STATE BOARD OF COMMUNITY COLLEGES
Dr. Breeden Blackwell, Chair
May 15, 2020

North Carolina Community College System
Dr. W. Dallas Herring State Board Room
Caswell Building, 200 West Jones Street
Raleigh, North Carolina 27601
TELEPHONIC

Thursday, May 14, 2020

COMMITTEE MEETINGS

Programs Committee	9:30 a.m.	Dr. W. Dallas Herring State Board Room
Personnel Committee	11:00 a.m.	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	1:00 p.m.	Dr. W. Dallas Herring State Board Room
Finance Committee	2:00 p.m.	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	3:30 p.m.	Dr. W. Dallas Herring State Board Room

Friday, May 15, 2020

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

- Call to Order
- Moment of Reflection
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of Minutes – April 17, 2020
- 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)*
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Reports

- NC Association of Community College Presidents, The Honorable Walter Dalton, President
- NC Association of Community College Trustees, Ms. Julie Woodson, President
- NC Comprehensive Community College Student Government Association (N4CSGA), Mr. Jesse Watts, President

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Information

System Office Vacancy Report – May 2020 (Attachment PER 01)
College President Status Report – May 2020 (Attachment PER 02)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

For Action

Proposal for an Amendment to the High School to Community College Articulation Agreement COVID-19 Waiver (Attachment PROG 01)
Pathways to Employment (PTE) Course Request (Attachment PROG 02)
Amendment of 1D SBCCC 200.95 – Education Services for Minors (Attachment PROG 03)
Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04) [CA]
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 05) [CA]
Combined Course Library – Continuing Education (Attachment PROG 06) [CA]

For Information

Curriculum Program Applications as Approved by the System President (Attachment PROG 07)
Curriculum Standard Revision as Approved by the System President (Attachment PROG 08)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 09)
SBCC Code Report – April 2020 (Attachment SBCCC 01)

STRATEGIC PLANNING COMMITTEE, Mr. Burr Sullivan, Chair

For Information

Progress of Strategic Plan Tactics
Status of Strategic Plan Tactics (Attachment PLAN 01)
Impacts of the Pandemic on Strategic Plan Tactics (Attachment PLAN 02)
Potential Shifts in the System Strategic Plan

FINANCE COMMITTEE, Mr. Jim Rose, Chair

For Action

Contract for Small Business Center Network (Attachment FC 01)
Allocation for Small Business Center Counseling (Attachment FC 02)
Service Agreement for Community Colleges Grant Program (Attachment FC 03) [CA]
Contract for Environmental, Safety, and Health Compliance (Attachment FC 04) [CA]
Allocation for Virtual Learning Community Centers (Attachment FC 05) [CA]
Contract for Learning Management System and Services (Attachment FC 06) [CA]
Contract for NC Brain Software License (Attachment FC 07) [CA]
Allocation for the North Carolina Motorcycle Safety Education Program (Attachment FC 08) [CA]
Construction and Property – May 2020 (Attachment FC 09)
Contract for College Cybersecurity Awareness Training (Attachment FC 10)
Allocation for College Career Counselors and Academic Advisors (Attachment FC 12)

FINANCE COMMITTEE, Mr. Jim Rose, Chair (continued)

For Information

Estimated Receipts – April 2020 (Attachment FC 11)

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair

For Action

Recommendations for Initial Proprietary School Licensure (SBPG 01)

Recommendations for Renewal of Proprietary School Licensure (SBPG 02) [CA]

PRESIDENT'S REPORT

NEW BUSINESS

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, July 16, 2020 and Friday, July 17, 2020 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and three (3) vacancies for the members of the State Board

ADJOURNMENT

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

CONSENT AGENDA

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04)
Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 05)
Combined Course Library – Continuing Education (Attachment PROG 06)

FINANCE COMMITTEE, Mr. Jim Rose, Chair

Service Agreement for Community Colleges Grant Program (Attachment FC 03)
Contract for Environmental, Safety, and Health Compliance (Attachment FC 04)
Allocation for Virtual Learning Community Centers (Attachment FC 05)
Contract for Learning Management System and Services (Attachment FC 06)
Contract for NC Brain Software License (Attachment FC 07)
Allocation for the North Carolina Motorcycle Safety Education Program (Attachment FC 08)

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Mr. Bob Stephens, Chair

Recommendations for Renewal of Proprietary School Licensure (SBPG 02) [CA]

State Board of Community Colleges

Caswell Building, 200 West Jones Street
Raleigh, North Carolina
April 17, 2020
1:30 p.m.
TELEPHONIC

DRAFT

CALL TO ORDER

Following proper public notification, Chairman Breeden Blackwell called the State Board of Community Colleges (SBCC) Meeting to order via telephone and Zoom at 1:30 p.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building.

MOMENT OF REFLECTION

Chairman Blackwell thanked everyone for attending and asked for a moment of reflection.

ROLL CALL

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

Dr. Breeden Blackwell
Dr. Catherine Edmonds
Ms. Lisa Estep
Treasurer Dale Folwell
Mr. William Holder
Mr. Bobby Irwin
Mr. Frank Johnson
Mr. Bill McBrayer
Mr. Hari Nath
Dr. Samuel Powell
Ms. Mary Ann Rice
Mr. James Rose
Mr. Scott Shook
Mr. Bob Stephens
Mr. Burr Sullivan
Mr. Clark Twiddy
Mr. Steven Walker
(designee for Lt. Governor)
Ms. Ann Whitford
Mr. David Willis

Absent: Mr. Jesse Watts

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

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

APPROVAL OF THE MINUTES

Mr. Nath made a motion to approve the March 19, 2020 minutes, Mr. Sullivan seconded the motion, and the motion was unanimously approved via voice vote.

CHANGES TO THE AGENDA

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer stated that there will be three items to be considered by the Board in closed session.

FINANCE COMMITTEE, Mr. Jim Rose, Chair

Mr. Rose stated that the Board will consider the following in closed session

- Contract for Adult Education Literacy System (Attachment FC 06)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated there are no changes for the Programs Committee

Chairman Blackwell shared that there will be a report from the Enrollment Task Force Committee, a report from the Roanoke-Chowan Community College Task Force, and a report about COVID-19.

APPROVAL OF THE AGENDA

Mr. McBrayer made a motion to approve the Consent Agenda, Dr. Powell seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA

Mr. Sullivan made a motion to approve the agenda as amended, Mr. Nath seconded the motion, and the motion was unanimously approved by voice vote.

Items approved on the Consent Agenda were as follows:

FINANCE COMMITTEE, Mr. Jim Rose, Chair

Contract for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 02)
Allocation for Golden Leaf Scholars Program – Two-Year Colleges (Attachment FC 04)
Construction and Property – April 2020 (Attachment FC 05)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 02)
Combined Course Library – Continuing Education (Attachment PROG 03)

REPORTS:

The Honorable Walter Dalton, President of North Carolina Association of Community College Presidents

President Dalton provided an update from NCACCP:

- Thanked the Board, President Hans, and the Senior Team for the guidance provided.
- Colleges have transitioned all possible courses to online instruction.

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- The Association met on April 15, 2020. COVID has changed everything and the legislative priorities are being adjusted to address the two sessions that the General Assembly will have. The two main priorities focus on: funding for COVID Related Expenses and Enrollment Growth
- The Belk Center held two symposiums (east and west) for presidents
- Postponed the meeting with the K-12 superintendents until October.
- Postponed the joint meeting with NCACCT.

Ms. Julie Woodson, President of North Carolina Association of Community College Trustees
Ms. Woodson provided an update from NCACCT:

- Thanked President Hans and his staff for working with NCACCT to answer questions and provide support
- The Law and Legislative Seminar has been postponed to June
- Cancelled the legislative breakfast but looking forward to next spring when the System can hold another Community College Day at the General Assembly.
- Ms. Woodson thanked the Board for its leadership and partnership as the community college family navigates the COVID-19 challenges together.

COMMITTEE REPORTS

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer moved to go into closed session 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 to consider the conditions of appointment for an individual public employee. Additionally, he moved to go into closed session pursuant to North Carolina General Statute section 143-318.11(a)(1) to prevent the disclosure of information that is confidential pursuant to North Carolina General Statutes 132-1.2(1)(c.) and 143-52(a) and Title 1, Chapter 5B, section 0103 and section 0309 of the North Carolina Administrative Code. Mr. Walker seconded, and the Board entered closed session via voice vote.

The Board discussed the matters referenced above.

Mr. McBrayer requested Mr. Rose present Attachment FC 06. The Board discussed, item approved unanimously via voice vote.

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

On behalf of the Personnel Committee, Mr. McBrayer made a motion to approve Mr. Wesley Beddard as President of Martin Community College, unanimously approved via voice vote.

On behalf of the Personnel Committee, Mr. McBrayer made a motion to waive the State Board Code requirement related to presidential selection to allow Carteret Community College to select Dr. Tracy Mancini as President and approve Dr. Mancini as the President of Carteret Community College. The motion was unanimously approved via voice vote.

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FINANCE COMMITTEE, Mr. Jim Rose, Chair

Contract Amendment for Moodle Hosting Services (Attachment FC 01)

Mr. Rose stated Attachment FC 01 is a contract for additional charges for the Moodle Hosting, the amendment must be approved.

Ms. Grovenstein stated this item amends the original three (3) year contract approved by the State Board in June 2018 for the learning management system that thirty-two (32) colleges utilize to provide instruction to students.

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

Contract Amendment for Moodle Hosting Services (Attachment FC 01)

The above item was approved via voice vote.

Allocation for Golden LEAF Scholars COVID-19 Fund – Two-Year Colleges (Attachment FC 03)

Ms. Grovenstein shared Attachment FC 03 is a Golden LEAF grant in addition to the funding from Golden LEAF in Attachment FC 04 on the consent agenda. Grant made in response to COVID-19.

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

Allocation for Golden LEAF Scholars COVID-19 Fund – Two-Year Colleges (Attachment FC 03)

The above item was approved via voice vote.

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Curriculum Program Applications – New to the System (Attachment PROG 01)

Dr. Powell shared the programs being recommended by staff for approval.

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

Curriculum Program Applications – New to the System (Attachment PROG 01)

The above item was approved via voice vote.

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Career and Technical Education State Plan (Attachment PROG 04)
Dr. Gold reviewed and shared the highlights of the plan.

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

Career and Technical Education State Plan (Attachment PROG 04)

The above item was approved via voice vote.

Proposed Amendment to 1D SBCCC 400.6 – "Curriculum Program Approvals and Terminations" (Attachment PROG 05)
Dr. Powell stated this Code item has been reviewed by the Board and has been out for public comment. There was concern raised during the comment period about the proposed process. Presidents' Association requests the comment period be extended to July 15, 2020. The recommendation by the Programs Committee will be for the extension of the comment period.

Ms. Whitford asked about the minor changes. Dr. Powell discussed. Ms. Whitford stated her feeling the current process is adequate. Dr. Powell stated the Presidents' Association wants to discuss further and is not yet satisfied with the language.

Mr. Johnson discussed the idea State Board members could serve on the mediation committee. Dr. Powell shared there are several suggestions as to who would serve, one reason for the requested delay.

Mr. Willis concurred with Ms. Whitford that it is concerning that we are taking the ability of the Board to have multiple eyes and a broad prospective or knowledge of the vision of the board.

Dr. Powell shared the mediator would make a recommendation for the Board to consider.

On behalf of the Programs Committee, Dr. Powell recommends that the board approve for the comment period for the following item be extended to July 15, 2020.

Proposed Amendment to 1D SBCCC 400.6 – "Curriculum Program Approvals and Terminations" (Attachment PROG 05)

The above item was approved via voice vote.

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COVID-19 Items

President Hans provided a general update on COVID-19 response. Discussed excitement about additional scholarship money from Golden LEAF Foundation providing funding in a time of need to our students. Thanked all community college partners working through these challenging times.

Significant influx of federal funds which will go directly to colleges. $120 million dollars will be allocated directly to the colleges. $60 million will go to student aid. An additional $60 million will be available to address costs due to significant changes due to the delivery of instruction.

Discussed current budget situation and need for caution moving forward. Discussed importance of the System to North Carolina's recovery.

Proposed Temporary SBCCC Amendments for College Flexibility (Attachment COV 01)*

- Temporary Amendment of 1C SBCCC 300.2 – Evaluation of Presidents (Attachment COV 01A)
- Temporary Amendment of 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay (Attachment COV 01B)
- Waiver of 1B SBCCC 200.3(c)(9) – Establishing Multi-Campus Centers (Attachment COV 01C)

Mr. Harris reviewed Attachment COV 01. The temporary amendments and waiver provide colleges additional flexibility during the COVID-19 situation.

Temporary Amendment of 1C SBCCC 300.2 – Evaluation of Presidents (Attachment COV 01A) would provide the colleges more time for the Board of Trustees to complete the evaluation. Amendment would move the deadline from June 30, 2020 to August 31, 2020.

Temporary Amendment of 1E SBCCC 200.2 – Time Due, Deferred Payment, Failure to Pay (Attachment COV 01B) will allow a college to enroll or distribute an academic credential to a student who has an outstanding balance if the college determines that the balance is due to a COVID-19 related reason.

Waiver of 1B SBCCC 200.3(c)(9) – Establishing Multi-Campus Centers (Attachment COV 01C) will hold colleges harmless for meeting the minimum budget FTE number for the upcoming budget allocation due to numbers dropping due to COVID-19.

Members discussed 1E SBCCC 200.2. Mr. Johnson inquired about reasons for utilization. Mr. Harris stated the college should utilize if deficiency is due to a primary reason. Doesn't have to be illness, could be due to financial difficulties related to COVID-19.

Ms. Estep made a motion to move Proposed Temporary SBCCC Amendments for College Flexibility (Attachment COV 01) from For Future Action to For Action, seconded by Mr. Johnson, and approved via voice vote.

Mr. Stephens made a motion to approve Proposed Temporary SBCCC Amendments for College Flexibility (Attachment COV 01), seconded by Mr. Nath, unanimously approved via voice vote.

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Proposed Repeal of Temporary Amendment - April 2020 (Attachment COV 02)*

Ms. Haygood presented Attachment COV 02. Recently, colleges transitioned as many classes to online as possible due to COVID-19. Subsequent to March meeting, the Federal CARES Act was passed, will benefit the colleges ($120 million with $60 million towards grants to students impacted).

Dr. Blackwell made a motion to move Proposed Repeal of Temporary Amendment – April 2020 (Attachment COV 02) from For Future Action to For Action, seconded by Dr. Edmonds, and approved via voice vote.

Mr. Sullivan made a motion to approve Proposed Repeal of Temporary Amendment – April 2020 (Attachment COV 02), seconded by Dr. Edmonds, and unanimously approved via voice vote.

NEW BUSINESS

Update on Roanoke Chowan Community College – Mr. Holder shared an update. SACS visit postponed to July 13-15, 2020 and the SACS conference has been postponed to September. The Roanoke-Chowan Community College Board of Trustees has selected ACCT as its search consultant; however, search has not begun.

Update on Enrollment Task Force – Mr. Shook said that with the events happening in the world, any current action is on hold. Discussed three (3) recommendations approved by the Task Force. Dicussed the funding for a Strategic Enrollment Management Task Force approved in March by the Board.

BOARD MEMBER QUESTIONS / COMMENTS

Ms. Whitford asked if a decision has been made about how the Board will conduct the May State Board meeting. Mr. Jenkins stated the decision is the Chairman's, but he is working from the perspective that we will meet virtually in May.

Treasurer Folwell updated the Board about the financial condition of the State and how it will impact the Community College System. Expressed appreciation for notes of concern and support during his illness.

Chairman Blackwell shared that it is Mr. Twiddy's last meeting and he wants to invite him back to visit the Board in the future. Thanked Mr. Twiddy on behalf of the Board and staff for his contributions to the System.

Chairman Blackwell thanked the staff for its hard work.

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, May 14, 2020 and Friday, May 15, 2020 in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC.

EXPIRING TERMS AND VACANCIES

There are currently no terms expiring and one (1) vacancy for the members of the State Board.

DRAFT

ADJOURNMENT

Dr. Edmonds motioned to adjourn, seconded by Dr. Powell, and unanimously approved via voice vote at 3:08 p.m.

RESPECTFULLY SUBMITTED BY:
Secretary

APPROVED BY:

_____
Peter Hans, System President

_____
Dr. Breeden Blackwell, Chair

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STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

COVID 19 RULES

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
TEMPORARY AMENDMENT 1C SBCCC 300.2. – "Evaluation of Presidents"	Presented to SBCC for Adoption	April 17, 2020	**COMPLETED**
	Publication on NCCCS Website	April 20, 2020	**COMPLETED**
	Prospective Effective Date of Rule	April 20, 2020	**COMPLETED**
	Prospective Expiration Date of Rule	October 13,2020	**PENDING**

TEMPORARY AMENDMENT 1E SBCCC 200.2. – "Time Due, Deferred Payment, Failure to Pay"	Presented to SBCC for Adoption	April 17, 2020	**COMPLETED**
	Publication on NCCCS Website	April 20, 2020	**COMPLETED**
	Prospective Effective Date of Rule	April 20, 2020	**COMPLETED**
	Prospective Expiration Date of Rule	October 13, 2020	**PENDING**

WAIVER 1B SBCCC 200.3 (c)(9). – "Establishing Multi-Campus Centers"	Presented to SBCC for Adoption	April 17, 2020	**COMPLETED**
	Publication on NCCCS Website	April 20, 2020	**COMPLETED**
	Prospective Effective Date of Rule	April 20, 2020	**COMPLETED**
	Prospective Expiration Date of Rule	PENDING	**PENDING**

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

PROGRAMS COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
AMENDMENT 1D SBCCC 400.6. – "Curriculum Program Approvals and Terminations"	Initiation of Rulemaking Process	February 21, 2020	**COMPLETED**
	Publication on NCCCS Website	February 25, 2020	**COMPLETED**
	Written Comment Period Ends	April 15, 2020	**COMPLETED**
	Review Comments with SBCC Committee	April 16, 2020	**COMPLETED**
	2nd Written Comment Period Ends (if substantive changes)	July 15, 2020	**PENDING**
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	July 17, 2020	
	Prospective Effective Date of Rule	August 1, 2020	

AMENDMENT 1D SBCCC 200.95. – "Education Services for Minors"	Initiation of Rulemaking Process	March 19, 2020	**COMPLETED**
	Publication on NCCCS Website	March 23, 2020	**COMPLETED**
	Written Comment Period Ends	April 22, 2020	**COMPLETED**
	Review Comments with SBCC Committee	May 14, 2020	**N/A**
	2nd Written Comment Period Ends (if substantive changes)	N/A	**N/A**
	Hearing Date (if applicable)	N/A	**N/A**
	Presented to SBCC for Adoption	May 15, 2020	**PENDING**
	Prospective Effective Date of Rule	June 1, 2020	

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 9:30 a.m.
TELEPHONIC

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 17, 2020

For Action

- Proposal for an Amendment to the High School to Community College Articulation Agreement COVID-19 Waiver (Attachment PROG 01)
- Pathways to Employment (PTE) Course Request (Attachment PROG 02)
- Amendment of 1D SBCCC 200.95 – Education Services for Minors (Attachment PROG 03)
- Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 04) [CA]
  - Asheville-Buncombe Technical Community College
    - Agribusiness Technology (A15100)
  - Fayetteville Technical Community College
    - Medical Laboratory Technology (A45420)
  - Johnston Community College
    - Mechanical Engineering Technology (A40320)
  - Robeson Community College
    - Hospitality Management (A25110)
    - Surgical Technology (A45740)
  - Wilkes Community College
    - Agriculture Systems Technology (A60140)
    - Construction Equipment Systems Technology (A60450)
- Courses of Instruction to Captive/Co-opted Groups (Attachment PROG 05) [CA]
  - Asheville-Buncombe Technical Community College – Craggy Correctional Center
    - Fork Lift Operator (MNT-3103)
      - (Fork Lift Safety & Operation)
    - Pet Care: Retail
      - (Pet Care Technician)
- Combined Course Library – Continuing Education (Attachment PROG 06) [CA]
  - New Course Approvals, Modifications, and Tier Designations
    - New Course Approval – NC Community College System Office
      - ABE Level 4 English (BSP-3400)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 9:30 a.m.
TELEPHONIC

- ABE Level 4 Math (BSP-3450)
- ESL Level 5 (BSP-5500)
- ESL Level 6 (BSP-5600)
- NFA Leadership Growth (FIP-3517)
- NFA Leadership Perspectives (FIP-3518)
- NFA Leadership Frameworks (FIP-3519)
- NFA Leadership Series (FIP-3520)

▪ New Course Approval – Catawba Valley Community College
- Dental Assisting (DEN-3300)

▪ New Course Approval – Fayetteville Technical Community College
- Unmanned Aerial Vehicles Maintenance (UAV-3200)

▪ New Course Approval – Vance-Granville Technical Community College
- Court Reporting (LEX-3200)

For Information

Programs Committee

- Curriculum Program Applications as Approved by the System President (Attachment PROG 07)
  - Carteret Community College
    - Esthetics Instructor (C55270)
  - Durham Technical Community College
    - Public Safety Administration (A55480)
  - Robeson Community College
    - Mechatronics Engineering Technology (A40350)
- Curriculum Standard Revision as Approved by the System President (Attachment PROG 08)
  - Boat Manufacturing and Service (Diploma) (D60330)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 09)
  - Cape Fear Community College
    - Truck Driver Training (Certificate) (C60300)
  - Isothermal Community College
    - Collision Repair and Refinishing Technology (A60130)
    - Entrepreneurship (A25490)
  - South Piedmont Community College
    - Musculoskelatal Sonography (Certificate) (C45850)
- SBCC Code Report – May 2020 (Attachment SBCCC 01)

Finance Committee

- Service Agreement for Community College Grant Program (Attachment FC 03) [CA]

AGENDA

State Board of Community Colleges

PROGRAMS COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, May 14, 2020 – 9:30 a.m.

TELEPHONIC

- Allocation for the North Carolina Motorcycle Safety Education Program (NCMSEP) (Attachment FC 08) [CA]

New Business

Adjourn

MINUTES
State Board of Community Colleges
PROGRAMS COMMITTEE
Friday, April 17, 2020

MEMBERS PRESENT:

Sam Powell, Chair*	Mary Ann Rice*	Hari Nath*
Bobby Irwin, vice chair*	David Willis*	Ann Whitford*
William Holder*	Scott Shook*	Breeden Blackwell*

*attended via phone

MEMBERS ABSENT:
Jesse Watts

SYSTEM OFFICE STAFF AND OTHERS:

Kimberly Gold	Hilmi Lahoud	Jane Stancill
Alex Doles	Lori Byrd	Tony Reggi
Wesley Beddard	Frank Scuiletti	Chris Droessler
James Kelley	Jonathan Harris	Tonya Clark
Bob Witchger	Mary Olvera	Marlena Everett
Margaret Roberton	Michelle Lair	David Heatherly (NCACCP)
Gilda Rubio-Festa	Patti Coultas	Amanda Lee (NCACCP)
Lisa Eads	Sondra Jarvis	Walter Dalton (NCACCP)

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 9:32am (telephonically). Roll was taken and there was a quorum. Dr. Powell read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Dr. Powell requested a motion to approve the April 17, 2020 agenda. Ms. Whitford made a motion to approve the agenda and Mr. Shook seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the February 20, 2020 minutes. Mr. Irwin made a motion to approve the minutes and Mr. Nath seconded the motion. The minutes were unanimously approved by the committee.

FOR ACTION:

Curriculum Program Applications – New to the System (Attachment PROG 01)

- Fayetteville Technical Community College
  - Natural Hair Care (C55xxx)
- North Carolina Community College System
  - Associate in Arts in Teacher Preparation (AATP) Degree (A1010T)
  - Associate in Science in Teacher Preparation (ASTP) Degree (A1040T)
  - Career and College Promise College Transfer Pathways Leading to the Associate in Arts in Teacher Preparation (P1012T)

- Career and College Promise College Transfer Pathways Leading to the Associate in Science in Teacher Preparation (P1042T)

Mr. Beddard reviewed this item.

Ms. Whitford asked if the teacher preparation programs are being developed for students to finish a four-year degree while remaining in their communities rather than leaving to a continue at a university outside of that community. The goal for this program is to create a pipeline and partnership with universities and independent colleges that allows students to remain within their own communities but there is no restriction that prohibits a student from continuing at a four-year university outside of their community if that is the desire.

On a motion made by Ms. Whitford, seconded by Mr. Nath, the above item was approved for action and forwarded to the April 17, 2020 meeting.

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 02) [CA]

- Cape Fear Community College
  - Health and Fitness Science (A45630)
- Central Carolina Community College
  - Bioprocess Technology (A50440)
- Rockingham Community College
  - Emergency Medical Science (A45340)
- Sampson Community College
  - Surgical Technology (A45740)
- Surry Community College
  - Emergency Medical Science (A45340)
- Wilkes Community College
  - Agriculture Technology (A15100)

Dr. Gold reviewed this item.

The committee had no questions or concerns.

On a motion made by Mr. Irwin, seconded by Mr. Nath, the above item was approved for action, and placed on the full board "Consent Agenda" at their April 17, 2020, meeting.

Combined Course Library – Continuing Education (Attachment PROG 03) [CA]

- New Course Approvals, Modifications, and Tier Designations
  - New Course Approvals – Davidson Community College/Piedmont Community College
    - IT Support Technician (CTS-3255)
  - Course Modification – NC Emergency Management/NCCCS
    - NIMS: ICS-300 (EPT-4300)

- NIMS: ICS-400 (EPT-4400)

Ms. Roberton reviewed this item.

The committee had no questions or concerns.

On a motion made by Ms. Rice, seconded by Ms. Whitford, the above item was approved for action, and placed on the full board "Consent Agenda" at their April 17, 2020, meeting.

Career and Technical Education State Plan (Attachment PROG 04)
Dr. Witchger reviewed this item.

Dr. Powell requested for Dr. Witchger to comment on correctional institutions and their involvement in the plan. There is a request to put money aside in order to enhance career and technical programs for correctional and juvenile institutions which will be distributed by the Department of Corrections.

Ms. Whitford asked if there is a formal effort to recruit women into non-traditional occupations. Any occupation that has 25% or less of men or women is considered a "non-traditional" occupation. These occupations fall under the updates in this state plan and are expected to be addressed in local assessment plans.

On a motion made by Mr. Irwin, seconded by Mr. Nath, the above item was approved for action and forwarded to the April 17, 2020 meeting.

Review of Public Comments on and Possible Adoption of 1D SBCCC 400.6 – Curriculum Program Approvals and Terminations (Attachment PROG 05)
Dr. Gold and General Counsel Harris reviewed this item.

The North Carolina Association of Community College Presidents (NCACCP) has requested to extend the comment period to July 15, 2020.

Mr. Holder asked for clarification concerning the NCACCP request to establish a committee staffed by community college presidents and that no System Office staff would not be on said committee. Dr. Powell clarified that the presidents had stated that they are still reviewing this code and that they felt that presidents would review these situations so that conflicts could be resolved prior to needing System Office or State Board involvement.

Mr. Holder asked if having this committee formed by college presidents would create conflict between the presidents whereas the System Office president would be a neutral party.

President Heatherly, on behalf of the NCACCP, stated that the presidents are still discussing this committee and how this committee would look like. The goal is to not place the State Board or the

NCCCS President in a position where they are declaring a "winner". Rather, they prefer to have the colleges, as professionals, resolve issues amongst themselves without placing the State Board or the System Office in a difficult position.

Ms. Whitford clarified that in a mediation situation where there are sides, there will always be one party that will be unhappy with the results of the mediation. She asked if there are issues with how the State Board previously resolved a prior program application conflict where the board listened to both sides of the conflict and determined the best course of action. She finished that she did not see any issues with the State Board's current role in these scenarios and did not see a need to revise their role in the decision-making process.

Dr. Powell reiterated that the NCACCP, according to a letter submitted to the State Board, feels that placing the System Office president or the State Board in a position where they are determining the "winner" could be detrimental to the working relationships between the presidents and the State Board. They state that an independent mediator looking at this issue would be accepted by the presidents in a different way than if the State Board or the System Office made the final decision.

Ms. Whitford asked if the NCACCP representatives could discuss what the association viewed as an independent mediator. There have been discussions around this but due to addressing the impact of COVID-19 on the colleges, these discussions have not been completed and is the reason why the association is asking for an extension of the comment period.

President Heatherly clarified that no matter how the mediation played out before the committee, the program application would still need to come before the State Board for approval. The State Board could still then deny the program.

Ms. Whitford followed asking if the State Board and the Programs Committee would be privy to the arguments and comments from both sides. President Heatherly stated that if a case did go through mediation, there would likely be a background included when the item went before the State Board. He again reiterated that the goal is to design a system where the colleges work together and resolve issues.

Mr. Shook stated that the role of the State Board is not inherently changing. Rather, it is clarifying the process when the application and conflict is still being resolved at the college level. The item would still need to go before the Programs Committee and the State Board for approval. Dr. Powell confirmed that this revision is discussing the process in dealing with the issues and that the State Board is still the final arbitrar.

President Lee supported President Heatherly's comments and stressed that the association does not see this item as the process was not working correctly before, but rather that the processes in the code were not aligned. In an effort to better align, the colleges are in a position where they are not ready to

make a presentation of a process that would work more fluidly and more appropriately that is a direct reflection of what the colleges are currently doing.

Ms. Whitford asked if the association is asking for the committee to table this item.

President Dalton stated that the presidents value the work the State Board of Community Colleges and thanked the committee and Board members for their service. He clarified that the NCACCP and the SBCC have a great working relationship and the association does not want anything to harm that relationship. While looking over this code item, he confirmed that the State Board would have confirmatory authority over this but by placing the System Office president and the State Board in a position where mediating between two colleges could create acrimony. This could spill out beyond the mediation process and harm the relationship between the State Board and the presidents, which could then lead to allegations of bias, whether true or not. The thought is that there could be an independent mediator so that bad feelings could be insulated without impacting working relationships. He provided some examples of how this process could look like and the pros and cons of those examples. The presidents would thus like the opportunity to further vet the examples as COVID-19 has not allowed the presidents to give this the attention it deserves.

Mr. Nath expressed his support of an independent mediator.

Dr. Powell stated that the State Board has allowed the individual colleges to work out their solutions amongst themselves. This has occurred repeatedly in the past and it is very seldom where there is not a resolution of an issue among college presidents. It is a very serious situation and that there may need to be another step or process in place to resolve these issues before they come to the State Board.

On a motion made by Mr. Nath, seconded by Mr. Whitford, the above item was approved to extend the comment period from April 15, 2020 to July 15, 2020, and forwarded to the April 17, 2020 meeting.

FOR INFORMATION

Curriculum Program Applications as Approved by the System President (Attachment PROG 06)

- Blue Ridge Community College
  - Manicuring/Nail Technology (Certificate) (C55400)
- Cape Fear Community College
  - Public Safety Administration (A55480)
- Sampson Community College
  - Air Conditioning, Heating and Refrigeration Technology (A35100)
  - Construction Management Technology (A35190)
  - Electrical Services Technology (A35130)
- Sandhills Community College
  - Criminal Justice Technology/Forensic Science (A5518C)

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

The committee had no questions or concerns.

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

- Information Technology (A25590)

Dr. Gold 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)

- Cape Fear Community College
  - Industrial Systems Technology (A50240)
- Western Piedmont Community College
  - Environmental Science Technology (A20140)

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

The committee had no questions or concerns.

SBCC Code Report – February 2020 (Attachment SBCCC 01)
Dr. Gold reviewed the item. All documents are in order.

The committee had no questions or concerns.

Finance Committee Information Items

Allocation for Golden LEAF Scholars – Emergency Aid (Attachment FC 03)
Dr. Gold reviewed the item.

The committee had no questions or concerns.

Allocation for Golden LEAF Scholar Program – Two-Year Colleges (Attachment FC 04) [CA]
Dr. Gold reviewed the item.

The committee had no questions or concerns.

Contract for Adult Education Literacy System (Attachment FC 04)
Dr. Gold reviewed the item.

The committee had no questions or concerns.

OTHER BUSINESS

ADJOURN

The meeting was adjourned at 10:44 am on a motion by Mr. Holder, seconded by Mr. Nath, and approved via voice vote.

Recording Secretary
Alexandra Doles

STATE BOARD OF COMMUNITY COLLEGES
Proposal for an Amendment to the
High School to Community College Articulation Agreement

Request: The State Board of Community Colleges is requested to approve the proposed amendment to the High School to Community College Articulation Agreement to waive the requirement for the standardized Career and Technical Education (CTE) post assessment scores for students enrolled in Career and Technical Education (CTE) courses in spring 2020 that were impacted by COVID-19.

Strategic Plan Reference(s):
Theme: Clear and Supported Pathways for Student Progress and Success
Goal 2: Provide a continuum of education, training advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.3. Increase completion of credentials for successful transition to careers and/or further education.
  - 2.3.1. Simplify and streamline processes from entry through completion/transfer, effectively incorporating multiple on and off ramps.
  - 2.3.3. Validate students' prior learning and experience to minimize student costs and the time it takes to complete their educational goals.

Background: The High School to Community College Articulation Agreement requires the following criteria to be met in order for a student to be awarded credit for the courses included in the agreement:

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

- Final grade of B or higher in the course and
- A score of 93 or higher on the standardized Career and Technical Education (CTE) post assessment*

*Due to the Impact of COVID-19, many high school students will not be able to take the standardized Career and Technical Education (CTE) post assessment in 2019-2020. This request would not penalize students who could not take the post assessment by allowing the colleges to award credit for articulated courses contained in the High School to Community College Articulation Agreement for courses where the students earned a grade of B or higher. This exception would only apply to students who were unable to take the post assessment in the 2019-2020 school year.

Rationale: The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System which provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study. This articulation agreement streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

Contact(s):
Wesley Beddard
Associate Vice President of Programs

STATE BOARD OF COMMUNITY COLLEGES
Pathways to Employment (PTE) Course Request

Request: The State Board of Community Colleges is requested to approve the proposed Pathways to Employment (PTE) courses and tier funding request.

Strategic Plan Reference(s): 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 3.1 Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.
  - 3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.
- Objective 3.2 Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.
  - 3.2.4. Integrate critical employability skills into all programs of study to better prepare students for today's work environment.
- Objective 3.3. Increase student access to work experience.
  - 3.3.1. Leverage partnerships to connect students with expanded work-based learning opportunities.
  - 3.3.2. Modify policies and eliminate the barriers that impede access to apprenticeships and other work-based learning opportunities.

Background: The PTE courses are the product of collaboration between representatives from several colleges and System Office staff from Academic Programs, Workforce Continuing Education, Career and College Readiness, and ApprenticeshipNC.

Rationale: There are multiple pathways to employment. Choosing correctly is both difficult and important. The purpose the PTE courses is to prepare students for successful employment by identifying and choosing the appropriate career pathway that suits them best…including apprenticeship. A PTE course may be included with other CTE courses to create a certificate program that multilaterally serves as a traditional, CCP, or CCR pathway or may be considered a pre-apprenticeship pathway if it meets specific needs of employers. Such formally established collaboratives between colleges and employers would allow students to qualify for the youth tuition waiver if they entered a registered apprenticeship within 120 days of high school graduation and would also serve as a benefit to employers (e.g., employers often pay apprentice tuition). The PTE prefix will be added to curriculum standards and colleges may choose to add three semester hours of PTE (one PTE course) in most CTE programs.

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

Pathway to Employment (PTE) Courses

	Class	Lab	SHC
PTE 110 Pathway to Employment - Construction	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the construction workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a construction career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 111 Pathway to Employment - Manufacturing	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the manufacturing workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a manufacturing career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 112 Pathway to Employment – Public Safety	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the public safety workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a public safety career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 113 Pathway to Employment - Transportation	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the transportation workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a transportation career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 114 Pathway to Employment - Engineering Technology	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the engineering technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an engineering technology career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 115 Pathway to Employment - Ag & Natural Resources	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the agricultural and natural resources workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an agricultural and natural resources career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 116 Pathway to Employment - Biological and Chemical	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the biological and chemical workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a biological and chemical career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 117 Pathway to Employment – Commercial and Artistic	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the commercial and artistic workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a commercial and artistic career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 118 Pathway to Employment - Education	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the education workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific

training and/or certification, and enter an education career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 119 Pathway to Employment – Business	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the business workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a business career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 120 Pathway to Employment – Information Technology	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the information technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an information technology career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 121 Pathway to Employment – Health	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the health workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon

completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a health career with the knowledge required to be successfully employed.

Minimum State Prerequisites	None
Minimum State Corequisites	None

NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS

The Curriculum Course Review Committee is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

Tier 2
PTE– Pathway to Employment

Rationale: PTE courses are designed to be used within multiple program areas—similar to how work-based learning (WBL) Tier 2 prefixes are utilized. PTE courses will help more fully prepare students to successfully enter traditional employment opportunities or apprenticeships by providing instruction in employability, career exploration, financial literacy, safety, and other employment-ready skills.

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

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

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

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

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

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

State Board of Community Colleges Code

TITLE 1. COMMUNITY COLLEGES

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 200. BASIC SKILLS

1D SBCCC 200.95 EDUCATION SERVICES FOR MINORS

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

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

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

(2) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency for at least six months, a college may admit the minor to a Basic Skills or Continuing Education program without the release form from the public or private educational agency. However, the minor must obtain a notarized

petition of the minor's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor's residence, date of birth, date of leaving school, name of last school attended, and the petitioner's legal relationship to the minor.

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

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

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

~~(2) Upon approval of the student's program by the chief administrative school officer and the president of the college; and~~

~~(3) Upon certification by the chief administrative school officer that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation.~~

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

~~(e) Huskins. Huskins programs enrich high school students by providing college level academic, technical, and advanced vocational courses to high school students that would not otherwise be available to them. Local boards of trustees and local school boards may establish cooperative programs in areas they serve in order to provide~~

~~college courses to high school students. College credits shall be awarded to those high school students upon successful completion of the courses. Cooperative programs shall be approved, prior to implementation, by the State Board or its designee.~~

~~(f) Learn and Earn Online Program:~~

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

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

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

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

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

~~(C) The student's enrollment in an online course for college credit is subject to space availability;~~

~~(D) The student must meet the prerequisites, co-requisites and course admission requirements as published in the college's catalog at the time the student seeks to enroll in the online course;~~

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

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

~~(4) Course Eligibility.~~

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

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

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

~~(5) Costs.~~

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

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

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

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

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

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

~~(9) Transfer degree. Learn and Earn Online students who obtain a degree listed in the North Carolina Comprehensive Articulation Agreement or listed in the North Carolina Independent Comprehensive Articulation Agreement shall be treated~~

~~the same as all other students who have obtained a degree listed in either Agreement.~~

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

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

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

~~(i) A college may make available to persons of any age non-credit, non-remedial, enrichment courses during the summer reporting period. These courses shall be self-supporting and shall not earn credit toward a diploma, certificate, or degree at the college or high school.~~

~~(j) At the request of the director of a youth development center having custody of juveniles committed to the Department of Juvenile Justice and Delinquency Prevention, a college may make available to these juveniles any course offered~~

~~by that college if they meet the course admission requirements. The director's request shall include the director's approval for each juvenile to enroll in the course.~~

History Note: Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625; S.L. 2009-451, s. 7.10(j);
Eff. January 1, 1987;
Amended Eff. September 1, 1993;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
Temporary Amendment Eff. August 22, 2001;
Amended Eff. April 1, 2010, April 1, 2003.
Amended Eff. June 1, 2020.

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 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.

Asheville-Buncombe Technical Community College
Agribusiness Technology (A15100)

Fayetteville Technical Community College
Medical Laboratory Technology (A45420)

Johnston Community College
Mechanical Engineering Technology (A40320)

Robeson Community College
Hospitality Management (A25110)
Surgical Technology (A45740)

Wilkes Community College
Agriculture Systems Technology (A60140)
Construction Equipment Systems Technology (A60450)

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

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Asheville-Buncombe Technical Community College
Agribusiness Technology (A15100)

Program Planning: Asheville-Buncombe Technical Community College is seeking approval for the Agribusiness Technology (A15100) program to begin Spring 2021. The planning area is defined as the college's service area of Buncombe and Madison Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Asheville-Buncombe Technical Community College on February 6, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of A-B Tech Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

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

- The purpose of A-B Tech's proposal is to meet a need in Madison County for a program that leads to living wage employment coupled with the opportunity to gain additional credentials in the fields related to agriculture.

- Although the farms in the Western region are limited to individual properties rather than an industrial scale, A-B Tech's service area already possesses the resources, the knowledge, and the industry to support the program.

- AB Tech collaborated with Madison High School administration and faculty to explore opportunities to provide a college pathway for students currently participating in award winning agriculture programs. They determined that the Agribusiness Technology program most closely matches the current high school curriculum, allowing for the greatest number of articulated courses and provides the flexibility to explore areas of emphasis (organic production, niche crops, sustainable agriculture, etc.).

- The Agribusiness Program offers flexibility to intertwine the need to underpin the solid mechanics of accounting and finance with the creative endeavors of those who understand the tourism facet of agribusiness. It also carries the flexibility to support the changing landscape within the scope of their existing infrastructure.

- The Western region of North Carolina offers options for those seeking both relaxation and adventure. Asheville is one of the primary tourist destinations in the United States and Madison County boasts a rich cultural history and an unparalleled beauty of its own. Annie Baggett of the N. C. Department of Agriculture and Consumer Services stated, "NC State Tourism Extension's work with small farms across the state reveals that many small farmers report high interest in receiving visitors as a strategy to earn additional income, selling farm products to visitors, enhancing customer relationship and even involving guests in some helpful farm work."

- According to the EMSI report for Buncombe and Madison Counties, there were 1,663 jobs available in the agricultural industry and reported an average compensation of $30,274. Regional compensation for worker's in this industry is 9% higher than national compensation. The predominant jobs include crop production, support activities for crop production, and animal production. The proposed program specifically targets these areas.

- Currently, in the region, there are 77 unique job postings with 42 employers competing to hire workers in the agribusiness industry. According to the NC Cooperative Extension located in Madison County, "Agriculture is one of our largest industries in the county with over 1,000 farmers and 15 million dollars in economic impact."

- ESMI data reveals that retirement is a risk factor for agriculture business in the college's service area. According to the UNC Charlotte Urban Institute (2019), the latest census data records the average age of farmers in N.C. is 59 and the number of farms is declining annually. A-B Tech's service area has over 40% of farmers that are fifty-five and older.

- As the younger generations take on more responsibility for the family businesses, they will need additional education because the agriculture industries have become more technology oriented and, to a greater degree than their parents, they are often competing in a state- and nation-wide agricultural economy dominated by large corporate farms.

- A-B Tech plans to design a Career and College Promise Pathway Certificate and initially offer the program to high school students only. As the program grows, the College will explore options to implement a diploma and eventually the A.A.S. in the field. The program will eventually grow to sustain courses throughout A-B Tech's multi-campus reach.

- A-B Tech's board members acknowledge the challenges many students in their service area experience when they must go to school, hold a part-time job and work on individual, family farms. The area has a history of families and farms weathering the changes involved with the demise of tobacco as a cash crop. Though individuals struggle with a host of challenges, opportunities for growth continue throughout Madison County.

- Madison County High School's Future Farmers of America Club (FFA) carries national recognition for their role in growing student leaders who understand the importance of both the educational opportunities and the importance of the changing nature of the industry. With the support of the superintendent of Madison County schools, the proposed agribusiness program will initially target students from Madison High School, since the program prepares individuals to manage the spectrum of skills related to agricultural operations and the economic systems to support this industry.

- Graduates of the Agribusiness Technology program will be qualified to work and manage a profitable, environmentally sound, community-based small farm or agricultural business. They will also be able to pursue entrepreneurial opportunities.

- Letters of support were received from Madison County Board of Commissioners, Madison County Schools and Madison County Cooperative Extension.

Impact of the Proposed Program on Other Programs: Seventeen colleges are approved to offer the Agribusiness Technology (A15100) 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 Agribusiness Technology curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture. Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education. This program prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and

other managerial responsibilities.

Contact(s):
Dr. Mary Olvera
CTE Coordinator

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Fayetteville Technical Community College
Medical Laboratory Technology (A45420)

Program Planning
Fayetteville Technical Community College is seeking approval for the Medical Laboratory Technology (A45420) program to begin Fall, 2021.The planning area is defined as the college's service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on February 17, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

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

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

- Cape Fear Valley Health System (CFVHS) requested FTCC to seek approval to offer the Medical Laboratory Technology program due to difficulty recruiting and retaining trained individuals for Medical Laboratory technology positions. CFVHS has expressed a desire to partner with the college to facilitate quality learning experiences for students in this program.
- CFVHS has a need for ten medical laboratory technologists per year. Surrounding medical facilities indicate a need of 55 medical laboratory technologists per year.
- FTCC surveyed 1738 pre-health students regarding interest in medical laboratory technology. Of the students responding over 79% indicated an interest in attaining a degree in this field at FTCC.
- Letters of support were presented from Harnett Health Systems and Cape Fear Valley Health System. Local and regional employers were surveyed with six responding. Two reporting having current employees interested in the program. All reported having hard to fill positions with some taking up to two years to fill. One reported relying on

temporary agencies to fill positions. All reported having a need for 1-10 medical laboratory employees per year.

- Medical Laboratory Technicians average $55,700 per year. The United States Bureau of Labor Statistics anticipates a grow of 2.8% per year.
- Fayetteville area has a high rate of turnover in health careers due to the transient nature of the military community. This creates a recurring need to fill positions in these hard to fill careers. FTCC hopes to develop a local pool of qualified candidates to provide further stability in the workforce. CFHS has partnered with FTCC to coordinate clinical opportunities

Impact of the Proposed Program on Other Programs
Fourteen community colleges are approved to offer the Medical Laboratory Technology program. This program does contain a clinical component; therefore, all colleges were provided with a program impact assessment from Fayetteville Technical Community College. Eleven colleges responded with positive impact assessments in agreement and support of the program. Two programs, Sandhills and Wayne, responded with support for the program but disagreeing with the impact assessment with concern regarding clinical placement and impact on their enrollment numbers. **Both colleges, however, support the application in the best interest of the medical laboratory community**. One college, Coastal Carolina Community College did not respond despite repeated attempts by Fayetteville Technical Community College**.**

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 Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids. Graduates may be eligible to take the examination given by the Board of Certification of the American Society for Clinical Pathology. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

Contact(s):
Dr. Lori Byrd
Associate Director

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Johnston Community College
Mechanical Engineering Technology (A40320)

Program Planning: Johnston Community College is seeking approval for the Mechanical Engineering Technology (A40320) program to begin Fall, 2020. The planning area is defined as the college's service area of Johnston County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Johnston Community College on February 17, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Johnston 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: Johnston Community College (JCC) indicates the following:

- According to JCC, the employment need for engineering technicians is growing significantly, particularly within Johnston County. The largest industry sectors in Johnston County (based on employment) are manufacturing, retail trade, education, and health services. Area manufacturing industries, including Novo Nordisk, Grifols, Caterpillar, and OPW Fueling Containment Systems have increased requests for employees trained in engineering sciences and technology.

- Capital Area employment projections estimate an 11.43% increase in mechanical engineering technician jobs from 2017-2026. This rate of occupational growth for the Raleigh-Durham region (which includes Johnston County) is higher than both the national and state estimated growth anticipated for mechanical engineering technicians. National Occupational Projection Increase: Mechanical Engineering Technicians = 3.0% (2018-2028). NC Occupational Projection Increase: Mechanical Engineering Technicians = 7.29% (2017-2026). Raleigh-Durham Region (including Johnston County). Occupational Projection Increase: Mechanical Engineering Technicians = 11.43% (2017-2026).

- The 2018 Grifols expansion created 250 new jobs within Johnston County; while, the new Novo Nordisk bio-manufacturing location in Clayton, NC is considered a $1.2 billion economic investment and will add 691 employees.

- Both Grifols and OPW Fueling Containment Systems, with large-scale locations in Johnston County, have provided formal letters of support for JCC's proposed Mechanical Engineering Technology program. The NC Department of Transportation has also provided written support for JCC's Mechanical Engineering Technology program.

- The college reported that statewide growth for mechanical engineering technician jobs is expected to be very good while median wages for mechanical engineering technicians are estimated by the U.S. DOL Occupational Network (O-Net) to be $27.04 hourly or $56,250 annually.

- JCC's proposed AAS in Mechanical Engineering Technology is closely related to the college's previously approved Associate in Engineering program and to the college's AAS in Applied Engineering Technology program which have been very successfully implemented at the college.

- Student demand for engineering instructions remains high. Enrollment within all engineering-related programs at JCC continues to increase (for both traditional students and dual-enrollment high school students): 2016-2017 Engineering Headcount (A10500/P1052C) = 44; 2018-2019 Engineering Headcount (A10500/P1052C) = 68 (+55%); 2016-2017 Applied Engineering Technology Headcount (A40130/D40130/C40130) = 46; and 2018-2019 Applied Engineering Technology Headcount (A40130/D40130/C40130) = 99 (+115%).

- The JoCo Robos robotics team participated within the FIRST event at Rolesville high school February 29th - March 1st, 2020. The JoCo RoBos robotics team, an all-county team of approximately forty high school students hosted by the Associate in Engineering Program, is in its fifth season since the fall semester of 2015. STEM Saturday camps provide students in grades 2nd -8th with opportunities to engage in key STEM principles using LEGOS, VEX ROBOTS, Technology and much more. JCC is the only North Carolina community college with an Engineering-Focused STEM Pathway within an innovative high school located on its campus.

- Johnston Community College received a $15 million bond, approved by the citizens of Johnston County, to design and construct a state-of-the-art 50,000-square-foot building to support the college's expanding Associate in Engineering (AE) program and STEM-related disciplines, which would include Mechanical Engineering Technology.

Impact of the Proposed Program on Other Programs: Twenty-three 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

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Robeson Community College
Hospitality Management (A25110)

Program Planning: Robeson Community College is seeking approval for the Hospitality Management (A25110) program to begin Fall 2020. The planning area is defined as the college's service area of Robeson County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Robeson Community College on March 9, 2020. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Wilkes 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: Robeson Community College (RCC) indicates the following:

- The intent of the Hospitality Management Program is to prepare individuals to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, restaurants, institutions, and clubs in the college's service area.

- RCC's proposed Hospitality Management degree will serve the citizens in Robeson County and surrounding areas. Job seekers at hotels with the highest level of guest services are expected to face competition, as these positions are highly sought after by individuals trained in hospitality management and or administration. This program will help meet the need for skilled managers in the hotel lodging and restaurant industry.

- In April 2019, the North Carolina Department of Commerce reports there will be a 7.88 % increase for jobs in Hospitality Management by 2026 in the Lumberton-Fayetteville area with a net increase of 1,889 employment opportunities. The report also indicates that the mean annual average salary for Food Service Managers is $56,082 and Lodging Managers annual mean annual average salary is $86,021.

- In the college's service area, there are 80 restaurants and 22 hotels with 1,500 rooms to provide career opportunities to serve this industry. The restaurant and lodging establishments provide jobs for 13% of the state's workforce and generate more than $22 billion in sales annually (North Carolina Restaurant and Lodging Association).

- The U.S. Bureau of Labor Statistics indicates a projected employment of 53,100 jobs by 2028 in the field of Lodging Managers and projected employment of 394,900 in the field of Food Service Managers by 2028. According to Indeed.com, there are approximately 168 jobs in the Hospitality Management industry within a 50-mile radius of Lumberton area.

- The Culinary/Baking and Pastry Program Advisory Committee members met on February 26, 2020 to discuss the need to offer an Associate in Applied Science in Hospitality Management at Robeson Community College. There were sixteen (16) representatives who attended the advisory committee meeting and expressed a high demand and need for this new program. Attendees were from select industries to include: Southeastern Regional Medical Center, Public Schools of Robeson County, Holiday Inn Express, Lumberton Visitor's Bureau Center, Sodexo Corporation, University of North Carolina at Pembroke, Denny's Restaurant as well as internal members from the College's Culinary Arts faculty, Business Technologies faculty and administrators.

- The committee members from the local industry reported that there was a great need for trained professionals in the Hospitality Management industry. The members indicated a lack of qualified applicants to fill the current positions at their establishments. They were very supportive of the College implementing and offering this program.

- The college believes that recruitment for this program will be effortless because of the demand. They plan to offer courses from the degree as a CCP pathway.

- RCC is working with UNC-Pembroke to develop an articulation agreement to offer students transfer options after graduation.

- Graduates of the Hospitality program will be qualified to work and manage a profitable, community-based businesses. They will also be able to pursue entrepreneurial opportunities.

- A letter of support was received from the Production Chef at Southeastern Regional Medical Center.

Impact of the Proposed Program on Other Programs: Twelve colleges are approved to offer the Hospitality Management (A25110) 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 prepares individuals to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs. Course work includes guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas. Graduates should qualify for management or entry-level supervisory positions in food and lodging operations, including restaurants, foodservice, beverage service, catering, front office, reservations and housekeeping. Opportunities are also available in product services, and technology support and sales.

Contact(s):

Dr. Mary Olvera
CTE Coordinator

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Robeson Community College
Surgical Technology (A45740)

Program Planning
Robeson Community College is seeking approval for the Surgical Technology (A45740) program to begin Fall, 2020.The planning area is defined as the college's service area of Robeson County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Robeson Community College on June 27, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Sampson 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
Robeson Community College (RCC) indicates the following:

- Robeson Community College has offered the Diploma in Surgical Technology for the past 14 years. RCC has an established program and needed supplies to transition to the AAS in Surgical Technology.

- The accreditation body for surgical technology, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) , has changed its guidelines to require a minimum of an Associate Degree on or after August 1, 2021. The ability to offer the Surgical Technology Program on an Associate Degree level will allow RCC to be in full compliance of accreditation requirements.

- According to the Bureau of Labor Statistics, surgical technology employment is projected to grow 9 percent from 2018 to 2028. Surgical intervention increases with the advancement in technology and the aging of the population. The average wage for surgical technologists was $47,300 in May 2018.

- Current Surgical Technology (D45746) students were surveyed to determine interest in an AAS degree in Surgical Technology. Nine of the twelve current students completing the survey indicated interest in obtaining an AAS. The college also surveyed potential

students currently enrolled in pre-requisite courses for surgical technology. Three of the four students responding were interested in the AAS degree in Surgical Technology.

- RCC received letters of support from McLeod Medical Center Dillon as well as McLeod Regional Operating Room stating that the AAS in Surgical Technology will enhance the knowledge of the students and better prepare them for a rewarding career.

- Scotland Health recognizes the AAS in Surgical Technology and gives a 3 % increase in pay to those who have the credential.

Impact of the Proposed Program on Other Programs
Twenty-one community colleges are approved to offer the Surgical Technology program. This program does contain a clinical component; therefore, all colleges were provided with a program impact assessment from Robeson Community College. All colleges responded with positive impact assessments in agreement and support of the program. **No negative impacts assessments 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 Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units. Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four-week period prior to or after graduation.

Contact(s):
Dr. Lori Byrd
Associate Director

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Wilkes Community College
Agricultural Systems Technology (A60410)

Program Planning: Wilkes Community College is seeking approval for the Agricultural Systems Technology (A60410) program to begin Fall, 2020. The planning area is defined as the college's service area of Alleghany, Ashe, and Wilkes counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Wilkes Community College on October 10, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Wilkes 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: Wilkes Community College (WCC) indicates the following:

- The U.S. Department of Labor projects 4-6% job growth for 2018-28 with 4800 agricultural equipment technician job openings occurring nationally. Median wages for 2018 were $19.54/hour or $40,630 annual income. State growth for 2016-26 is estimated to be over 15%.
- Agriculture contributes over $91.8 billion to the North Carolina economy and employs 728,000 individuals. The agriculture and construction industries combine for more than $116 billion and employs 951,000 individuals.
- There are 2244 farms in the tri-county service area; 97% are family owned (2017 Census of Agriculture). Tyson Foods is Wilkes County's largest employer. Wilkes County ranks 3rd in the state in broilers and beef cattle, 5th in hay production, 10th in layers, and 13th in dairy cattle. Local industries also include high concentrations of Christmas tree farms, apple and peach orchards, and lumber companies.
- WCC's three-county area is well-regarded for its robust sheep and goat production and forest industry that is part of a $400 million industry that employs approximately 1700 people.

- Letters of support for the program were received from the Wilkes County Manager, Blue Ridge Tractor Company, James River Equipment, and Vulcan Materials Company.

- WCC has a very good relationship with its secondary partners and has strong enrollment in its dual-enrollment Career and College Promise (CCP) program across several CTE areas. The college plans on offering a CCP pathway into this program which will share coursework with other transportation technician programs and will allow for specificity later on in each program.

Impact of the Proposed Program on Other Programs: Wake Technical Community College is currently the only college approved to offer the Agricultural Systems Technology (A60410) program. Wilkes Community College is not located in contiguous service areas to Wake Technical Community College; therefore, an impact assessment was not required.

Implementation of Collaborative Plan: Not Applicable

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

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

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

PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Wilkes Community College
Construction Equipment Systems Technology (A60450)

Program Planning: Wilkes Community College is seeking approval for the Construction Equipment Systems Technology (A60450) program to begin Fall, 2020. The planning area is defined as the college's service area of Alleghany, Ashe, and Wilkes counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Wilkes Community College on October 10, 2019. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Wilkes 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: Wilkes Community College (WCC) indicates the following:

- The US DOL projects construction and agricultural equipment at 4-6% job growth for 2018-28 with 4800 job openings nationally. NC Works currently ranks the construction industry 9th in the Northwest Prosperity Zone, employing approximately 6.7% of the workforce which is above the state average of 5.7%. NC Commerce rates diesel engine specialists very highly as 4-star jobs—5 being the highest ranking.

- James R. Vannoy and Sons Construction, headquartered in Jefferson, in Ashe County, is a home-grown business that now ranks in the top 30 of the largest private companies in North Carolina. Other companies selling, renting, or using construction equipment in the college's service area are: A & J Rental, James River Equipment, Department of Transportation Highway Division 11, Vulcan Materials Company, Logger Shop Equipment Sales and Service, MBI Builders, Caldwell Construction, and Dan Huffman and Associates.

- Construction and Agricultural industries combine for more than $116 billion in annual revenue statewide and employs 951,000 individuals.

- Letters of support for the program were received from the Wilkes County Manager, Blue Ridge Tractor Company, James River Equipment, and Vulcan Materials Company.

- WCC has a very good relationship with its secondary partners and has strong enrollment in its dual-enrollment Career and College Promise (CCP) program across several CTE areas. The college plans on offering a CCP pathway into this program which will share coursework with other transportation technician programs and will allow for specificity later on in each program.

- Construction equipment and diesel service and repair lends itself to self-employment and entrepreneurial opportunities. The learned skillsets also allow for lateral movement across related transportation areas.

Impact of the Proposed Program on Other Programs: Wake Technical Community College is currently the only college approved to offer the Construction Equipment Systems Technology (A60450) program. Wilkes Community College is not located in contiguous service areas to Wake Technical Community College; therefore, an impact assessment was not required.

Implementation of Collaborative Plan: Not Applicable

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

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

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

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

- Asheville-Buncombe TCC – Craggy Correctional Center
  - MNT-3103 Fork Lift Operator
    - (Fork Lift Safety & Operation)
- Asheville-Buncombe TCC – Craggy Correctional Center
  - ANS-3100 – Pet Care: Retail
    - (Pet Care Technician)

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
Asheville-Buncombe TCC	Craggy Correctional Center	3	MNT-3103	4630	Fork Lift Operator (Fork Lift Safety and Operation)	12
Asheville-Buncombe TCC	Craggy Correctional Center	3	ANS-3100	4630	Pet Care: Retail (Pet Care Technician)	72

STATE BOARD OF COMMUNITY COLLEGES
Combined Course Library - Continuing Education

New Course Approvals, Modifications, and Tier Designations

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

Request for New Course 1 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
BSP 3400	ABE Level 4 English	90	A40 - Adult Basic Education	3

Description: This course is designed to prepare students functioning academically below a college level to transition to job training, workforce, or post-secondary education. This course contextualizes academic skills listed below to either occupations, workforce preparation, or career exploration and is aligned to college and career readiness standards. Students will be able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. Students will also be able to use technology to produce and publish writing and link to and cite sources. Students will be able to demonstrate the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism. The content of the course is based on the NRS High Intermediate Level Descriptors and aligned to the NCCC Adult Education Content Standards for ABE Level 4 students.

Rationale:

- CCR Programs offer literacy activities and services to adults functioning below post-secondary level including English language learners to become literate and obtain knowledge and skills for employment and economic self-sufficiency. This course provides knowledge and skills for attainment of secondary credential, transition to postsecondary education and training and to obtain employment. This course is designed to give College and Career Readiness programs the ability to offer ABE Level 4 English classes as membership hour classes.

Request for New Course 2 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
BSP 3450	ABE Level 4 Math	90	A40 - Adult Basic Education	3

Description: This course is designed to prepare students functioning academically below a college level to transition to job training, workforce, or post-secondary education. This course contextualizes academic skills listed below to either occupations, workforce preparation, or career exploration and is aligned to college and career readiness standards. It prepares students to think critically and determine an efficient strategy for solving a multi-step problem. After completing this course students will be able to create algebraic and geometric models and use them to answer questions and solve problems. Students will be able to see patterns and structure in number sets, data, expressions and equations, and geometric figures. The content of the course is based on the NRS Middle Intermediate Level Descriptors and aligned to the NCCC Adult Education Content Standards for ABE Level 4 Math students.

Rationale:

- CCR Programs offer literacy activities and services to adults functioning below post-secondary level including English language learners to become literate and obtain knowledge and skills for employment and economic self-sufficiency. This course provides knowledge and skills for attainment of secondary credentials, transition to postsecondary education and training and to obtain employment. This course is designed to give College and Career Readiness programs the ability to offer ABE Level 4 mathematic classes as membership hour classes.

Request for New Course 3 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
BSP 5500	ESL Level 5	100	A50 - English Language Acquisition	3

Description: This course is designed to prepare ELL students functioning academically below a college level to transition to job training, workforce, or post-secondary education. This course contextualizes academic skills listed below to either occupations, workforce preparation, or career exploration and is aligned to college and career readiness standards. Students will be able to build on the ideas of others, express their own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed. Students will be able to carry out both short and more sustained research. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately. The content of this course is based on the NRS Level 5 High Intermediate ESL Level Descriptors and aligned to the ELP Standards for Adult Education Level 4 students.

Rationale:

- CCR Programs offer literacy activities and services to adults functioning below post-secondary level including English language learners to become literate and obtain knowledge and skills for employment and economic self-sufficiency. This course provides knowledge and skills for attainment of secondary credential, transition to postsecondary education and training and to obtain employment. This course is designed to give College and Career Readiness programs the ability to offer ESL Level 5 classes as membership hour classes.

Request for New Course 4 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
BSP 5600	ESL Level 6	100	A50 - English Language Acquisition	3

Description: This course is designed to prepare ELL students functioning academically below a college level to transition to job training, workforce, or post-secondary education. This course contextualizes academic skills listed below to either occupations, workforce preparation, or career exploration and is aligned to college and career readiness standards. Students will be able to build on the ideas of others, express their own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed. Students will be able to carry out both short and more sustained research. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately. The content of this course is based on the NRS Level 5 High Intermediate ESL Level Descriptors and aligned to the ELP Standards for Adult Education Level 5 students.

Rationale:

- CCR Programs offer literacy activities and services to adults functioning below post-secondary level including English language learners to become literate and obtain knowledge and skills for employment and economic self-sufficiency. This course provides knowledge and skills for attainment of secondary credential, transition to postsecondary education and training and to obtain employment. This course is designed to give College and Career Readiness programs the ability to offer ESL Level 6 classes as membership hour classes.

Request for New Course 5 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-3517	NFA Leadership Growth	16	R30 - Fire & Rescue Services	3

Description: This is National Fire Academy (NFA) "Leadership in Supervision: Creating Environments for Professional Growth" Course 0646. This course presents the supervisor with the basic leadership skills and tools needed to perform effectively in the fire and emergency medical services (EMS) environment. The course includes concepts related to a successful transition to supervisory and leadership roles, including concepts of adaptive leadership; change management; active followership; effective communication, including difficult conversations and advocacy-inquiry based dialogue; ethics; authority; power; decision-making; and active engagement through development of a personal plan. Specific guidelines must be followed for all NFA courses.

Request for New Course 6 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-3518	NFA Leadership Perspectives	16	R30 - Fire & Rescue Services	3

Description: This is National Fire Academy (NFA) "Leadership in Supervision: Perspectives in Thinking" Course 0647. This course provides the supervisor with the conceptual foundation and framework for success in leadership roles by exploring creative, analytical, political and critical thinking perspectives. The course addresses skills needed for assessing situations from multiple perspectives, making critical decisions, fostering creativity and innovation, and using persuasion. Specific guidelines must be followed for all NFA courses.

Request for New Course 7 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-3519	NFA Leadership Frameworks	16	R30 - Fire & Rescue Services	3

Description: This is National Fire Academy (NFA) "Leadership in Supervision: Frameworks to Success" Course 0648. This course provides the supervisor with the knowledge and skills to

perform successfully in the fire and Emergency Medical Services (EMS) environments. The course addresses professionalism, resilience, emotional intelligence, and situational awareness, as well as managing conflict, delegating, mentoring, coaching, empowerment, and building collaboration and synergy for professional growth. Specific guidelines must be followed for all NFA courses.

Request for New Course 8 of 11

Requesting College or Agency: System Office

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
FIP-3520	NFA Leadership Series	48	R30 - Fire & Rescue Services	3

Description: This course combines the following three courses of the National Fire Academy (NFA) Leadership in Supervision series*:* Creating Environments for Professional Growth (Course 0646); Perspectives in Thinking (Course 0647); and Frameworks to Success (Course 0648). This course presents the fire and emergency medical services (EMS) supervisor with the basic leadership skills and tools needed to perform effectively in the fire and EMS environment; successfully transition to supervisory and leadership roles; and establish a conceptual foundation and framework for success in leadership roles by exploring creative, analytical, political and critical thinking perspectives. Topics include: adaptive leadership, change management, active followership, effective communication including difficult conversations, advocacy-inquiry based dialogue and persuasion, ethics, authority, power, decision-making assessing situations from multiple perspectives, fostering creativity and innovation, professionalism, resilience, emotional intelligence, situational awareness, managing conflict, delegating, mentoring, coaching, empowerment, and building collaboration and synergy for professional growth. The course includes the development of a personal plan for active engagement in the provision of leadership in supervision. Specific guidelines must be followed for all NFA courses.

Rationale:

- The National Fire Academy (NFA) has developed a new leadership program called “Leadership in Supervision” designed for fire/rescue and EMS personnel. The proposed courses will allow colleges to offer this program as three separate courses or as one combined course, depending on local need.

Credentialing Agency Information:

National Fire Academy: https://apps.usfa.fema.gov/nfacourses/catalog/details/10674

Request for New Course 9 of 11

Requesting College or Agency: Catawba Valley CC

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
DEN-3300	Dental Assisting	272	L30 - Health Occupations	1A

Description: This course is designed to teach students the necessary skills to become a Dental Assistant I in the state of NC. Coursework includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures. Graduates may be eligible to sit for the CDA (Certified Dental Assistant) exam through the Dental Assisting National Board once all DANB requirements are met which include 3000 hours of chairside assisting.

Rationale:

- Local dentists have advised that they are struggling to find competent Dental Assistants to fill their employment needs. Wait lists for Dental Assistant programs are often one year or longer. This six-month Dental Assistant program will prepare students to sit for the CDA (Certified Dental Assistant II) exam through the Dental Assisting National Board once all DANB requirements are met. Currently no certification is required for employment as a Dental Assistant I.

- The program CVCC is proposing allows students another route to be a dental assistant and allows them to become certified in the future if they so choose as a DA II after 3,000 hours of chairside assisting. The alternative to this program is that students could take a CODA accredited dental assisting program and earn their DA II status and be able to sit for the CDA (Certified Dental Assisting II) exam without the 3000 hours.

Credentialing Agency Information:

https://www.danb.org/

Request for New Course 10 of 11

Requesting College or Agency: Fayetteville Technical CC

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
UAV-3200	Unmanned Aerial Vehicles Maintenance	120	V20 – Aircraft Maintenance/ Pilot	1A

Description: This course is designed to introduce students to the scientific principles associated with both the design and build phases of small unmanned aerial vehicles (UAV). Upon completion of this course, students should be familiarized with the parts and components that make up UAVs and capable of troubleshooting issues and making repairs. Following schematics students will connect all electrical components while

developing an understanding of how everything works together to produce aerial vehicle. Students will learn how to register their UAV online through Federal Aviation Administration (FAA) Drone Zone. This course ends with an overview of the current FAA aviation maintenance rules and regulations.

Rationale:

- Some of today's leading industries are using drone pilots for construction, land surveying, utility inspections, law enforcement accident reconstruction, and aerial photography. With the increase in pilots comes the increase in needed repairs and machine maintenance. While the FAA does not currently have an established credential for these maintenance technicians, business owners and commercial industry leaders are recognizing the need for technicians to have formal training. This creates a great opportunity for educators to train future drone pilots and maintenance technicians.

- Employment opportunities for UAV maintenance technicians and related fields are increasing daily. Emsi's Career Coach documents multiple employment opportunities for individuals who obtain the knowledge and skills to repair unmanned systems.

- The North Carolina Community College System has a great opportunity to partner with the growing drone and unmanned aerial vehicle industry through providing a formalized UAV Maintenance Technician training program.

Request for New Course 11 of 11

Requesting College or Agency: Vance-Granville CC

Course ID	Course Title	Recommended Hours	Program Area	Tier Designation
LEX-3200	Court Reporting	128	F25 - Business	2

Description: The course is designed to prepare individuals for entry-level position as court reporter and to sit for the national certification, Certified Verbatim Reporter, offered by the National Verbatim Reporters Association (NVRA).

Rationale:

- Court reporters create word for word transcriptions at trials, deposition, and other legal proceedings. According to the U.S. Bureau of Labor Statistics, the job outlook for court reporters is projected to grow at a rate of 7% (2018-2028), a growth rate that exceed the national average of 5% for all occupations. U.S. Bureau of Labor Statistics also reported $57,150 per year and $27.48 per hour as the median pay in 2018.

- Entry-level court reporter positions can be acquired with nondegree postsecondary coursework and a state license or national certification. In this case, our students will be prepared to sit for

the Certified Verbatim Reporter (CVR) certification provided by the National Verbatim Reporters Association (NVRA).

Credentialing Agency Information:

https://nvra.org/

Contact(s):

Margaret Roberton
Associate Vice President, Workforce Continuing Education

STATE BOARD OF COMMUNITY COLLEGES

Curriculum Program Application

As Approved by the System President

The System President approved the curriculum program applications listed below:

Carteret Community College
Esthetics Instructor (C55270)

Durham Technical Community College
Public Safety Administration (A55480)

Robeson Community College
Mechatronics Engineering Technology (A40350)

Contact(s):
Dr. Lisa Eads
Director

STATE BOARD OF COMMUNITY COLLEGES

Curriculum Standard Revision Approved by the System President

Information: The System President has approved the curriculum standard revision listed below:

Curriculum Program: Boat Manufacture and Service (Diploma) (D60330)

Revision: Add additional course options to Marine Services under the Required Subject Area including MRN 121 Marine Engines, MRN 147 Marine Power Trains, and TRN 120 Basic Transp Electricity.

The submitting college suggests that the additional coursework provides flexibility to the program that allows them to better meet local workforce needs. The courses also align with the college's currently offered diesel and heavy equipment coursework allowing the college to more efficiently utilize their resources. The proposed revision to the curriculum standard will not require colleges to change their program of study.

Background: 1D SBCCC 400.9 (b) states:

A revision of an existing curriculum standard shall:

(1) Have written concurrence by two-thirds of colleges approved to offer the curriculum program; and

(2) Be in alignment with criteria outlined in 1D SBCCC 400.10(e).

(3) The President of the North Carolina Community College System shall have the authority to approve or deny the revision of an existing curriculum standard. If only two colleges are approved to offer the curriculum, and written concurrence is not obtained from both colleges, the State Board of Community Colleges shall have the authority to approve or deny the revision to the existing curriculum standard.

Contact(s):

Dr. Frank Scuiletti
Senior Program Administrator

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.*

Cape Fear Community College
Truck Driver Training (Certificate) (C60300)
Rationale: This program has sometimes struggled to enroll and graduate enough students to meet local hiring need for drivers. The college hopes that with the lower tuition rates available through continuing education, that they will be able to grow the program to meet those local needs.
Termination Semester: **Spring 2020**

Isothermal Community College
Collison Repair and Refinishing Technology (A60130)
Rationale: Low Enrollment. There is a lack of student interest and employment opportunities for graduates. The program requires extensive updating of expensive tools and equipment and is not feasible considering the limited numbers of job opportunities for graduates that are available within the college's service area.
Termination Semester: **Fall 2020**

Entrepreneurship (A25490)
Rationale: Low Enrollment. There is a lack of students' interest in the program. The college will continue offering the entrepreneurship courses as part of a certificate under the Business Administration (A25120) program.
Termination Semester: **Fall 2020**

South Piedmont Community College
Musculoskeletal Sonography (Certificate) (C45850)
Rationale: No Enrollment. This is a certificate that is not necessary for sonographers to obtain in order to work or take the national registry. This type of ultrasound is not in high demand in the immediate geographical region and therefore sonographers do not

have an interest in spending the time and money to obtain this particular certificate when it will not benefit them in their professional careers.
Termination Semester: **Fall 2020**

Contact(s):
Dr. Lisa Eads
Director

AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 11:00 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 17, 2020

For Information

- System Office Vacancy Report – May 2020 (Attachment PER 01)
- College President Status Report – May 2020 (Attachment PER 02)

New Business

Adjourn

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
Vacancies as of April 30, 2020

Attachment PER 01

Position#	Division	Position Title	Date Vacated	Separation Reason	Status	Start Date
60088093	Business & Finance	Systems Accountant	5/16/2019	Internal Promotion	Screening/Interviewing	
65018450	Business & Finance	Budget Analyst II	5/10/2019	Separation - Private	Screening/Interviewing	
60088112	Business and Finance	Accounting Tech III	1/24/2020	Separation - College	Position Under Review	
60088102	Business and Finance	Accounting Manager I	2/21/2020	Separation - State	Filled	6/8/2020
65030184	Economic Dev	Grants Administrator I	3/18/2020	Separation - Private	Position Under Review	
60087988	Executive	Dir of Internal Eng and Foundation	1/31/2020	Separation - College	Position Under Review	
60087978	Executive	AVP of Human Resources	8/1/2019	Redesigned position	Screening/Interviewing	
60087997	Executive	Education Compliance Examiner	3/9/2020	Internal Promotion	Position Under Review	
60087996	Executive	Education Compliance Examiner	9/17/2019	Separation - Other	Preparing to Advertise	
60088151	Programs	Education Program Specialist	3/20/2020	Separation - Other	Position Under Review	
60088158	Programs	Program Coordinator II	9/12/2018	Internal Promotion	Filled	4/22/2020
60088157	Programs	Program Coordinator I (Fed)	4/22/2020	Internal Promotion	Position Under Review	
60088134	Programs	Social Research Specialist I	1/2/2020	Separation - College	Position Under Review	
60088161	Programs	Ed. Program Consultant II	1/1/2020	Retirement	Accepting Applications	
60088160	Programs	Ed. Program Admin. (Fed)	3/18/2019	Internal Promotion	Filled	5/22/2020
65029237	Programs	Ed. Program Admin. (Fed)	11/1/2018	New Position	Accepting Applications	
65023970	Programs	Ed. Program Admin. (Fed)	6/28/2019	Redesigned position	Screening/Interviewing	
60088123	Programs	Ed. Program Director I	8/1/2020	Retirement	Position Under Review	
60091363	Programs	Social Research Specialist II (Fed)	2/6/2019	Separation - Other	Position Under Review	
65029237	Programs	Ed. Program Admin. (Fed)	11/1/2018	New Position	Accepting Applications	
60091363	Programs	Social Research Specialist II (Fed)	2/6/2019	Separation - Other	Position Under Review	
65009395	Programs	Workforce Dev Trg. Spe. I	1/3/2020	Separation - College	Position Under Review	
60088029	Technology	IT Architect	3/1/2020	Retirement	Filled	4/20/2020
60088018	Technology	Applications Systems Analyst II	8/1/2019	Separation - Other	Screening/Interviewing	
60088077	Technology	Applications Systems Analyst II	11/19/2019	Separation - State	Position Under Review	
60088047	Technology	Applications Systems Analyst I	9/11/2019	Internal Promotion	Position Under Review	
60095038	Technology	Business Systems Analyst II	9/7/2019	Separation - Private	Position Under Review	
60095042	Technology	User Support Tech	9/8/2018	Separation - Private	Position Under Review	
60088060	Technology	Bus. Intelligence Analyst	5/22/2018	Separation - State	Screening/Interviewing	
60088046	Technology	ERP Solutions Specialist I	12/17/2018	Separation - State	Position Under Review	
60089625	Technology	Learning Sol. Service Man.	3/1/2019	Separation - State	Screening/Interviewing	
60088040	Technology	Database Analyst I	7/1/2019	Separation - State	Position Under Review	

Year-to-Date Statistics

# of budgeted positions	218
# positions vacant as of 7/1/2019	24
# positions vacated after 7/1/2019	27
Total # of vacancies	51
Total # of vacancies filled	20

Retirements	4
Separations - College	6
Separations - Private	5
Separations - Other	7
Separations - State	8
Internal Promotions	13
New Positions	5
Redesigned Positions	3
	51

Date: 4/3/2020

STATE BOARD OF COMMUNITY COLLEGES
North Carolina Community Colleges System Office
Vacancies as of April 30, 2020

Attachment PER 01
(REVISED 05/12/2020)

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60088093	Business & Finance	Systems Accountant	5/16/2019	Internal Promotion	Screening/Interviewing	
65018450	Business & Finance	Budget Analyst II	5/10/2019	Separation - Private	Screening/Interviewing	
60088112	Business and Finance	Accounting Tech III	1/24/2020	Separation - College	Position Under Review	
60088102	Business and Finance	Accounting Manager I	2/21/2020	Separation - State	Filled	6/8/2020
65024553	Business and Finance	Administrative Specialist II	3/23/2020	Separation - Other	Position Under Review	
65030184	Economic Dev	Grants Administrator I	3/18/2020	Separation - Private	Position Under Review	
60087988	Executive	Dir of Internal Eng and Foundation	1/31/2020	Separation - College	Position Under Review	
60087978	Executive	AVP of Human Resources	8/1/2019	Redesigned position	Screening/Interviewing	
60087997	Executive	Education Compliance Examiner	3/9/2020	Internal Promotion	Position Under Review	
60087996	Executive	Education Compliance Examiner	9/17/2019	Separation - Other	Preparing to Advertise	
60088151	Programs	Education Program Specialist	3/20/2020	Separation - Other	Position Under Review	
60088157	Programs	Program Coordinator I (Fed)	4/22/2020	Internal Promotion	Position Under Review	
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60088077	Technology	Applications Systems Analyst II	11/19/2019	Separation - State	Position Under Review	
60088047	Technology	Applications Systems Analyst I	9/11/2019	Internal Promotion	Position Under Review	
60095038	Technology	Business Systems Analyst II	9/7/2019	Separation - Private	Position Under Review	
60095042	Technology	User Support Tech	9/8/2018	Separation - Private	Position Under Review	
60088060	Technology	Bus. Intelligence Analyst	5/22/2018	Separation - State	Screening/Interviewing	
60088046	Technology	ERP Solutions Specialist I	12/17/2018	Separation - State	Position Under Review	
60089625	Technology	Learning Sol. Service Man.	3/1/2019	Separation - State	Screening/Interviewing	
60088040	Technology	Database Analyst I	7/1/2019	Separation - State	Position Under Review	

Year-to-Date Statistics

# of budgeted positions	218
# positions vacant as of 7/1/2019	24
# positions vacated after 7/1/2019	28
Total # of vacancies	52
Total # of vacancies filled	22

Retirements	4
Separations - College	6
Separations - Private	5
Separations - Other	8
Separations - State	8
Internal Promotions	13
New Positions	5
Redesigned Positions	3
	52

Date: 4/3/2020

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 1:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – January 16, 2020

For Information

- Progress of Strategic Plan Tactics
    - Status of Strategic Plan Tactics (Attachment PLAN 01)
        - Full dashboard available for review at https://tinyurl.com/str-pl-dash
    - Impacts of the Pandemic on Strategic Plan Tactics (Attachment PLAN 02)
- Potential Shifts in the System's Strategic Direction

New Business

Adjourn

Minutes
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
January 16, 2020

COMMITTEE MEMBERS PRESENT:

Burr Sullivan, Vice Chair
Bobby Irwin
Hari Nath
Jim Rose
Dr. Samuel Powell
Bob Stephens
Scott Shook
Breeden Blackwell, SBCC Chairman

Members Absent: Clark Twiddy, Chair; Jesse Watts, N4CSGA Chair

OTHERS IN ATTENDANCE:

Frank Johnson
William Holder
Ann Whitford
Catherine Edmunds
Jennifer Haygood
Jim Parker
Maureen Little
Kimberly Gold
Andrea Poole
Anne Bacon
Kelly Barretto

CALL TO ORDER

Mr. Sullivan called the meeting to order at 12:05 p.m. in the State Board Room of the System Office.

ROLL CALL

Ms. Barretto took the roll of the Strategic Planning Committee members. With eight Committee members in attendance, a quorum was present.

ETHICS STATEMENT

Mr. Sullivan 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. Sullivan asked for a motion to approve the agenda for the meeting. Mr. Rose made the motion to approve the agenda, Dr. Powell seconded, and the Committee approved the agenda unanimously without change.

APPROVAL OF MINUTES

Mr. Sullivan asked for a motion to approve the minutes for the November 14, 2019 meeting. Mr. Irwin made the motion to approve, Mr. Nath seconded, and the Committee approved the minutes unanimously without change.

DRAFT

FOR INFORMATION

Quarterly Progress Review – Strategic Plan Priority Tactics

Ms. Bacon gave the report, reviewing the status of multiple tactics in the Dashboard. Ms. Bacon noted 69% of tactics are implemented or making positive progress, and 31% of tactics are being closely monitored. There are no tactics as of the final quarter that required senior team intervention.

Short-Term Workforce Training IT Update (Attachment PLAN 01)

Mr. Parker reported on the changed status of the Workforce Development Focused IT tactic, moving from yellow to green this quarter. A recommendation to award a vendor contract will come to the Board through the Finance Committee for approval in coming months. Procuring the right product that interfaces with existing tools without disruption to processes is critical to mitigating security risk. Mr. Parker noted that colleges currently lack an IT capability to communicate with and engage workforce students and industry partners online and in a mobile environment. This creates an application gap for our current and future ERP solutions such as the system's current inability to consistently register students for Continuing Education programs online.

Industry and Employer Engagement in Program Development

Dr. Gold explained that development of courses and programs takes place in collaboration with employers and industry, and results in courses and programs that come to the Board for approval through the Programs Committee. Dr. Gold introduced Margaret Roberton who gave the report on specific short-term workforce partnerships that are currently underway, including for lineworker training, furniture academies, manufacturing academies, trucking operations management, and various state government needs.

ADJOURN

There being no other business, a motion to adjourn was made and passed unanimously without discussion, and the Committee adjourned at 12:44 p.m.

Respectfully submitted,

Kelly Barretto
Recording Secretary

DRAFT

Status of Strategic Plan Tactics
4th Quarter of Calendar Year 2019 and 1st Quarter of CY 2020
(active tactics as of Q4 2019)

Tactic	Q4 2019 as of 1/2020	Q1 2020 as of 4/2020
Student Interest and Access		
Career Coach Expansion	Celebrate	Monitor
DHHS Education Navigator	Celebrate	Monitor
Hispanic/Latino Outreach Initiative	Monitor	Celebrate
Marketing and Communications Plan	Celebrate	Celebrate
Study of Programs for Individuals with Intellectual and Dev. Disabilities	Celebrate	Celebrate
Clear and Supported Pathways for Student Progress and Success		
Accelerating Student Readiness	Monitor	Monitor
Advising & Student Support Redesign	Monitor	Monitor
Articulation of Credit and Alignment of Pathways	Celebrate	Celebrate
Courage to Credits	Celebrate	Celebrate
Finish First NC	Celebrate	Celebrate
Guided Pathways	Celebrate	Celebrate
Minority Male Success Initiative	Celebrate	Monitor
Prior Learning Sources and Assessments	Monitor	Celebrate
Economic and Workforce Impact		
Apprenticeship Expansion	Celebrate	Implemented
Proactive Industry Engagement (including Council of Associations…)	Celebrate	Celebrate
Work-based Learning	Monitor	Monitor
Workforce System Collaboration	Celebrate	Celebrate
System Effectiveness		
Business Intelligence	Monitor	Celebrate
Financial Aid Leadership Academy	Celebrate	Implemented
IT Infrastructure Transformation	Monitor	Monitor
NCCCS Dashboards	Monitor	Monitor
Strategic Planning Implementation & Oversight	Monitor	Celebrate
Student Svcs. Leadership Academies	Celebrate	Celebrate
Transform IT Services Management	Monitor	Monitor
Workforce Development Focused IT	Celebrate	Celebrate

Impacts of the Pandemic on Strategic Plan Tactics

While the pandemic has affected many tactics in terms of *how* staff pursue tactic aims (such as holding meetings online), for those tactics listed below, the impacts of the pandemic to the tactic warrant focused monitoring of progress.

Previous tactic status: yellow ("Monitor"); additional monitoring needed due to pandemic

- **Accelerating Student Readiness** – Faculty teamwork on math and English transition courses (for Career and College Ready Graduates) was suspended due to the pandemic.
- **Advising and Student Support Redesign** – Advising drive-ins (professional development) were canceled due to social distancing regulations. More fundamentally, advising models have been largely reliant on in-person delivery, so there are questions about how advising models may need to change to reach students and guide them effectively during extended periods of office closures.
- **Work-based Learning** – While North Carolina has continued to make progress on WBL policy work, it is very difficult for WBL to be carried out as designed, due to its inherent nature. In WBL situations ranging from clinicals to work-based learning courses, there are challenges to employers having the bandwidth to offer mentoring/supervision, even for businesses/organizations that are not struggling to stay afloat.

Previous status: green ("Celebrate"); current status: yellow ("Monitor") due to pandemic

- **Career Coach Expansion** – Access to high school students is difficult with high school buildings closed; OSBM restrictions may postpone hiring of 2020-2023 cohort of new Career Coaches; there are challenges of functioning remotely; and professional development has had to be postponed for Career Coaches and supervisors.
- **DHHS Education Navigator Partnership** – The heavy demand on department of social services (DSS) offices due to COVID-19 and meeting residents' basic needs has kept local DSS offices from being able to focus on this partnership.
- **Minority Male Success Initiative** – Programmatic activities have stalled due to the shift online and cancellation of meetings, and it is difficult to reach and support students effectively while working remotely during the pandemic.

Initial Tactic Scope Changed due to the Pandemic

- **Statewide Marketing and Communications Plan** – The System Office stood up two new marketing plans by the beginning of May – promoting online learning and honoring alumni on the front lines of the pandemic response.
- **Strategic Planning Implementation and Oversight** – The Strategic Planning Team has been working with the System Office Leadership Team to begin reassessing System strengths, weaknesses, opportunities and threats in the face of the pandemic. Further work is planned to assess the need for shifts in strategies or priorities.
- **Student Services Leadership Academies** – The work on the academies has been going well; and the System Office is assessing what adjustments will be necessary to the tactic as serving students during a pandemic will require new approaches and sharing of promising practices.

(REVISED 05/14/2020)

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 2:00 p.m.
TELEPHONIC

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – April 17, 2020

For Action

- Contract for Small Business Center Network (Attachment FC 01)
- Allocation for Small Business Center Counseling (Attachment FC 02)
- Service Agreement for Community Colleges Grant Program (Attachment FC 03) [CA]
- Contract for Environmental, Safety, and Health Compliance (Attachment FC 04) [CA]
- Allocation for Virtual Learning Community Centers (Attachment FC 05) [CA]
- Contract for Learning Management System and Services (Attachment FC 06) [CA]
- Contract for NC Brain Software License (Attachment FC 07) [CA]
- Allocation for the North Carolina Motorcycle Safety Education Program (Attachment FC 08) [CA]
- Construction and Property – May 2020 (Attachment FC 09)
- Contract for College Cybersecurity Awareness Training (Attachment FC 10)

For Information

- Estimated Receipts – April 2020 (Attachment FC 11)

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Friday, April 17, 2020 – 9:30 a.m.

FINANCE COMMITTEE MEMBERS PRESENT

Chairman Rose*	Burr Sullivan*	Steven Walker*
Catherine Edmonds*	Lisa Estep*	(designee for Lt. Governor)
Frank Johnson*		Bob Stephens*

Attended via phone or Zoom technology*

Members absent: Treasurer Dale Folwell, Clark Twiddy

OTHERS IN ATTENDANCE*:

Jennifer Haygood	Dorrine Fokes	Daniel Loges
Elizabeth Grovenstein	Cheryl Kaminski	Dr. Russell Hunt
Bryan Jenkins	JW Kelley	(Lenoir CC)
Jim Parker	Bryan Conrad	Dr. W. Dale McInnis
Andrea Poole	Jennifer McLean	(Richmond CC)
Mary Shuping	Rondra McMillan	Linda Suggs
Maureen Little	Kathy Davis	(Gates Foundation)
Brandy Andrews	Sharon Rosado	
Jason Forlines	Petrina Lyons	
Monty Hickman	Candid Carrington	
Chelsea Whidbee	Gilda Rubio-Festa	

CALL TO ORDER
Chairman Rose called the meeting to order at 9:33 a.m.

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

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

APPROVAL OF THE AGENDA
Chairman Rose asked for a motion to approve the agenda of the meeting as presented. Mr. Stephens moved, seconded by Mr. Walker, and the Committee approved.

APPROVAL OF THE MINUTES
Chairman Rose asked for a motion to approve the minutes of the March 19, 2020 Finance Committee meeting. Mr. Stephens moved, Mr. Walker seconded the motion, and the Committee approved.

FOR ACTION

Contract for Adult Education Literacy System (Attachment FC 06)

Chairman Rose decided to take up Contract for Adult Education Literacy System (Attachment FC 06) at the beginning of the For Action agenda as it requires a closed session. Chairman Rose motioned to go into closed session; Mr. Walker seconded the motion and the Committee approved.

Ms. Grovenstein and Ms. Rubio-Festa presented the item and responded to questions from the committee.

Mr. Johnson motioned to approve FC 06; Mr. Sullivan second the motion. The Committee approved Contract for Adult Education Literacy System (Attachment FC 06) as presented.

Dr. Edmonds motioned to go into open session; Mr. Sullivan second the motion and the Committee approved.

Contract Amendment for Moodle Hosting Services (Attachment FC 01)

Ms. Grovenstein stated this item FC 01 is a contract amendment for Moodle Hosting Services.

Ms. Grovenstein explained to the Board they had approved a three-year contract on June 8, 2018, for Blackboard to provide Moodle Hosting Services for our thirty-two community colleges that use this contract.

Ms. Grovenstein stated at that time when RFP was issued the System Office had to estimate the storage needs for this system and the number of users that would be using the Moodle Learning Management System contract.

Ms. Grovenstein explained that the learning management system is an online course delivery used to provide instruction to students. Ms. Grovenstein explained that colleges can use this for their faculty to provide instructions to their students.

Ms. Grovenstein stated the learning management system users are faculty and students of the community college.

Ms. Grovenstein reviewed Attachment FC 01 table on page two with the Committee.

Ms. Grovenstein, Ms. Davis, Mr. Parker, Ms. Kaminiski, and the Committee discussed the item.

Ms. Estep motioned for approval; Mr. Stephens seconded the motion. The Committee approved Contract Amendment for Moodle Hosting Services (Attachment FC 01) as presented.

Contract for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 02)

Ms. Grovenstein stated that this item comes to the Board year after year. Ms. Grovenstein explained

this is a request to enter a new three-year contract for Entrinsik Informer Business Intelligence and Data Analytics Software. The current contract expires on June 30, 2020.

Ms. Grovenstein stated this contract is an amount not to exceed $861,909. Ms. Grovenstein explained this Entrinsik Informer System is used by all fifty-eight community colleges and it is the only system available for our colleges to use with the college information system to be able to pull out data and generate reports. Ms. Grovenstein explained the value we have is that we are locking into the three-year contract quote for three years as noted in the table of Attachment FC 02.

Ms. Grovenstein, Mr. Parker, and the Committee discussed the item.

Mr. Sullivan motioned for approval; Dr. Edmonds seconded the motion. The Committee approved the Contract for Entrinsik Informer Business Intelligence and Data Analytics Software (Attachment FC 02) as presented.

Allocation for Golden LEAF Scholars – COVID-19 Fund (Attachment FC 03)

Ms. Grovenstein explained a new item, Allocation for Golden LEAF Scholars – COVID-19 Fund, has come to the System Office from the Golden LEAF Foundation. Ms. Grovenstein stated they have graciously granted the System Office with a $500,0000 allocation that can be used immediately.

Ms. Grovenstein explained historically the colleges have received funds from the Golden LEAF Foundation to be used for students' scholarships for years. Ms. Grovenstein stated the COVID-19 Fund would enable the colleges to access a portion of $500,000 for student financial aid consistent with the requirements of the current Golden LEAF Scholars program. Ms. Grovenstein explained the Golden LEAF Foundation stipulated that these funds can only be allocated to colleges that have participated in the current fiscal year 2019-20 Golden LEAF Scholars program and have already used their initial scholarship funds received for this fiscal year.

Ms. Grovenstein stated scholarships are limited to students that demonstrate financial need and reside in a tobacco dependent rural county.

Ms. Grovenstein explained we just received notice and approval of this grant award. Ms. Grovenstein explained that given the short turnaround time, we are asking for the Board to approve that the System Office allocate the funds based upon eligible college requests. Ms. Grovenstein stated if the colleges request more than $500,000 then the System Office would allocate a pro-rata share to each eligible college.

Ms. Grovenstein stated these funds are from April 17, 2020 through June 30, 2020. Any funds not spent by June 30, 2020 will be allowed to carry forward into the next fiscal year per the agreement with the Golden LEAF Foundation.

Ms. Grovenstein, Ms. Poole, Dr. Hickman, and the Committee discussed the item.

Mr. Stephens motioned for approval; Ms. Estep seconded the motion. The Committee approved for Golden LEAF Scholars – COVID-19 Fund (Attachment FC 03) as presented.

Allocation for Golden LEAF Scholars Program – Two Year Colleges (Attachment FC 04)
Ms. Grovenstein stated explained that this is the regular Golden LEAF Scholars Program funds that are allocated each year. When combined with FC 03, the Golden LEAF Foundation is allocating $1.5 million for financial aid which is double the amount that has historically been provided.

Ms. Grovenstein stated FC 04 regular allocations will start July 1 for the new fiscal year.

Ms. Grovenstein stated the amount is $970,000 for the fifty-four colleges that have chosen to participate in the program.

Ms. Grovenstein explained Attachment FC 04 table on pages 2-3.

Mr. Sullivan motioned for approval; Dr. Edmonds seconded the motion. The Committee approved Allocation for Golden LEAF Scholars Program – Two Year Colleges (Attachment FC 04) as presented.

Construction and Property – April 2020 (Attachment FC 05)
Ms. Grovenstein reviewed the requested construction and property items.

Ms. Grovenstein and the Committee discussed the item

Mr. Sullivan motioned for approval; Dr. Edmonds seconded the motion. The Committee approved Construction and Property – April 2020 (Attachment FC 05) as presented.

For Information
Estimated Receipts – March 2020 (Attachment FC 07)
Ms. Grovenstein reviewed FC 07.

Ms. Grovenstein and the Committee discussed the item.

Connect NC Bond Report (Attachment FC 08)
Ms. Grovenstein reviewed FC 08.

NEW BUSINESS

ADJOURNMENT

Mr. Walker motioned for the meeting to adjourn, seconded by Mr. Sullivan and the meeting was adjourned at 10:54 a.m.

Respectfully Submitted,

Petrina Lyons,
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES
Contract for Small Business Center Network
FY 2020-21, FY 2021-22, FY 2022-23

Request: The State Board of Community Colleges is asked to approve an amount not to exceed **$** [redacted] for three years to fund the Online Database Management/Client Management System for the Small Business Center Network (SBCN) solution for the North Carolina State Community College System for fiscal years 2021-2023.

Strategic Plan Reference:
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.

Background: The North Carolina Community College System (NCCCS) sought proposals from vendors to develop and implement a technology solution for a cloud-based Software as a Solution (SaaS) database solution with communication and marketing functionality to track the SBCN's economic impact and performance, and manage relationships with small business owners, prospective entrepreneurs, community partners and stakeholders to meet the ongoing business needs of the SBCN. The solution will also provide business data and performance analytics; data reporting functionality, and a public-facing dynamic website.

Rationale: A Request for Proposals (RFP) was published in July 2019. A single proposal was received and met the requirements for review. The proposal was reviewed by an evaluation team comprised of subject matter experts (SMEs) consisting of the SBCN State Director, SBC Directors, state and local Community College Information Technology staff, and NCCCS staff. As reflected in the RFP, the proposal was evaluated on criteria outlined in the RFP. [redacted] met or exceeded expectations for the specifications as outlined in the RFP, and was within budget, resulting in the Vendor's bid being the most advantageous and of the best value to the State.

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

Contract Amount and Time Period: The contract is for the period [redacted] and shall not exceed **$** [redacted] A break-down of the costs for the three-year contract is given in the table below.

DESCRIPTION	UNIT COST	TOTAL COST
ANNUAL COSTS		
Center IC Master Web Server Hosting, Maintenance & Support Annual Fee	$[redacted]	
File Attachment Storage	$[redacted]	
General & Administrative	$[redacted]	
Center IC - Training	$[redacted]	
Annual Total		$[redacted]
x 3 (for Years 1, 2 and 3)		
TOTAL CONTRACT COST		$[redacted]

Fund Source and Availability: Funding is contingent upon General Fund appropriation for the period of [redacted]

Contact Person:
Maureen T. Little
Vice President of Economic Development

Anne Shaw
State Director, Small Business Center Network

CONFIDENTIAL

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Small Business Center Counseling
June 1, 2020 – December 30, 2020

Request: The State Board of Community Colleges is asked to approve the allocation of $2,999,992 to support additional counseling hours for each of the NC Community Colleges' Small Business Centers (SBC). These funds will be distributed evenly with an allotment of $51,724 to each community college.

Strategic Plan Reference:
Theme: Economic and Workforce Development
Goal 3.2: Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

Background: The Small Business Center Network (SBCN), part of the North Carolina Community College System, with a Small Business Center located at each of the System's 58 local colleges, is perfectly positioned to serve businesses as they face the economic challenges brought on by the COVID-19 pandemic. For more than 36 years, the SBCN has been helping to start businesses and create and retain jobs, supporting the most critical aspects of economic development and wealth creation for the state.

Rationale: Small Businesses are the economic backbone of North Carolina – 97% of all businesses in the state employ less than 500 people. In Rural North Carolina, where 75% of small businesses have fewer than 10 employees, these communities are disproportionately challenged by lower wealth, less population, and fewer jobs overall. Consequently, they are also harder hit when crisis strikes. This is because the small businesses that make up the economy are the most vulnerable when any economic downturn occurs. With a crisis of epic scale such as the current COVID-19 pandemic, the resulting losses can be devastating.

In this time of unparalleled need, the need for strategic planning and pivoting of business operations is crucial to the survival of these businesses. It is also a time of opportunity, where changing needs for services and supplies create new entrepreneurial spaces for creative and innovative individuals and teams. The SBCN can provide the following services and support to help businesses get back on their feet and to help new businesses take advantage of emerging opportunities.

Counselors will assist businesses by providing:

- General business guidance
- Assessing the economic impact of the pandemic on the business
- Strategies for scaling business operations
- Break-even and cash flow analysis
- Marketing assistance
- Review of financial obligations and planning communications with creditors
- Loan package preparation and information on funding sources

- Business resilience strategies
- Referrals to relevant sources of assistance

Time Period: June 1, 2020 through December 30, 2020.

Fund Source and Availability: Funding is available through the 2020 COVID-19 Recovery Act (Session Law 2020-4) and is contingent upon certification of these funds by the Office of State Budget and Management.

Contact Person:
Maureen T. Little
Vice President of Economic Development

Anne Shaw
State Director, Small Business Center Network

STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for Community College Grant Program
FY 2020-21

Request: The State Board of Community Colleges is asked to approve a $175,000 contract with the North Carolina State Education Assistance Authority (NC SEAA) for the purpose of administering the North Carolina Community Colleges Grant Program.

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

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

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

Contract Amount and Time Period: In accordance with G.S. 115D-40.1(c), the administrative costs of up to one percent of the funds are made available for the North Carolina Community Colleges Grant Program. The total contract is $175,000 for the period July 1, 2020 through June 30, 2021.

Fund Availability: Funding is contingent on the FY 2020-21 State General Fund appropriation. The contract will be partially supported by the interest earned on the Community College Grant Program with the balance supported by State General Fund appropriation.

Contact:
Dr. James Kelley
Associate Vice President of Student Services

STATE BOARD OF COMMUNITY COLLEGES

Contract for Environmental, Safety, and Health Compliance

FY 2020-21

Request: The State Board of Community Colleges is requested to approve a one-year contract with Blue Ridge Community College (BRCC) to fulfill the state and federal regulations as per Occupational Safety and Health Administration (OSHA) Standards Part 1910 for environmental, safety and health compliance programs, to include, but not limited to chemical laboratories, blood borne pathogens and hazardous materials. The contract period is July 1, 2020 through June 30, 2021 and will not exceed $281,500.

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

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

- Provide a minimum of three days of service annually to each of the 58 colleges
- Audit the college's environmental and safety compliance programs and documentation, to include Material Safety Data Sheet (MSDS) files and the inventory of chemicals/hazardous materials
- Follow-up the previous audit findings
- Develop instructor presentations and/or training plans for colleges to become compliant in environmental and safety standards
- Continually provide updates to the environmental and safety compliance programs applicable to each individual college as required by specific regulations
- Prepare annual updates of Superfund Amendments and Reauthorization Act (SARA) Title III, Tier II reports
- Develop safety policies and procedures for the community colleges
- Develop and maintain a web page pertinent to this contract for use by the community colleges
- Evaluate and inform each college of requirements for the disposal of hazardous waste for each facility owned or used by the college (Disposal costs are not a part of this contract.)
- Provide additional training in other areas identified by the colleges within the funds available and as time permits
- Participate in the Association of Community College Facility Operations' semi-annual meetings, as requested, and provide training on a relevant environmental, safety, or health topic.

Method of Procurement: In accordance with the procurement practice of the State of North Carolina, there is no requirement for approval by outside purchasing authorities. This contract is between an institutional agency of the NC Community College System and the System Office.

Contract Amount and Time Period: The contract period will be from July 1, 2020 through June 30, 2021 for an amount not to exceed $281,500.

Fund Availability: The funding will be held from the State allocations to the 58 colleges.

Contact Person:
Sharon Rosado,
Director, Procurement & Auxiliary Services

STATE BOARD OF COMMUNITY COLLEGES
Allocations for Virtual Learning Community Centers
FY 2020-21

Request: The State Board of Community Colleges is asked to approve $650,000 to renew funding for three existing Virtual Learning Community (VLC) Centers: The Professional Development Center at Wake Technical Community College ($110,000), the Technology Center at Fayetteville Technical Community College ($125,000), and the Quality and Assessment Center at Surry Community College ($415,000) for FY 2020-21. The Quality and Assessment Center funds consist of $125,000 for operational costs and $290,000 for collaborative projects that are the combined efforts of all three centers.

Strategic Plan References:
Theme: Student Interest and Access
Goal 1: 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 1.3.2 Promote more flexible scheduling and instructional delivery formats to reach non-traditional students.

Background: The Virtual Learning Community is a collaborative effort of the North Carolina Community College System (NCCCS) to increase the quality and availability of online learning and support services for the benefit and success of distance learning students. The VLC began as a collaborative process for developing online course content, which was supported by the 58 community college presidents. In 1999, this idea became a reality and the VLC has been growing ever since.

The role of the VLC expanded in 2006, when VLC strategic objectives moved beyond course development to bring about change and raise the bar for distance learning across the state. Centers were created to support professional development, technology enhancement, and quality and assessment. The VLC Professional Development Center at Wake Technical Community College (WTCC) coordinates efforts to deliver the training opportunities necessary to deliver online courses and programs based on sound pedagogy and the latest technology tools. The VLC Technology Center at Fayetteville Technical Community College (FTCC) coordinates a vetting process of learning technologies to address the rapid changes in online course delivery. The VLC Quality and Assessment Center at Surry Community College (SCC) coordinates the research and documentation of distance learning standards, guidelines, and best practices for online course delivery, as well as needs assessment for distance learning resources. The State Board of Community Colleges approved the proposal in May 2011 that the location of these centers become permanent, contingent upon satisfactory performance.

Rationale: Permanency of the centers depends upon successful completion of all projects, proper budget management, and widespread participation of other colleges through Requests for Proposals on projects, development of an approved succession plan, and completion of annual reports to the NCCCS Senior Vice President of Technology and Chief Information Officer.

The VLC Executive Board requires all three centers to submit a report each fiscal year detailing the work of their center. Included in the annual evaluation is the emphasis each center places on outreach to colleges and faculty in our System, as well as their demonstrated knowledge and adherence to quality standards and creation of rich, interactive content for courses and programs. Based on their performance of the VLC completed projects, courses, and professional development sessions, workshops and tutorials for FY 2019-20, the VLC Executive Board recommends funding the current centers at WTCC, FTCC and SCC for FY 2020-21.

The VLC plays an important role in implementing System-wide initiatives, such as accessibility compliance, curriculum improvements, course redesign for core courses affected by the Comprehensive Articulation Agreement, content for U.S. Department of Labor grants, 2+2 eLearning Initiatives, and Reinforced Instruction for Student Excellence (RISE). Future course redesign or content development will rely upon the progress of system initiatives and completion of course competencies. Funding for all projects for course redesign, content development, and special initiatives are routed through the Quality and Assessment Center at SCC for distribution of contracts and/or duties for fulfillment of the needs of special projects. This center is tasked with the coordination of efforts by all three centers. By coordinating initiatives of NCCCS that affect distance learning programs, the VLC will provide a higher return on investment of System resources and will be the vehicle to improve the scalability of these efforts.

To alleviate the numerous contracts between centers, each college is allocated an operational budget to cover salaries, benefits, travel, supplies, equipment, software, etc. that are needed for the individual centers. The remaining funds for projects or content development will be allocated to Surry Community College, which will serve in a fiduciary capacity for managing all project funds for the VLC. Course development and editing is coordinated through the Quality and Assessment Center at Surry Community College. The courses to be chosen for development will be selected in conjunction with program and student services.

All three center directors have administrative responsibilities for projects, facilitate participant selection, oversee projects, and review deliverables to ensure they are of the highest quality and meet VLC standards. The funding for the projects will be managed by SCC but the responsibilities for the projects will be shared among all three centers. Projects and professional development for FY 2020-21 include course development, continued development of web accessibility guidelines, course content accessibility, State Authorization content and distribution, Americans with Disabilities Act (ADA) compliance support for local colleges developing mandated accessibility compliance plans, a course evaluation pilot project to review the courses developed in FY 2019-20, online course facilitation and support of the Career and

College Readiness (CCR) course content and the Employability Skills Alignment Program (ESAP) certification, research and professional development of Open Educational Resources (OER), content mapping of North Carolina Learning Object Repository (NCLOR) resources to VLC courses using machine learning algorithms, and research studies on engaging students in online course environments using synchronous and asynchronous instructional deliveries, online proctoring, advising, and tutoring software platforms, as well as updates to the technology showcase of tools and resources. Additional projects and professional development workshops, webinars, and tutorials will be added throughout the year based on requests by community colleges.

Allocation Amount and Time Period: Funding from state appropriations as follows: WTCC Professional Development Center, $110,000; FTCC Technology Center, $125,000; and SCC Quality Assessment Center, $415,000 for the period of July 1, 2020, through June 30, 2021.

Fund Availability: Funding is contingent upon the availability of FY 2020-21 State General Fund appropriations and the execution of Memorandums of Understanding with the colleges.

Contact:

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

Katherine Davis
Director of Distance Learning and Change Management
Technology Solutions and Distance Learning

STATE BOARD OF COMMUNITY COLLEGES
Contract for Learning Management System, Online Helpdesk, Video Conferencing, and Software as a Service Hosting
FY 2020-21

Request: The State Board of Community Colleges is asked to approve a contract with Blackboard, Inc. in an amount not to exceed $1,433,869.80 for licenses for the System Office and 16 community colleges for the Blackboard® Learn Learning Management System (LMS); System-wide Blackboard Student Services online helpdesk; Blackboard Collaborate for the System Office, and Software as a Service (SaaS) hosting for the System Office and Virtual Learning Community (VLC); for the period July 1, 2020 through June 30, 2021.

Strategic Plan Reference:
Theme: Student Interest and Access
Goal 3: Identify and reduce access barriers for all prospective students, particularly among underserved populations.

- Objective 2: Promote more flexible scheduling and instructional delivery formats to reach non-traditional students.

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

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

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

Blackboard Collaborate is a video conferencing software platform used by the System Office for remote training, meetings, and troubleshooting for the 58 community colleges. The use of

remote sessions has greatly reduced travel costs associated with training delivery of the Computer Information Systems (CIS) curricula to the community colleges' staff. Additionally, Blackboard Collaborate provides recorded sessions/training sessions.

The System Office Blackboard hosting contract supports an environment for course development for the VLC, as well as other curriculum improvement projects and other program alignment projects. The contract includes hosting of the VLC library of courses, and colleges download these courses.

In spring 2018, the Blackboard contract was amended to include SaaS hosting for the System Office and VLC Blackboard Learn instance. This addition allowed the System Office to move course content from an on-premise server to the Cloud which allows for greater reliability, accessibility, higher standards of performance and security, and a reduction in the administrative overhead to maintain the current server infrastructure.

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

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

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

Contract Amount and Time Period: The contract period will be from July 1, 2020, through June 30, 2021 for an amount not to exceed $1,433,869.80.

Fund Source and Availability: Funding is contingent on FY 2020-21 State General Fund appropriation.

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

Katherine Davis
Director of Distance Learning and Change Management
Technology Solutions and Distance Learning

STATE BOARD OF COMMUNITY COLLEGES
Contract for NC Brain Software License
FY 2020-21, FY 2021-22, FY 2022-23

Request: The State Board of Community Colleges (SBCC) is asked to approve a three-year contract including an in-kind donation of $100,000 and an amount not to exceed $100,000 for the Enterprise Brain Software License used in the machine learning technology project conducted by the Virtual Learning Community and the North Carolina Community College System.

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.

Background: The Virtual Learning Community (VLC) is a collaborative effort within the North Carolina Community College System (NCCCS) to increase the quality and availability of online learning and support services for the benefit and success of distance learning students.

In 2018, the VLC Quality and Assessment Center at Surry Community College coordinated a project with Tanjo Inc. to conduct a comprehensive research project to determine the feasibility of integrating machine learning recommendations for VLC courses and learning content in the North Carolina Learning Object Repository (NCLOR). On April 20, 2018, the SBCC approved FC 03 for the funding of $20,000 for Phase I of the project which resulted in a white paper outlining the data and research used to make recommendations for building a NC Brain to connect instructional content and resources for the purpose of augmenting teaching and learning in the NCCCS institutions.

In Phase II of the project, the VLC and Tanjo, used machine learning to develop and deliver a completed research project and functional demonstration of the NC Brain which will integrate VLC courses and NCLOR content. Tanjo designed a machine learning system and technology roadmap for achieving the goal, with a plan to implement the NC Brain into the teaching and learning process at the 58 community colleges. The funding of $50,000 for Phase II was approved by the SBCC as FC 12 on July 20, 2018.

In November 2019, the SBCC approved FC 08 which provided $112,000 to fund Phase III. In Phase III, the current development phase, the VLC Quality and Assessment Center is tasked with the coordination of efforts to integrate the NC Brain with the learning management systems

(LMS) of three community colleges. The colleges will be able to share learning recommendations and content from the NCLOR. This phase tests the integration of Blackboard Learn and Moodle® LMSs integrated with the NC Brain, and the advanced searching benefits for our NCCCS teaching and learning community within their course modules. In addition, Phase III is expanded to include the in-kind donation of the year one software license, services, setup, and support fee to the NCCCS. NCCCS will purchase the NC Brain license in years two and three.

This phase will also be used to establish policies, add new metadata schema and tagging of learning objects, and the development of a roadmap for future enhancements to provide additional teaching and learning attributes and student services.

Additional community colleges will be included in this LMS integration process after the initial pilot testing is completed at the three pilot colleges.

Rationale: NCCCS desires to purchase the NC Brain developed by Tanjo Inc for use by faculty and students at the 58 community colleges. Tanjo Inc. wishes to donate the year one software license, services, setup, and support fee to the North Carolina Community College System (NCCCS). NCCCS will purchase the NC Brain license in years two and three.

Annual Rate for License Purchase		
	License Fee	Cumulative Value
Year 1 (2020-21)	$0	The $100,000 fee is waived for the first year as a donation from Tanjo to NCCCS.
Year 2 (2021-22)	$50,000	$150,000
Year 3 (2022-23)	$50,000	$200,000

Contract Amount and Time Period: The contract period will be from July 1, 2020 through June 30, 2023 for payment not to exceed $100,000.

Fund Source and Availability: Funding is contingent upon FY 2021-22 and FY 2022-23 State General Fund appropriations.

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

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

STATE BOARD OF COMMUNITY COLLEGES
Allocation for the North Carolina Motorcycle Safety Education Program (NCMSEP)
FY 2020-21

Request: The State Board of Community Colleges is asked to approve an allocation not to exceed $557,433 to Lenoir Community College (LCC) to provide administrative support for the North Carolina Motorcycle Safety Education Program (NCMSEP).

Strategic Plan Reference:
Theme: System Effectiveness
Goal 5: Leverage partnerships and agreements to create efficiencies for the System as a whole.
Objective 2: Foster regional and system-wide collaborations among colleges

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

Lenoir CC has been the host college since 1998 and operates the program in conjunction with the Governor's Highway Safety Program in accordance to G.S. 115D-72. The program began with 17 community college sites; to date, there are 35 community college sites and 2 mobile units. The program is offered through Continuing Education as a community service course offering; as such, students pay a self-support registration fee. The NCMSEP also provides oversite for the Harley Davidson Riding Academy operating at 12 Harley Davidson dealerships as well as military site riding programs.

The NCMSEP offers seven courses: Basic RiderCourse (BRC), Experienced RiderCourse (ERC), Advanced RiderCourse (ARC), 3-Wheel Basic RiderCourse (3WBRC), Returning Rider Basic RiderCourse (RRBRC), RiderCoach Training (Transitional – T-RCP) and 3-Wheel BRC RiderCoach Certification. The curricula were developed by the Motorcycle Safety Foundation (MSF). Course description and eligibility requirements can be found at www.ncmotorcyclesafety.org.

Rationale: As the host college for NCMSEP, LCC provides the following services: 1) program staffing, administrative support, programming support, recruitment and training of qualified instructors; 2) support to local community colleges approved to offer the program; 3) monitoring and evaluation of the instructors and the driving ranges of other training providers in North Carolina; and 4) submittal of an annual report as a condition of continued funding.

Allocation Amount and Time Period: The allocation is not to exceed $557,433 for the period from July 1, 2020 through June 30, 2021.

Fund Source and Availability: The NCMSEP is funded by a three-dollar tax imposed on each private motorcycle registered in the state pursuant to G.S. 115D-72 and 20-87(6).
There is no general fund appropriation involved.

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

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
1	South Piedmont	Union County	2541	Classroom Facility	New classroom facility of approximately 15,000 square feet and parking lot in western Union County. Facility will house classrooms, faculty offices and flexible student spaces.	Non-State	0	6,200,000	6,200,000
						Total	**0**	**6,200,000**	**6,200,000**

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
1	Carteret	Main Campus	2461	McGee Building Roof Replacement	Project is amended to increase cost following receipt of bids.	Non-State	750,000	97,600	847,600
						Total	**750,000**	**97,600**	**847,600**
2	Catawba Valley	Main Campus	1718	Workforce Solution Center	Project is amended to decrease cost for close out.	Non-State	25,000,000	(1,808,548)	23,191,452
						State (40720)	123,375	0	123,375
						Total	**25,123,375**	**(1,808,548)**	**23,314,827**

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
1	Davidson County	Davie County	2540	Community Building Roof Replacement	Roof Replacement for Community Building. The Community building houses curriculum, continued education classes and associated labs.	State (46620) R &R	0	110,000	110,000
						Total	**0**	**110,000**	**110,000**

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	Wilkes	Alleghany	2524	Alleghany Center Welding Lab	Project is amended to increase cost following receipt of bids. **Note: President Hans under the authority granted to him by the State Board, approved this project on March 24, 2020.**	Non-State	140,000	102,540	242,540
						State (46620) New	150,000	0	150,000
						Total	**290,000**	**102,540**	**392,540**
2	Wilson	Main Campus	2431	Building S - New Construction	Project is amended due to an increase in construction cost due to a change in project scope which includes adding additional square footage and site improvements.	State (46620) New	3,291,417	1,871,955	5,163,372
						Total	**3,291,417**	**1,871,955**	**5,163,372**

E. Project Approval - Final-Close out (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
N/A									

F. Acquisition and Disposal of Real Property

Item	College	Campus or County	Project Number	Acquisition and/or Disposal	Action Requested
N/A					

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	Carteret	Main Campus	2458	Campus Wide Emergency Protective Services	Revised funding to reflect receipt of insurance proceeds and final close out.	Non-State	0	243,887	243,887
						State (41820)	243,097	(243,097)	0
						Total	**243,097**	**790**	**243,887**
2	Carteret	Main Campus	2459	Bulkhead and Seawall Repairs-Hurricane	Project is amended to increase cost due to project scope being increased. **Note: President Hans under the authority granted to him by the State Board, approved this project on March 7, 2020.**	Non-State	0	1,427,464	1,427,464
						State (41820)	300,000	0	300,000
						Total	**300,000**	**1,427,464**	**1,727,464**
3	Pamlico	Bayboro Campus	2489	Career Center Building - Complete Replacement - Hurricane	Project is amended to increase cost due to receipt of bids.	Non-State	91,078	0	91,078
						State (41820)	299,000	71,350	370,350
						Total	**390,078**	**71,350**	**461,428**

State Fund Legend
40720 - Advanced Planning
41820 - Legislative Appropriation
46620 - 2016 Connect NC Bonds

STATE BOARD OF COMMUNITY COLLEGES
Contract for College Cybersecurity Awareness Training
June 1, 2020 – December 30, 2020

Request: The State Board of Community Colleges is asked to approve a contract for a system-wide license to provide cybersecurity awareness training for all 58 community colleges in an amount not to exceed $250,000.

Strategic Plan Reference:
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 3: Ensure policies, procedures, and processes facilitate System effectiveness and compliance.

Background: Today colleges have federal and state compliance requirements for faculty and staff to receive cybersecurity training and awareness to perform effectively in their assigned roles and responsibilities. Specific examples include job functions that require faculty and staff to handle student and employee Personally Identifiable Information (PII), Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Graham Leach-Bliley Act (GLBA), and Payment Card Industry Data Security Standard (PCI-DSS) compliance.

The State currently requires all State employees and contractors to complete cybersecurity training at regular intervals. To date, colleges have been expected to obtain and perform compliance-driven security awareness and education training on their own.

Rationale for Contract: The challenges brought on the Community Colleges System by the global COVID-19 Pandemic include a massive transition to online learning as well as an increase in remote / telework by faculty and staff. The change in our system's operating approach greatly exacerbates the security risk profile of all colleges and increases the criticality of providing consistent and industry proven security training and education across the system.

The objective of this purchase is to leverage the existing State CIO contract with KnowB4 and establish a system-wide contract to extend cost benefits of the state, as well as establish a baseline security education and training standard across the system.

Fund Source and Availability: Funding is available through the 2020 COVID-19 Recovery Act (Session Law 2020-4) and is contingent upon certification of these funds by the Office of State Budget and Management.

Contact:

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

Stephen S. Reeves
AVP, Chief Information Security Office
Technology Solutions and Distance Learning

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
April 30, 2020

	2017-18	2018-19	2019-20	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	$ 340,722,245	$ 328,098,488	$ 315,214,272	-3.9%
ACTUAL NET RECEIPTS COLLECTED	286,756,512	277,052,017	276,475,330	-0.2%
BUDGETED RECEIPTS UNCOLLECTED	$ 53,965,733	$ 51,046,471	$ 38,738,942	
PERCENT OF BUDGET COLLECTED	84.2%	84.4%	87.7%	

PERCENT OF BUDGET BENCHMARK (3 year average)		88.7%
COLLECTION BENCHMARK	$	279,690,643
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average)	$	(3,215,313)
PERCENT OVER-REALIZED / (SHORTFALL)		-1.1%

PERCENT OF BUDGET BENCHMARK (last year)		88.1%
COLLECTION BENCHMARK	$	288,955,475
DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year)	$	(12,480,145)
PERCENT OVER-REALIZED / (SHORTFALL)		-4.3%

STATE BOARD OF COMMUNITY COLLEGES
Allocation for College Career Counselors and Academic Advisors
June 1, 2020 – December 30, 2020

Request: The State Board of Community Colleges is asked to approve the allocation of $3,000,000 to support additional college career counselors and academic advisors for each of the NC Community Colleges.

Strategic Plan Reference:
Theme: Student Interest and Access

- Objective 1.4. Improve the student experience and increase enrollment by simplifying enrollment policies, processes, and communications.
    - Strategy 1.4.2. Improve initial advising to include career exploration and improve navigation of the enrollment process.

Background: The 58 colleges of the North Carolina Community College System (NCCCS) are positioned to serve North Carolina's workforce as they face the economic challenges brought on by the COVID-19 pandemic. Workforce development is paramount to the long-standing mission of the NCCCS which "is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

Rationale: Higher education research establishes the importance of career counseling and academic advising on student success. Career counselors assist perspective and current students explore career options through a variety of career counseling assessments and techniques. Students with a clear understanding of and self-confidence in a career choice are more likely to complete their education. After choosing a program of study or course of workforce training, students rely on academic advisors to develop the most effective course plan for their unique situation. Students with a clear path toward completion are more likely to finish their program of study or workforce training. Further, many students realize unexpected barriers balancing life and academics during their first semester; academic advisors are the first line of service to students in need of assistance.

The COVID-19 pandemic has impacted the economy with extremely high unemployment rates. Historically, unemployment rates are positively correlated with enrollment. Therefore, new student enrollment is predicted to increase for Fall 2020 resulting in a service gap of career counselors and academic advisors.

Each college receives a base amount of $20,000 (totaling $1,160,000) and the remaining amount ($1,840,000) is distributed using 2019-20 Budget FTE for a total allocation of $3,000,000.

COMMUNITY COLLEGE	ALLOCATION
ALAMANCE COMMUNITY COLLEGE	54,260
ASHEVILLE-BUNCOMBE TECHNICAL CC	73,407
BEAUFORT COUNTY CC	33,439
BLADEN COMMUNITY COLLEGE	31,465
BLUE RIDGE COMMUNITY COLLEGE	38,595
BRUNSWICK COMMUNITY COLLEGE	35,286
CALDWELL COMMUNITY COLLEGE	50,028
CAPE FEAR COMMUNITY COLLEGE	84,445
CARTERET COMMUNITY COLLEGE	34,394
CATAWBA VALLEY COMMUNITY COLLEGE	57,158
CENTRAL CAROLINA COMMUNITY COLLEGE	62,771
CENTRAL PIEDMONT COMMUNITY COLLEGE	156,163
CLEVELAND COMMUNITY COLLEGE	44,287
COASTAL CAROLINA COMMUNITY COLLEGE	56,147
COLLEGE OF THE ALBEMARLE	40,071
CRAVEN COMMUNITY COLLEGE	44,809
DAVIDSON COUNTY CC	49,270
DURHAM TECHNICAL COMM COLLEGE	59,779
EDGECOMBE COMMUNITY COLLEGE	37,465
FAYETTEVILLE TECH COMM COLLEGE	130,383
FORSYTH TECHNICAL CC	82,906
GASTON COLLEGE	58,579
GUILFORD TECHNICAL CC	103,979
HALIFAX COMMUNITY COLLEGE	29,743
HAYWOOD COMMUNITY COLLEGE	33,636
ISOTHERMAL COMMUNITY COLLEGE	36,060
JAMES SPRUNT COMMUNITY COLLEGE	29,838
JOHNSTON COMMUNITY COLLEGE	52,791
LENOIR COMMUNITY COLLEGE	59,084
MARTIN COMMUNITY COLLEGE	27,027
MAYLAND COMMUNITY COLLEGE	32,349
MCDOWELL TECHNICAL CC	29,585
MITCHELL COMMUNITY COLLEGE	41,650
MONTGOMERY COMMUNITY COLLEGE	28,062
NASH COMMUNITY COLLEGE	45,069
PAMLICO COMMUNITY COLLEGE	24,840

PIEDMONT COMMUNITY COLLEGE	33,052
PITT COMMUNITY COLLEGE	82,629
RANDOLPH COMMUNITY COLLEGE	43,293
RICHMOND COMMUNITY COLLEGE	44,959
ROANOKE-CHOWAN COMMUNITY COLLEGE	26,956
ROBESON COMMUNITY COLLEGE	41,374
ROCKINGHAM COMMUNITY COLLEGE	34,299
ROWAN-CABARRUS COMMUNITY COLLEGE	74,662
SAMPSON COMMUNITY COLLEGE	37,221
SANDHILLS COMMUNITY COLLEGE	52,483
SOUTH PIEDMONT COMMUNITY COLLEGE	41,555
SOUTHEASTERN COMMUNITY COLLEGE	38,168
SOUTHWESTERN COMMUNITY COLLEGE	41,461
STANLY COMMUNITY COLLEGE	44,295
SURRY COMMUNITY COLLEGE	45,669
TRI-COUNTY COMMUNITY COLLEGE	28,962
VANCE GRANVILLE COMMUNITY COLLEGE	43,782
WAKE TECHNICAL COMMUNITY COLLEGE	191,962
WAYNE COMMUNITY COLLEGE	49,443
WESTERN PIEDMONT CC	37,031
WILKES COMMUNITY COLLEGE	43,679
WILSON COMMUNITY COLLEGE	34,245
TOTAL	**$3,000,000**

Time Period: June 1, 2020 through December 30, 2020.

Fund Source and Availability: Funding is available through the 2020 COVID-19 Recovery Act (Session Law 2020-4) and is contingent upon certification of these funds by the Office of State Budget and Management.

Contact Person:
James "JW" Kelley
Associate Vice President of Student Services

AGENDA

State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, May 14, 2020 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of State Board Policy and Governance Minutes – January 16, 2020

For Action

- Recommendations for Initial Proprietary School Licensure (SBPG 01)
- Recommendations for Renewal of Proprietary School Licensure (SBPG 02) [CA]

New Business

Adjourn

MINUTES
State Board of Community Colleges
SBCC BOARD POLICY AND GOVERNANCE COMMITTEE
Thursday, January 16, 2020

SBCC BOARD POLICY AND GOVERNANCE COMMITTEE MEMBERS PRESENT

Bob Stephens, Chair	Hari Nath	Jim Rose
William Holder	Samuel Powell	Scott Shook

Absent: Lisa Estep

OTHER SBCC BOARD MEMBERS PRESENT

Breeden Blackwell	Bill McBrayer	Ann Whitford
Frank Johnson	Burr Sullivan	

OTHERS IN ATTENDANCE

Jennifer Haygood	Maureen Little	Dorothy Strickland
Jonathan Harris	Andrea Poole	Walter Dalton (NCACCP)
Bryan Jenkins	Scott Corl	Julie Woodson (NCACCT)
Kimberly Gold	Sondra Jarvis	Caroline Hipple (NCACCT)

CALL TO ORDER

Mr. Stephens called the SBCC Board Policy and Governance Committee meeting to order at 3:37 p.m. in the Dr. W. Dallas Herring State Board Room in Raleigh, NC.

ROLL CALL

Mr. Jenkins took the roll of the SBCC Board Policy and Governance Committee members.

ETHICS STATEMENT

Mr. Jenkins read the Ethics Awareness and Conflict of Interest Statement. No conflicts noted.

APPROVAL OF THE AGENDA

Mr. Stephens said SBPG 02B should be "Refusal to Issue or Renew License" not "Refusal to Reissue or Renew License".

Mr. Stephens requested a motion to approve the January 16, 2020, amended meeting agenda. Mr. Rose moved, seconded by Mr. Holder, and the agenda was approved by the Committee via voice vote.

APPROVAL OF THE MINUTES

Mr. Stephens requested a motion to approve the November 14, 2019, meeting minutes. Mr. Shook moved, seconded by Mr. Rose, and the minutes were approved by the Committee via voice vote.

FOR ACTION

Review of Comments for 2B SBCCC 300, 2B SBCCC 400, 2B SBCCC 500 (Attachment SBPG 01)

Mr. Harris stated that there were technical comments on SBPG 01 – Mr. Harris reviewed that three of the rules that are up for adoption have comments from his staff. The recommendation is a technical change which would change the language from the Director of the State Board of Proprietary Schools to Office of the State Board of Proprietary Schools. This aligns the language with the statute. Staff recommends that the changes are adopted. The Board members did not have any questions

Mr. Holder made a motion to approve the changes recommended by staff in Review of Comments for 2B SBCCC 300, 2B SBCCC 400, and 2B SBCCC 500 (Attachment SBPG 01), seconded by Mr. McBrayer and unanimously approved.

Repealing and Replacing Subchapter 100 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 02)

Repeal of 2B SBCCC 100 – Process for Refusal to Issue or Renew License (Attachment SBPG 02A)
Adoption of 2B SBCCC 400 – Refusal to Issue or Renew License (Attachment SBPG 02B)

Mr. Harris shared that these changes have gone through the rule making process and there are no additional comments.

Dr. Powell made a motion to approve Repealing and Replacing Subchapter 100, in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 02), seconded by Mr. Holder and approved unanimously.

Repealing and Replacing Subchapter 200 in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 03)

Repeal of 2B SBCCC 200 – Suspension or Revocation of License (Attachment SBPG 03A)
Adoption of 2B SBCCC 500 – Suspension or Revocation of License (Attachment SBPG 03B)

Mr. Harris shared that these changes have gone through the rule making process and there are no additional comments.

Dr. Powell made a motion to approve Repealing and Replacing Subchapter 200, in the Due Process Chapter for the State Board of Proprietary Schools (Attachment SBPG 02), seconded by Mr. Nath and approved unanimously.

Adoption of 2B SBCCC 300 – Exemptions from Licensure (Attachment SBPG 04)

Mr. Harris stated that this rule was presented in November and has gone through the rule making process and there are no additional comments.

Mr. Rose made a motion to approve Adoption of 2B SBCCC 300 – Exemptions from Licensure (Attachment SBPG 04), seconded by Mr. Shook and approved unanimously.

ADJOURNMENT

Mr. Rose made a motion to adjourn, seconded by Mr. Shook and unanimously approved by the Committee at 3:49 p.m.

Respectfully submitted,
Sondra Jarvis

STATE BOARD OF COMMUNITY COLLEGES
Recommendation for Initial Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools, as required under Article 8, Chapter 115D, North Carolina General Statutes, starting upon approval by the State Board of Community Colleges and ending June 30, 2021 to offer the programs listed.

DIVERSIFIED HEALTHCARE
105 Primrose Lane
Clayton, NC 27520

Program	Clock Hours
Nurse Aide I	120

JACKSONVILLE DENTAL ASSISTANT SCHOOL - JACKSONVILLE
306-1 Dolphin Drive
Jacksonville, NC 28654

Program	Clock Hours
Dental Assistant	160

JACKSONVILLE DENTAL ASSISTANT SCHOOL – MOREHEAD CITY
5380 Hwy 70 West, Ste D
Morehead City, NC 28557

Program	Clock Hours
Dental Assistant	160

***LAKESIDE DENTAL ASSISTING SCHOOL**
501 North Business Highway 16
Denver, NC 28037

Program	Clock Hours
Dental Assisting	108
Coronal Polishing	7
CPR, Automated External Defibrillator (AED), First Aid	6

***Recommendation is contingent upon North Carolina Dental Board approval.**

NC DENTAL U - SMITHFIELD
23 Noble Street
Smithfield, NC 27577

Program	Clock Hours
Dental Assistant	132

THE SCHOOL OF SKILLED TRADES
1440 South Briggs Avenue
Durham, NC 27707

Program	Clock Hours
Plumbing	720

***UMANAH HEALTHCARE INSTITUTE - CHARLOTTE**
5801 Executive Center Drive, Suite 103
Charlotte, NC 28212

Program	Clock Hours
Nurse Aide I	112
Medication Aide	24
Phlebotomy Technician	280
Pharmacy Technician	270

***Recommendation is made in accordance with the October 22, 2018 Notice of SBCC Final Agency Decision to Umanah Healthcare Institute and the Approved Minutes of the October 19, 2018 meeting of the State Board of Community Colleges (See Policy Committee, Page 8: https://www.nccommunitycolleges.edu/sites/default/files/state-board/minutes/approved_minutes_-_19october2018.pdf.)**

***UMANAH HEALTHCARE INSTITUTE - GASTONIA**
645 Cox Road, Suite C
Gastonia, NC 28054

Program	Clock Hours
Nurse Aide I	112

***Recommendation is made in accordance with the October 22, 2018 Notice of SBCC Final Agency Decision to Umanah Healthcare Institute and the Approved Minutes of the October 19, 2018 meeting of the State Board of Community Colleges (See Policy Committee, Page 8: https://www.nccommunitycolleges.edu/sites/default/files/state-board/minutes/approved_minutes_-_19october2018.pdf.)**

STATE BOARD OF COMMUNITY COLLEGES
Recommendations for Renewal of Proprietary School Licensure

The State Board of Proprietary Schools recommends approval to license the following Proprietary Schools as required under Article 8, Chapter 115D, North Carolina General Statutes, starting July 1, 2020 and ending June 30, 2021.

PROPRIETARY SCHOOL LICENSE RENEWALS (89)

Accelerated Dental Assisting Academy -Boone	ECPI University - Greensboro	NC Dental U - Fayetteville
Accelerated Dental Assisting Academy - Cary	ECPI University - Raleigh	NC Dental U - Greenville
Airstreams Renewables	EduDent School of Dental Assisting	NC Dental U – Wake Forest
American Academy of Healthcare	Effinity Healthcare Training	Neslyn Health Institute
Animal Behavior Institute	**(6) Fast Track Career Prep**	New Hope Medical Training
Arch Dental Assistant Academy	**(2) Guiding Lights Caregiver Training Institute**	**(7) New Horizons Computer Learning Center - Charlotte**
Arise Health Training Institute	**(3) Gwinnett College**	North Carolina Dental Assistant Training School
Aviation Institute of Maintenance	Hands On Dental Assistant Training	North Carolina Technical Education Center
Blue Light	Harmony Health Career Training Institute	Piedmont Dental Assistants
Care One Health Training Institute	Heavy Equipment Colleges of America	**(1) Pit Instruction & Training**
Career Pathways Institute	Highland Canine Training	Premier Dental Assisting Academy
Caring For Life – Castle Hayne	Ideal Health Institute	Project Shift
Caring For Life - Jacksonville	Institute for Guided Studies	Sandhills Dental Career Center
Carolina School of Broadcasting	Joyful Belly School of Ayurveda	Serenity Nurse Aide Academy
Carolina School of Phlebotomy	Lake Norman Dental Assisting School	Shades of Purple
Charlotte Dental Assistant School	Legacy U Healthcare Consulting & Training Center	South College of Tennessee
Chosen Healthcare Institute - Charlotte	Life Time Academy	**(3) Southeastern Institute**

Chosen Healthcare Institute - Lumberton	**(5) Living Arts College**	Southern College of Health Sciences
Coder Center	**(5) Living Arts Institute**	**(8) STRAC Institute**
Coder Foundry	Making Visions Training Center	Sunrise School of Dental Assisting -Fayetteville
College of Wilmington	**(4) Miller-Motte College - Fayetteville**	Sunrise School of Dental Assisting -Greensboro
(1) Connecticut School of Broadcasting	**(4) Miller-Motte College - Jacksonville**	Sunrise School of Dental Assisting -Raleigh
Cumberland Nursing Academy	**(4) Miller-Motte College - Raleigh**	Tarheel Canine Training
D.A. Academy of NC	**(4) Miller-Motte College - Wilmington**	Triangle School of Dental Assisting
Dental Arts Academy	Momentum Learning	Triple A Phlebotomy
(2) Dental Assistant Academy of Charlotte	More Than Conquerors College	**(2) Unity Nursing Institute**
Dental Assistant Training Centers	Mount Eagle College – Winston-Salem	Wisdom Health Academy
Dental Staff Institute	MyComputerCareer at Charlotte	
(1) Discovery Diving	MyComputerCareer at Raleigh	
Divine Health Academy	**(3) NASCAR Technical Institute**	
ECPI University - Charlotte	National Personal Training Institute of Charlotte	

(1) Recommendation is contingent upon submission of quarterly financial reports (July 1, 2020 – June 30, 2021).

(2) Recommendation is contingent upon submission of a fully-executed lease agreement through, at minimum, June 30, 2021.

(3) Recommendation is contingent upon submission of quarterly financial reports (July 1, 2020 – June 30, 2021), and immediate notification of any change in accreditation status.

(4) Recommendation is contingent upon submission of quarterly financial reports (July 1, 2020 – June 30, 2021), as well as immediate notification of any change in heightened cash monitoring (HCM) with the U.S. Department of Education or accreditation status.

(5) Recommendation is contingent upon immediate notification of any change in accreditation status.

(6) Recommendation is contingent upon increasing the school's guarantee bond to $75,000.

(7) Recommendation is contingent upon submission of quarterly financial reports (July 1, 2020 – June 30, 2021), increasing the school's guarantee bond to $125,000, and submission of a financial improvement plan.

(8) Recommendation is contingent upon submission of a fully-executed lease agreement through, at minimum, June 30, 2021, increasing the school's guarantee bond to $275,000, and submission of a financial improvement plan.