcolmdennisacademy@gmail.com>
Cc: Tonya Renee Dennis (CumberlandNursingAcademy@gmail.com) <CumberlandNursingAcademy@gmail.com>; Scott Corl <corls@nccommunitycolleges.edu>
Subject: RE: Approval of new Nurse Aide I Program in Fayetteville, NC

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Malcolm Dennis <cumberlandnursingacademy@gmail.com> Apr
to **Scott**

Hello Mr. Corl,

I wanted to send you the email that I sent to Ms. Roth regarding the NA2 Program that we would like to offer. I emailed the original message on 3/22/18 and rece response back on 4/17/18 requesting our RN license numbers that I had included in the original email. Per my conversation with Ms. Roth on 3/22/18, they would 90-day approval per approval of the NA1 Program. Ms. Fore approved the NA 1 program on 4/16/18. I forwarded my original email to Ms. Roth on 4/17/18. I just document that I had been in contact with the NCBON regarding the NA2 Program.

Thank you,

Tonya Dennis

---------- Forwarded message ----------
From: **Malcolm Dennis** <cumberlandnursingacademy@gmail.com>
Date: Tue, Apr 17, 2018 at 3:23 PM
Subject: Fwd: Transition of Ownership from Care One Health Training Insitiute to Cumberland Nursing Academy
To: joycer@ncbon.com

---------- Forwarded message ---------
From: Malcolm Dennis <cumberlandnursingacademy@gmail.com>
Date: Thu, Mar 22, 2018, 11:44 AM
Subject: Transition of Ownership from Care One Health Training Insitiute to Cumberland Nursing Academy
To: <joycer@ncbon.com>

Hello Ms. Roth,

I hope that all is well. This letter is to inform the NCBON that Care One Health Training Institute - (Fayetteville location) has been purchased by Malcolm and Tony name is the school is now Cumberland Nursing Academy, LLC. The physical address of the school is currently the same. The new ownership is under Malcolm Denr President, Owner and Tonya Dennis, President, Owner. We would like to offer the Nurse Aide 2 Course here at Cumberland Nursing Academy. We have been grant Provisional license by the NC Proprietary School. Malcolm and Tonya Dennis are both NC Registered Nurses. Malcolm Dennis (License #171090). Tonya Dennis (Lic #189648). Please let us know what steps to take regarding the application for the Nurse Aide 2 Course approval.

Thank you for all considerations given. Have a great day.

Malcolm Dennis, RN
910-850-0393
Tonya Dennis, RN
910-850-0477

Joyce Roth <joycer@ncbon.com> Ma
to **Kathy**, **Tammy**, me, Scott, Tonya, Jennifer

Good Morning, Malcolm and Tonya,
The NCBON is granting you temporary approval for 90 days to offer the NAII course through Cumberland Nursing Academy in Fayetteville provided the following requirements are met:

1. The required NAII modules and skills checklists/competency validations are utilized in all course offerings
2. NCBON approved NAII instructors teach all aspects of every course
3. The NAII course coordinator meets all NCBON requirements and has been approved to serve in that capacity
4. All NCBON NAII admission requirements for students are met
5. NAII students who successfully complete the NAII course are listed by the designated course coordinator in the NCBON electronic system. Please note – the NAII listing pr completed by both the program course coordinator and the student within 30 days of completion of the course. No exceptions will be granted to this 30 day requirement

You must submit a completed application to continue to offer the NAII course. You may not offer the course beyond the 90 day temporary approval granted until we have received the cor application and you have been granted full approval to offer the course. Tonya in our office will sent you the rules related to NAII programs, the link to the required NAII modules and skill checklists, and the application that you need to complete for full approval to offer the NAII course. She will also send you a formal letter with all of the information in this email. **Your tem to offer the NAII course will expire on July 31, 2018.**
Please feel welcome to contact me for any questions you have related to the temporary approval. Tonya will be happy to assist you with the application if you have questions.
Joyce

From: Malcolm Dennis [mailto:cumberlandnursingacademy@gmail.com]
Sent: Tuesday, April 17, 2018 3:24 PM
To: Joyce Roth <joycer@ncbon.com>
Subject: Fwd: Transition of Ownership from Care One Health Training Insitiute to Cumberland Nursing Academy

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Malcolm Dennis

Enclosure G

Gmail Malcolm Dennis <cumberlandnursingacademy@gmail.com>

Transition of Ownership from Care One Health Training Insitiute to Cumberland Nursing Academy

Joyce Roth <joycer@ncbon.com> Tue, May 1, 2018 at 8:40 AM
To: Malcolm Dennis <cumberlandnursingacademy@gmail.com>
Cc: Scott Corl <corls@nccommunitycolleges.edu>, "Turner, Kathy" <kathy.turner@dhhs.nc.gov>, Tonya Fleshman <tfleshman@ncbon.com>, Jennifer Lewis <jlewis@ncbon.com>, Tammy Edelen <tammy@ncbon.com>

Good Morning, Malcolm and Tonya,
The NCBON is granting you temporary approval for 90 days to offer the NAII course through Cumberland Nursing Academy in Fayetteville provided the following requirements are met:

1. The required NAII modules and skills checklists/competency validations are utilized in all course offerings
2. NCBON approved NAII instructors teach all aspects of every course
3. The NAII course coordinator meets all NCBON requirements and has been approved to serve in that capacity
4. All NCBON NAII admission requirements for students are met
5. NAII students who successfully complete the NAII course are listed by the designated course coordinator in the NCBON electronic system. Please note – the NAII listing process must be completed by both the program course coordinator and the student within 30 days of completion of the course. No exceptions will be granted to this 30 day requirement for initial listing.

You must submit a completed application to continue to offer the NAII course. You may not offer the course beyond the 90 day temporary approval granted until we have received the completed application and you have been granted full approval to offer the course. Tonya in our office will sent you the rules related to NAII programs, the link to the required NAII modules and skills competency checklists, and the application that you need to complete for full approval to offer the NAII course. She will also send you a formal letter with all of the information in this email**. Your temporary approval to offer the NAII course will expire on July 31, 2018.**

Please feel welcome to contact me for any questions you have related to the temporary approval. Tonya will be happy to assist you with the application if you have questions.

Joyce

From: Malcolm Dennis [mailto:cumberlandnursingacademy@gmail.com]
Sent: Tuesday, April 17, 2018 3:24 PM
To: Joyce Roth <joycer@ncbon.com>
Subject: Fwd: Transition of Ownership from Care One Health Training Insitiute to Cumberland Nursing Academy

[Quoted text hidden]

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"Serving the Public Through Regulatory Excellence"

Enclosure H

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