

STATE BOARD OF COMMUNITY COLLEGES

Mr. Scott Shook, Chair

November 16, 2018

Thursday, November 15, 2018

Wilson Community College

902 Herring Ave East

Frank L. Eagles Community Business Center

Wilson, NC 27893

Friday, November 16, 2018

Office of the State Treasurer

3200 Atlantic Avenue

Dogwood Room

Raleigh, NC 27604

Tuesday, November 13, 2018

COMMITTEE MEETING

Personnel Committee

10:00 a.m.

AW North Carolina Conference Room

Thursday, November 15, 2018

LUNCHEON

12:00 p.m.

Frank L. Eagles Center, Room G-237

Wilson Community College

Presenter: President Tim Wright

COMMITTEE MEETINGS

Finance Committee

1:30 p.m.

Frank L. Eagles Center, Room G-240

Programs Committee

1:30 p.m.

Frank L. Eagles Center, Room G-242

Strategic Planning Committee

1:30 p.m.

Frank L. Eagles Center, Room G-235

Policy Committee

3:00 p.m.

Frank L. Eagles Center, Room G-242

Legislative Affairs Committee

3:30 p.m.

Frank L. Eagles Center, Room G-235

Chair's Agenda Review

4:00 p.m.

Frank L. Eagles Center, Room G-235

Friday, November 16, 2018

BOARD MEETING

9:00 a.m.

Office of State Treasurer, Dogwood Room

❖ Call to Order

❖ Roll Call

❖ Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest

❖ Approval of Minutes – October 19, 2018

❖ Approval of Agenda

❖ Approval of Consent Agenda (*Consent Agenda items are listed on the Consent Agenda and are designated by [CA] on the Full Agenda*)

Reports

❖ NC Association of Community College Presidents, Dr. David Shockley, President

❖ NC Association of Community College Trustees, Ms. Julie Woodson, President

❖ NC Comprehensive Community College Student Government Association (N4CSGA), Ms. Toni Formato, President

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

For Information

System Office Vacancy Report – November 2018 (Attachment PER 01)

College President Status Report – November 2018 (Attachment PER 02)

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

For Future Action

Initiation of Rulemaking Process to Adopt 1G SBCCC 200.3 – “Establishing Multi-Campus Centers”
(Attachment FC 01)

For Action

Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10
(Attachment FC 02)

Guilford Technical Community College Multi-Campus Center Request (Attachment FC 03)

Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04)

2019 Budget Priorities (Attachment FC 05)

Reorganization of NCCCS Budget (Attachment FC 06)

Allocation for Integrated English Literacy and Civics Education Occupation READY Project
(Attachment FC 07) [CA]

Allocation for NC Career Coach Program (Attachment FC 08) [CA]

Service Agreement for ISIR Verification Services FY 2019-20(Attachment FC 09) [CA]

Contract for Integrated Library System (Attachment FC 10) [CA]

Service Agreement for Virtual Computing Environment (Attachment FC 11) [CA]

Construction and Property (Attachment FC 12) [CA]

For Information

Estimated Receipts – October 2018 (Attachment FC 13)

Capital Improvement Funds Expanded or Obligated (Attachment FC 14)

Summary of 2017-18 State Funded Financial Aid Programs for Community College Students
(Attachment FC 15)

SBCC Code Report – November 2018 (Attachment FC 16)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

For Future Action

Additions to Special Curriculum Program Application List (Attachment PROG 01)

For Action

Amend 1D SBCCC 400.8 – “Courses for Curriculum Programs” (Attachment PROG 02)

Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 03) [CA]

Curriculum Standard Hour Revisions (Attachment PROG 04) [CA]

Combined Course Library – Continuing Education (Attachment PROG 05) [CA]

Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 06) [CA]

For Information

2018 Legislative End-of-Year Report – Annual Curriculum Approval/Termination Report to the General Assembly (Attachment PROG 07)

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

SBCC Code Report – November 2018 (Attachment PROG 09)

STRATEGIC PLANNING COMMITTEE, Mr. Jerry Vaughan, Chair

For Information

A New Approach to College President On-Boarding (Attachment PLAN 01)

Indicators of Clear and Supported Pathways for Student Progress and Success
(Attachment PLAN 02)

Further Reflection on Issues Affecting Community Colleges and Students

POLICY COMMITTEE, Mr. Bob Stephens, Chair

For Future Action

Recommendation for Initial Proprietary School Licensure (Attachment POL 01)

For Information

SBCC Code Report – November 2018 (Attachment POL 02)

LEGISLATIVE AFFAIRS COMMITTEE, Dr. Breeden Blackwell, Chair

For Information

Residency 101

For Action

Non-Budget Legislative Agenda

PRESIDENT’S REPORT

NEW BUSINESS

BOARD MEMBERS QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board meeting is scheduled for Thursday, January 17, 2019 through Friday, January 18, 2019 at the Caswell Building in Raleigh. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

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

ADJOURNMENT



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

CONSENT AGENDA

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Allocation for Integrated English Literacy and Civics Education Occupation READY Project
(Attachment FC 07)

Allocation for NC Career Coach Program (Attachment FC 08)

Service Agreement for ISIR Verification Services FY 2019-20(Attachment FC 09)

Contract for Integrated Library System (Attachment FC 10)

Service Agreement for Virtual Computing Environment (Attachment FC 11)

Construction and Property (Attachment FC 12)

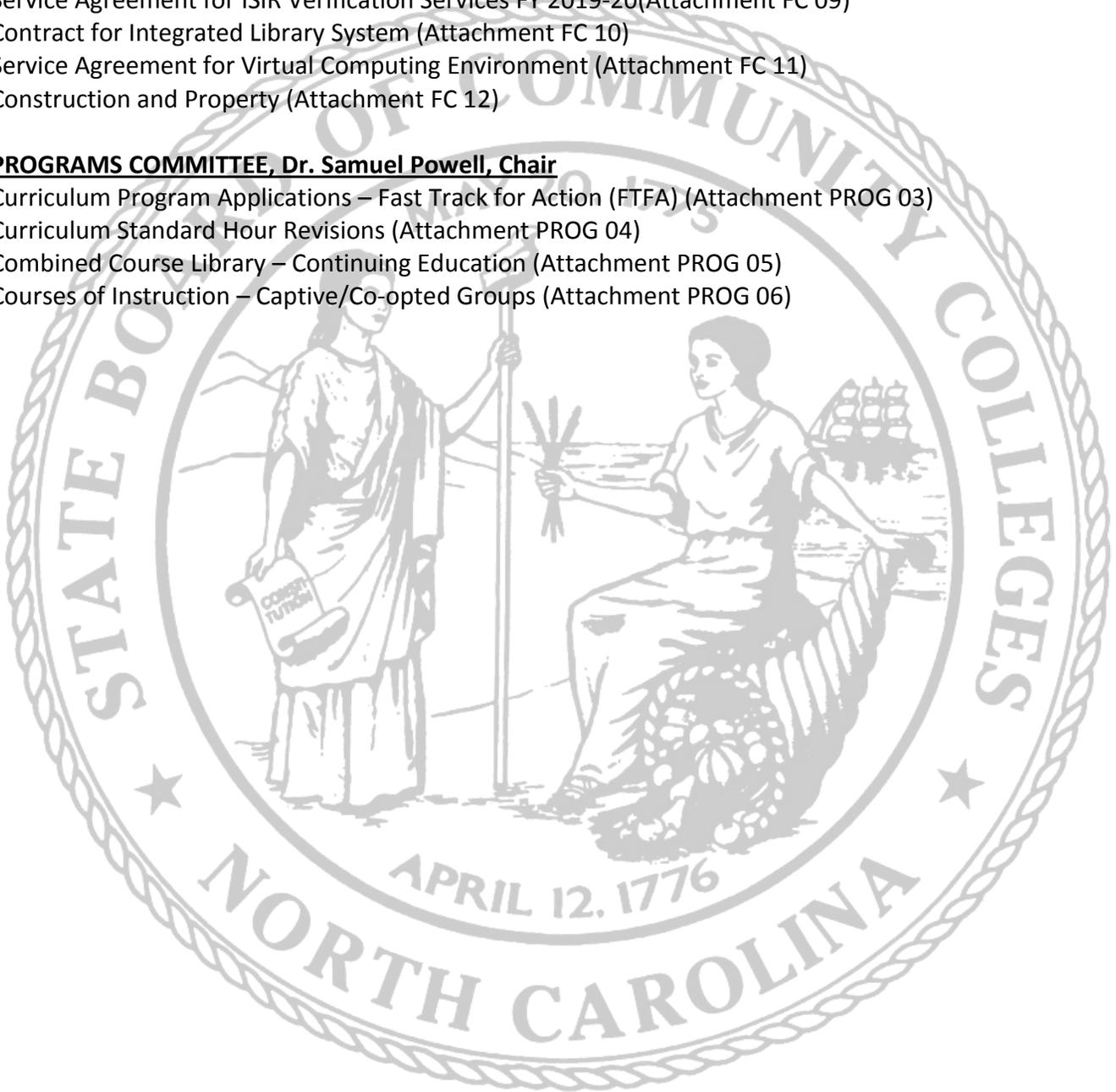
PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

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

Curriculum Standard Hour Revisions (Attachment PROG 04)

Combined Course Library – Continuing Education (Attachment PROG 05)

Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 06)





State Board of Community Colleges
Mary E. Rittling Conference Center, 297 DCC Road
Thomasville, North Carolina
October 19, 2018
9:00 a.m.

CALL TO ORDER

Following proper public notification, Chairman Scott Shook called the State Board of Community Colleges (SBCC) Meeting to order at 9:00 a.m. in the Mary E. Rittling Conference Center of Davidson County Community College.

ROLL CALL

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

| | | |
|-------------------------|-------------------|-----------------------------|
| Dr. Breeden Blackwell | Mr. Bill McBrayer | Mr. Burr Sullivan |
| Ms. Lisa Estep * | Mr. Ernie Pearson | Mr. Jerry Vaughan |
| Treasurer Dale Folwell | Dr. Samuel Powell | Mr. Hal Weatherman (rep for |
| Lt. Governor Dan Forest | Mr. Lynn Raye | Lt. Governor Dan Forest) * |
| Mr. William Holder | Mr. James Rose * | Ms. Ann Whitford |
| Mr. Bobby Irwin | Mr. Scott Shook | Dr. Candler Willis |
| Mr. Frank Johnson | | |

*Attended by telephone

Absent: Ms. Toni Formato, Mr. Todd Johnson, Mr. Robert Stephens, and Mr. Clark Twiddy

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

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

APPROVAL OF THE MINUTES

Mr. Raye made a motion to approve the September 21, 2018 minutes for the State Board of Community Colleges as presented. Mr. McBrayer seconded the motion and the minutes were unanimously approved.

CHANGES TO THE AGENDA

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

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Mr. McBrayer stated the Personnel Committee has no changes and one item for closed session.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Mr. Raye stated Finance Committee has two changes. The Committee would like to remove Contract for Integrated Library System (Attachment FC 02) from the agenda and add Allocation of Hurricane Florence Emergency Grants for Community College Students (Attachment FC 14) to the agenda.

PROGRAM SERVICES COMMITTEE, Dr. Samuel Powell, Chair

Dr. Powell stated Programs Committee has no changes

STRATEGIC PLANNING COMMITTEE, Mr. Jerry Vaughan, Chair

Mr Vaughan stated Strategic Planning Committee has no changes.

ACCOUNTABILITY AND AUDIT COMMITTEE, Ms. Lisa Estep, Chair

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

POLICY COMMITTEE, Mr. Burr Sullivan

Mr. Sullivan stated Policy Committee has no changes

LEGISLATIVE AFFAIRS, Dr. Breeden Blackwell, Chair

Dr. Blackwell stated Legislative Affairs Committee has no changes.

APPROVAL OF THE AGENDA

Mr. McBrayer made a motion to approve the agenda, Mr. Holder seconded the motion, and the motion was unanimously approved by voice vote.

APPROVAL OF THE CONSENT AGENDA

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

Items approved on the Consent Agenda were as follows:

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

Voluntary Shared Leave Report (Attachment PER 01)

FINANCE COMMITTEE, Mr. Lynn Raye, Chair

Allocation for Customized Training Regional Trainers FY 2018-19 (Attachment FC 04)

Allocation for Food and Nutrition Services: Employment and Training Program Grant
(Attachment FC 05)

Allocation for Sub-Orbital FY 2018-19 (Attachment FC 06)

Service Agreement for Development of Residency Determination Services (Attachment FC 07)

Budget Allocation for 2-1 Summary (Attachment FC 08)

Construction and Property (Attachment FC 09)

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

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

ACCOUNTABILITY AND AUDIT, Ms. Lisa Estep, Chair

Internal Audit Plan FY 2018-19 (Attachment AUD 01)

Chairman Shook thanked Mr. Sullivan and his wife Rebecca for their hospitality. Thank you to the staff of Davidson County Community College for being our host.

INTRODUCTION OF NEW PRESIDENT

Chairman White welcomed the Board and shared the importance of Davidson County Community College and President Mary Rittling to the college. Finding the replacement was an enormous task. Ms. Haygood, Mr. Jenkins, and President Fouts were a huge help in the process. The Board looked for a candidate to assure the college could maintain momentum. The candidate that rose to the top was Dr. Darrin Hartness.

Dr. Hartness spoke about his passion for higher education and how community college has impacted and inspired his life. Community colleges are making an impact on the people of North Carolina and he is proud to become part of that impact.

Chairman Shook thanked Dr. Hartness and stated his appreciation for President Mary Rittling’s service to the North Carolina Community College System.

REPORTS:

Dr. David Shockley, President of North Carolina Association of Community College Presidents

Dr. Shockley stated a lot has occurred since the last NCACCP report. The community colleges showed strength and cohesiveness, providing assistance across organizations and institutions across the state. Often, people think about the physical impact of a natural disaster, but for some people everything was turned upside down. Past few weeks have been a reminder of the System strength when we all act together as 58 strong. There has been struggle, but we are postured to move the system forward. With so many new presidents, there is a void of experience, but people like Dr. Hartness will help bring in new ideas and talent.

Presidents McInnis, Kinlaw, and Dalton will be working with the stakeholders to present unified legislative priorities.

NCACCP is working to finalize hiring an executive assistant to assist with meetings and navigating the General Assembly. During the Legislative Day in April, the General Assembly will learn the stories of the NC Community College System and how important it is to the state.

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

Ms. Austin provided an update from NCACCT:

- Thank you to Ms. Shuping, Ms. Haygood, and President Hans for the hard work to get funding from the General Assembly to assist those impacted by Hurricane Florence.
- The NCACCT is looking to work as a team to move forward. Looking forward to the Legislative Day on April 3, 2019.
- Next week, the American Association of Community Colleges will meet in New York and there are two award winners from North Carolina.
- Thanked Dr. Blackwell for assuring the Trustees are being included in discussions about legislative agenda. President Hans, Ms. Haygood, and Ms. Shuping have assured Ms. Woodson is included in the discussions.
- Regional training was held in the Western Region for trustees.
- Ms. Austin spoke about President Rittling's impact on the Community College System and her accomplishments. The members and Ms. Austin thanked President Rittling for her work.

COMMITTEE REPORTS**PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair**

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

The Board discussed the matters referenced above.

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

Mr. McBrayer recommended and moved the following item be approved by the board:

Dr. Janet Spriggs as President of Forsyth Technical Community College

The motion was unanimously approved by voice vote.

Mr. McBrayer commended Mr. Sullivan and Davidson County Community College for a wonderful job as host for the 2018 SBCC Planning Meeting.

FINANCE COMMITTEE, Mr. Lynn Raye, Chair**Allocation for Community College Apprenticeship NC Coordinators (Attachment FC 01)**

Ms. Grovenstein stated this item is directly related to the presentation that Ms. Little did during the Strategic Planning sessions. The four regions align with the state economic regions.

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

Allocation for Community College Apprenticeship NC Coordinators (Attachment FC 01)

The above item was approved by voice vote.

Contract for Online Computer Library Center (Attachment FC 03)

Ms. Grovenstein shared the system is a library data repository for all 58 colleges to share documents. Is an annual contract.

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

Contract for Online Computer Library Center (Attachment FC 03)

The above item was approved by voice vote.

Allocation for Hurricane Florence Emergency Grants for Community College Students (Attachment FC 14)

Ms. Grovenstein presented FC 14, a new agenda item. The General Assembly approved funding to assist with relief. The funding is for grants to students at twenty-one colleges in FEMA-rated disaster areas. There is also funding available if the student lives in a different county than where they attend college and was impacted in one of the two counties. The goal is to assure any students' education is not disrupted further by the aftermath of Hurricane Florence.

Ms. Grovenstein reviewed the method used to determine the colleges eligible. If a college is allocated funds which are not fully dispersed, the funds can be reallocated.

Chairman Shook thanked staff for all of the hard work to obtain this funding and the General Assembly for its willingness to address the need.

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

Allocation for Hurricane Florence Emergency Grants for Community College Students (Attachment FC 14)

The above item was approved by voice vote.

Service Agreement for Development of Residency Determination Services (Attachment FC 07)

Mr. Raye stated Mr. F. Johnson asked to discuss this item, which is on the Consent Agenda and was approved by the Committee on November 15th.

Mr. F. Johnson stated the service agreement approves money to support a process that is detrimental to student access. This process is not just for student aid, but for determination of in-state tuition. The

blame for this barrier has been put on several different sources. The Legislature needs to address the barrier to the community college students in consultation with System personnel. There does not seem to be any progress on fixing the problem in the past year since the issue and concern was brought up. This item funds a system which prevents people from attending the community colleges. It prohibits citizens of North Carolina from being able to get registered at the community college. This issue is an impediment to System FTE growth. Mr. F. Johnson encouraged the members to vote against FC 07.

President Shockley shared his thoughts on the subject. The student population is different from the university system and the residency model for community colleges is much different than universities. The Residency Determination System is important to the universities and students apply much earlier in the process than with community colleges. As a member of the State Residency Appeal Board, he is very familiar with the process. When students were denied residency in the past, the Appeal Board would review and determine if the appeal would be approved or denied. Due to the issues which became legal, the General Assembly felt they needed to address the problem of inconsistencies across the Community College and University systems.

The NCACCP has been working to correct the issues and have gathered data to address concerns. Work is being done on an alternative program to assure that the residency is addressed properly and gain exemption from the current RDS which is cumbersome. President Shockley stated a committee is working to develop the alternative solution to include non-budget legislative priority item.

Dr. Blackwell stated the RDS issue has come up in several sessions during the Planning Meeting. The item is on the Legislative Agenda and the Board welcomes input from presidents and trustees. There is a plan to keep it in the forefront and to cut the funding would be a mistake. To not keep the system in place while we work toward a solution would be detrimental to the colleges. Dr. Blackwell urged members to support FC 07.

Mr. F. Johnson stated RDS was discussed last Spring, and a Legislative Session has occurred since then and nothing happened. There seems to be a plan, but nothing has been presented about the plan. The Board needs to make sure that it doesn't get pushed aside again.

Chairman Shook stated he shares the frustration and it is a point of contention. If the question was whether to approve the system, there would be no support to approve RDS. Technically, this item is part of the consent agenda which was approved early in the meeting. The conversation will be part of the record. The Board needs to support the work of the Presidents' Association and address through the Legislative Agenda. There needs to be a system that is developed for the Community Colleges.

Mr. F. Johnson asked if there is a way to accept a student while the residency verification still going on. Mr. Irwin state the Legislature needs to understand the problems created by the system when it was implemented in 2013. There are too many roadblocks in the RDS system and cuts out students from applying to the System. Instead of becoming someone who will produce for the state, they will become someone who takes from the State. He would like to see a report on the results of RDS including how many students have been served.

Dr. Willis asked for a point of order, the Board voted to approve the Consent Agenda. Asked if there is a motion on the floor to reconsider the item. Mr. F. Johnson stated no. Chairman Shook confirmed no motion on the floor.

President Hans asked the Board to approve the item and be assured that there is an urgency and it is being addressed. The legislative agenda will be approved with this issue included. Chairman Shook stated the Legislative Agenda will be endorsed by the Board. Everyone agrees there is an issue, just want to make sure it is handled properly.

PROGRAMS COMMITTEE, Dr. Samuel Powell, Chair

Review of the Comprehensive Articulation Agreement that Exists Between Constituent Institutions of the North Carolina Community College System and Constituent Institutions of the University of North Carolina (Attachment PROG 01)

Dr. Powell stated this is one of the most important actions the Board has taken in the last several years. Agreement has been beneficial to both the community colleges as well as the universities.

Dr. Chapman reviewed the key components of the report.

Dr. Chapman recognized Dr. Gould for his service in developing and maintaining this agreement. Dr. Gould and Mr. Beddard shared program information and success of the Comprehensive Articulation Agreement. Following a question from the Board, Dr. Chapman discussed reverse transfer

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

Review of the Comprehensive Articulation Agreement that Exists Between Constituent Institutions of the North Carolina Community College System and Constituent Institutions of the University of North Carolina (Attachment PROG 01)

The above item was approved by voice vote.

Amend 1D SBCCC 400.9 – “Curriculum Standards” (Attachment PROG 04)

Ms. Martin reviewed and there was no discussion.

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

Amend 1D SBCCC 400.9 – “Curriculum Standards” (Attachment PROG 04)

The above item was approved by voice vote.

STRATEGIC PLANNING, Mr. Jerry Vaughan, Chair

Mr. Vaughan thanked Ms. Haygood and her staff for putting together the Planning Meeting. There were many great viewpoints and experiences shared throughout. It was order formed out of chaos.

POLICY COMMITTEE, Mr. Burr Sullivan

Review of Hearing Officer’s Recommendation for Denial of Proprietary School License Renewal and Revocation of Proprietary School License – Umanah Healthcare Institute – Charlotte, Gastonia, and Monroe (Attachment POL 01)

Mr. Sullivan reminded the Board they had previously initiated action to revoke license of Umanah Healthcare Institute. The school appealed, and Ms. Martin conducted a hearing as Hearing Officer. Ms. Martin reminded the Board of its responsibilities related to Proprietary Schools. There were several issues addressed including the fact that DHHS had removed authorization for specific classes to be taught. Due to the removal of approval, the initial recommendation was to remove the license. The school understands it cannot receive a license renewal until DHHS provides approval. The school was producing students and is well respected in the community. Based on considering all the information received, Ms. Martin agreed with the recommendation to non-renew, however does not recommend revoking the license. Revocation would prevent the school from requesting licensing in the future. The school will need to correct the issues before requesting relicensing.

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

Approval of Hearing Officer’s Recommendation for Denial of Proprietary School License Renewal, without recommendation of Revocation of Proprietary School License – Umanah Healthcare Institute – Charlotte, Gastonia, and Monroe (Attachment POL 01)

The above item was approved by voice vote.

Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Florence (Attachment POL 02)

Ms. Haygood reviewed the purpose of the waiver related to Hurricane Florence. As staff has been working with colleges, there have been conversations about and a review of SBCC Code to give colleges flexibility during recovery. Ms. Haygood reviewed the four recommended waivers listed in the agenda item.

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

Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Florence (Attachment POL 02)

The above item was approved by voice vote.

Temporary Amendment of 1G SBCCC 200.1 – “General Provisions” (Attachment POL 02A)

Ms. Martin reviewed the proposed temporary rule to codify ways relief can be given to colleges due to adverse weather. This rule will expire in 180 days or once a permanent rule is completed.

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

Temporary Amendment of 1G SBCCC 200.1 – “General Provisions” (Attachment POL 02A)

The above item was approved by voice vote.

LEGISLATIVE AFFAIRS COMMITTEE, Dr. Breeden Blackwell, Chair

Dr. Blackwell asked Ms. Shuping to discuss the advocacy plan. Ms. Shuping shared the process going forward and advocacy efforts leading to Legislative Day, April 3rd. There will be information presented in November. In terms of advocating for the agenda, Presidents are building relationships with legislators. The information on regional contacts will be shared once the election is complete.

The April Board meeting will be April 3rd – 5th to include Legislative Day and to allow members to attend the Trustees Law/Legislative Seminar in Raleigh.

Chairman Shook asked Ms. Austin to work to assure trustees know the Board members in their areas to allow for local collaboration.

NEW BUSINESS

Ms. Whitford requested someone at the System Office inform her know when special events are going to occur.

PRESIDENTS REPORT

President Hans stated there has been significant progress on Hurricane Relief. The General Assembly made unprecedented impact to assure people recover. Please make sure you thank the Governor and the Legislators for the hard work they have done. President Hans thanked the Presidents’ Association and Trustees’ Association for the work on the legislative agenda.

Mr. Sullivan recommended and moved the following item be approved by the board.

That State Board of Community Colleges endorses President Hans’ plan to work in cooperation with the Community College Foundation, to carry out a statewide marketing campaign.

Mr. Raye seconded the motion. The above item was approved by voice vote.

BOARD MEMBER QUESTIONS / COMMENTS

Treasurer Folwell apologized for not being at more meetings. His office has been focused on finding and fixing issues.

Treasurer Folwell reviewed many of the issues occurring throughout the state.

- Pension plan one of the five strongest plans in the nation. 7,300 people are above the age of 90 getting a pension check. The contributions by community colleges and employees is \$1.3 billion.
- Working to cut fees. Indicting people who cash checks on behalf of those known to be deceased.
- Once convicted of a crime, pension is recalculated. Ms. Martin's work on rules have been very important and will give the structure to help prevent problems
- 401K – fee holiday – collecting more fees than need, so in 2019, there will be no fees collected.
- HealthPlan – the plan is broken and at risk for overpaying medical claims. The auditors do not have access to vendor contracts and can't get information about price lists from large providers.
- The State Treasurer asked the State Hospital for a price list for the State Health Plan. Going to a referenced based system to determine the cost and value of procedure.
- People call the Treasurer's office when there is a life changing event. There were 181,000 life changing events last year.
- Offboarding, need HBRs to be evangelical to assure people are taken off the State Health Plan when appropriate.
- Disability is not meant to deal with HR issues.
- Amendment to the NC Constitution – Income Tax Cap being lowered to 7%. The rating agencies do not feel that the lowering the tax cap will have a negative impact on the bond rating.
- 242 communities are on the at-risk watch list

DATE OF NEXT MEETING

The next State Board meeting is scheduled for Thursday, November 15, 2018 through Friday, November 16, 2018 at Wilson Community College in Wilson, NC and System Office in Raleigh, NC. More information regarding this meeting will be communicated.

EXPIRING TERMS AND VACANCIES

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

ADJOURNMENT

Mr. F. Johnson motioned to adjourn, seconded by Mr. Pearson, unanimously approved by voice vote at 11:43 a.m.

RESPECTFULLY SUBMITTED BY:

Secretary

APPROVED BY:

Peter Hans, System President

Mr. Scott Shook, Chair

AGENDA
State Board of Community Colleges
PERSONNEL COMMITTEE
AW North Carolina Conference Room
Tuesday, November 13, 2018 – 10:00 a.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 17, 2018

For Information

- System Office Vacancy Report – November 2018 (Attachment PER 01)
- College President Status Report – November 2018 (Attachment PER 02)

New Business

Adjourn

**North Carolina Community Colleges System Office
Vacancies as of October 31, 2018**

Attachment PER 01

| Position # | Division | Position Title | Date Vacated | Separation Reason | Status | Start Date |
|-------------------|----------------------|-----------------------------------|---------------------|--------------------------|--------------------------|-------------------|
| 65018902 | Executive | Applications Systems Analyst | 4/17/2017 | Internal Promotion | Position Under Review | |
| 60095041 | Executive | Assistant Agency Legal Counsel | 5/13/2017 | Redesigned position | Screening/Interviewing | |
| 65012551 | Programs | Dir Adult Ed Workforce Partners | 1/2/2018 | Separation - College | Screening/Interviewing | |
| 60087996 | Executive | Compliance Examiner | 4/4/2018 | Separation - Other | Filled | 10/9/2018 |
| 60088039 | Technology | Applications Systems Analyst | 4/30/2018 | Separation - Other | Position Under Review | |
| 60088070 | Technology | Operations Systems Analyst | 5/10/2018 | Separation - Private | Screening/Interviewing | |
| 60088126 | Programs | Assoc Dir Student Support Serv | 5/16/2018 | Separation - Other | Offer Accepted | 11/1/2018 |
| 60088060 | Technology | Applications Systems Analyst | 5/21/2018 | Separation - State | Pending Reclassification | |
| 65009395 | Programs | Public Safety Training Specialist | 5/31/2018 | Retirement | Screening/Interviewing | |
| 60087998 | Executive | Compliance Examiner | 6/30/2018 | Retirement | Screening/Interviewing | |
| 60088145 | Programs | Office Assistant | 7/2/2018 | Internal Promotion | Position Under Review | |
| 60088094 | Business and Finance | Director State Aid Funds | 7/6/2018 | Separation - Private | Preparing to Advertise | |
| 60091153 | Executive | National Reporting Coordinator | 7/13/2018 | Separation - Other | Position Under Review | |
| 60088028 | Technology | Network Analyst I | 7/31/2018 | Separation - College | Preparing to Advertise | |
| 60088152 | Programs | Office Assistant | 7/31/2018 | Retirement | Position Under Review | |
| 60085042 | Technology | Business Systems Analyst | 9/7/2018 | Separation - Private | Preparing to Advertise | |
| 60088158 | Programs | Social Research Specialist | 9/12/2018 | Internal Promotion | Preparing to Advertise | |
| 60088112 | Business and Finance | Dir College Capital Finance | 9/28/2018 | Separation - Private | Preparing to Advertise | |
| 60088032 | Technology | Database Analyst II | 10/12/2018 | Separation - Private | Preparing to Advertise | |
| | | | | | | |

Year-to-Date Statistics

of budgeted positions 210
 # positions vacant as of 6/30/2018 14
positions vacated after 6/30/2018 11
 Total # of vacancies 25
 # of vacancies filled 8

Retirements 3
 Separations - College 1
 Separations - Private 4
 Separations - Other 1
 Separations - State 0
 Internal Promotions 2
 New Positions 0
 Redesigned Positions 0
 11

Date: 10/31/2018

STATE BOARD OF COMMUNITY COLLEGES
College Presidents Status Report

Attachment PER 02

| College | President | Appt. Date | Status |
|--|--|------------|-----------|
| Alamance Community College | Dr. Algie C. Gatewood | 10/1/2013 | |
| Asheville Buncombe Technical Community College | Dr. Dennis F. King | 8/1/2014 | |
| Beaufort County Community College | Dr. David Loope | 6/1/2017 | 2017 NEW |
| Bladen Community College | Dr. William Findt | 8/1/2008 | SEARCHING |
| Blue Ridge Community College | Dr. Laura Leatherwood | 7/1/2017 | 2017 NEW |
| Brunswick Community College | Dr. Susanne Adams | 7/1/2011 | SEARCHING |
| Caldwell Community College & Technical Institute | Dr. Mark Poarch | 7/1/2016 | 2016 NEW |
| Cape Fear Community College | Mr. Jim Morton | 4/20/2018 | 2018 NEW |
| Carteret Community College | Dr. John Hauser | 7/1/2017 | 2017 NEW |
| Catawba Valley Community College | Dr. Garrett Hinshaw | 8/1/2006 | |
| Central Carolina Community College | Dr. T.E. Marchant | 8/15/2008 | SEARCHING |
| Central Piedmont Community College | Dr. Kandi Deitemeyer | 1/1/2017 | 2017 NEW |
| Cleveland Community College | Dr. Jason Hurst | 4/1/2018 | 2018 NEW |
| Coastal Carolina Community College | Mr. David Heatherly | 1/1/2017 | 2017 NEW |
| College of The Albemarle | Dr. Robert Wynegar | 4/21/2017 | 2017 NEW |
| Craven Community College | Dr. Raymond Staats | 7/20/2015 | 2015 NEW |
| Davidson County Community College | Dr. Mary E. Rittling (till 12/15/2018) Dr. Darrin Hartness (eff 1/1/2019) | 8/15/2003 | 2019 NEW |
| Durham Technical Community College | Dr. William Ingram | 1/1/2008 | |
| Edgecombe Community College | Dr. Gregory McLeod | 8/15/2018 | 2018 NEW |
| Fayetteville Technical Community College | Dr. J. Larry Keen | 8/1/2007 | |
| Forsyth Technical Community College | Dr. Gary Green (till 12/31/2018) Dr. Janet Spriggs (eff 1/1/2019) | 7/1/2001 | 2019 NEW |
| Gaston College | Dr. Patricia A. Skinner | 7/1/1994 | |
| Guilford Technical Community College | Dr. Randy Parker | 9/1/2011 | |
| Halifax Community College | Dr. Michael Elam | 2/1/2017 | 2017 NEW |
| Haywood Community College | Dr. Barbara Parker | 7/1/2013 | |
| Isothermal Community College | Mr. Walter Dalton | 5/1/2013 | |
| James Sprunt Community College | Dr. Kenneth Boham (I) | 7/23/2018 | SEARCHING |
| Johnston Community College | Dr. David N. Johnson | 7/1/2009 | |
| Lenoir Community College | Dr. Russell Hunt | 10/1/2016 | 2016 NEW |
| Martin Community College | Dr. Paul Hutchins | 3/1/2018 | 2018 NEW |
| Mayland Community College | Dr. John C. Boyd | 1/1/2011 | |
| McDowell Technical Community College | Dr. John Gossett | 8/1/2016 | 2016 NEW |
| Mitchell Community College | Dr. Tim Brewer | 3/1/2012 | |
| Montgomery Community College | Dr. Chad Bledsoe | 4/6/2015 | 2015 NEW |
| Nash Community College | Dr. William S. Carver, II | 8/1/2005 | |
| Pamlico Community College | Dr. James Ross | 7/25/2016 | 2016 NEW |
| Piedmont Community College | Dr. Pamela Senegal | 7/1/2017 | 2017 NEW |
| Pitt Community College | Dr. Lawrence Rouse | 8/1/2018 | 2018 NEW |
| Randolph Community College | Dr. Robert S. Shackleford, Jr. | 1/1/2007 | |
| Richmond Community College | Dr. W. Dale McClinnis | 3/1/2010 | |
| Roanoke-Chowan Community College | Dr. Stanley Elliott | 10/2/2017 | 2017 NEW |
| Robeson Community College | Dr. Kimberly Gold | 1/1/2017 | 2017 NEW |
| Rockingham Community College | Dr. Mark Kinlaw | 1/20/2015 | 2015 NEW |
| Rowan-Cabarrus Community College | Dr. Carol S. Spalding | 8/11/2008 | |
| Sampson Community College | Dr. Bill Starling | 3/1/2018 | 2018 NEW |
| Sandhills Community College | Dr. John R. Dempsey | 1/1/1989 | |
| South Piedmont Community College | Dr. Maria Pharr | 1/1/2017 | 2017 NEW |
| Southeastern Community College | Dr. Anthony Clarke | 11/3/2014 | |
| Southwestern Community College | Dr. Don Tomas | 7/1/2011 | |
| Stanly Community College | Dr. John Enamait | 8/15/2016 | 2016 NEW |
| Surry Community College | Dr. David R. Shockley | 1/1/2012 | |
| Tri-County Community College | Dr. Donna Tipton-Rogers | 10/19/2007 | |
| Vance-Granville Community College | Dr. Gordon Burns (I) | 8/11/2018 | SEARCHING |
| Wake Technical Community College | Dr. William Aiken (I) | 10/1/2003 | SEARCHING |
| Wayne Community College | Dr. Thomas Walker | 9/1/2016 | 2016 NEW |
| Western Piedmont Community College | Dr. Michael S. Helmick | 8/1/2014 | |
| Wilkes Community College | Dr. Jeffrey A. Cox | 7/1/2014 | |
| Wilson Community College | Dr. Tim Wright | 8/1/2015 | 2015 NEW |

| | |
|----------------|-------|
| Totals: | |
| New 2015 | 4 |
| New 2016 | 6 |
| New 2017 | 11 |
| New 2018 | 6 |
| New 2019 | 2 |
| Searching | 6 |
| | <hr/> |
| | 35 |
| | <hr/> |

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-240
Thursday, November 15, 2018 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 18, 2018

For Future Action

- Initiation of Rulemaking Process to Adopt 1G SBCCC 200.3 – “Establishing Multi-Campus Centers” (Attachment FC 01)

For Action

- Community College Study on Earning FTE for Instructional in Local Jails S.L. 2018-5 Section 9.10 (Attachment FC 02)
- Guilford Technical Community College Multi-Campus Center Request (Attachment FC 03)
- Community College Residency Determination Funding Formula Legislative Report (Attachment FC 04)
- 2019 Budget Priorities (Attachment FC 05)
- Reorganization of NCCCS Budget (Attachment FC 06)
- Allocation for Integrated English Literacy and Civics Education Occupation READY Project (Attachment FC 07)[CA]
- Allocation for NC Career Coach Program (Attachment FC 08) [CA]
- Service Agreement for ISIR Verification Services FY 2019-20(Attachment FC 09) [CA]
- Contract for Integrated Library System (Attachment FC 10) [CA]
- Service Agreement for Virtual Computing Environment (Attachment FC 11) [CA]
- Construction and Property (Attachment FC 12) [CA]

For Information

- Estimated Receipts – October 2018 (Attachment FC 13)
- Capital Improvement Funds Expanded or Obligated (Attachment FC 14)
- Summary of 2017-18 State Funded Financial Aid Programs for Community College Students (Attachment FC 15)
- SBCC Code Report – November 2018 (Attachment FC 16)

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

FINANCE COMMITTEE MEMBERS PRESENT:

| | | |
|------------------|---------------|-------------|
| Lynn Raye, Chair | Frank Johnson | Scott Shook |
| Lisa Estep | Bill McBrayer | |

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

OTHERS IN ATTENDANCE:

| | | |
|-----------------------|--------------------|-------------------------|
| Elizabeth Grovenstein | Maureen Little | David Shockley (NCACCP) |
| Peter Hans | Jim Parker | Alex Granados (EdNC) |
| Sondra Jarvis | Margaret Robertson | Amy Strickland |
| Bryan Jenkins | Mary Shuping | |

WELCOME

Chairman Raye called the Finance Committee meeting to order at 1:30 p.m. in the Mary E. Rittling Conference Center, Room 202 at Davidson County Community College.

ROLL CALL

Ms. Jarvis took the roll of the Finance Committee members.

ETHICS STATEMENT

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

APPROVAL OF THE AGENDA

Ms. Grovenstein requested that Attachment FC 02 – Contract for Integrated Library System be removed from the agenda due to delays in completing the contract. Also, staff would like to add Attachment FC 14 – Allocation of Hurricane Florence Emergency Grants for Community College Students Under for Action.

Chairman Raye asked for a motion to approve the agenda of the meeting with the two amendments. Mr. McBrayer motioned for approval. Mr. F. Johnson seconded the motion, and the Committee approved.

APPROVAL OF THE MINUTES

Chairman Raye asked for a motion to approve the minutes of the August 20, 2018 meeting. Mr. F. Johnson motioned for approval. Mr. McBrayer seconded the motion, and the Committee approved.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

FOR ACTION

Allocation for Community College ApprenticeshipNC Coordinators (Attachment FC 01)

Ms. Grovenstein reminded the Committee that the ApprenticeshipNC Program and grants awarded were discussed throughout the planning meeting. This allocation of \$320,000 funds will enable four community colleges to hire regional coordinators funded through the US Department of Labor Expansion Grant through November 1, 2018 -October 31, 2019.

Ms. Estep asked if it covers economic regions servicing the whole state. Ms. Little said that it will cover the four economic regions noted in the agenda item. There was funding for seven, but only four colleges were approved through the RFP processes. Mr. Frank Johnson asked if the allocation amount is the whole budget for Regional Coordinators and being distributed to the four colleges. Ms. Little said the RFP was presented so that each region would receive \$80,913 each. The remaining funds, due to only awarding four regions, will be reallocated for colleges to support tuition and registration fees for students.

Ms. Estep motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the Allocation for Community College ApprenticeshipNC Coordinators (Attachment FC 01) as presented.

Contract for Integrated Library System (Attachment FC 02)

REMOVED

Contract for Online Computer Library Center (Attachment FC 03)

Ms. Grovenstein said this is a nonprofit cooperative includes libraries all over the nation that our colleges utilize this capacity. The system is a repository of data for the colleges and backs up bibliographic data. This program covers all 58 colleges the libraries can download or interlibrary loans across the country.

This is not new, but we did have to go out for a bidding process and go through DIT. It is considered critical component to the library system.

Mr. McBrayer motioned for approval, Mr. Shook seconded the motion. The Committee approved the Contract for Online Computer Library Center (Attachment FC 03) as presented.

Allocation for Customized Training Regional Trainers FY 2018-19 (Attachment FC 04) [CA]

Ms. Grovenstein said this item is an allocation of \$88,000 to Gaston CC to host the seventh regional training. There was approval of other regional trainers earlier this year.

Ms. Little reviewed the details about the additional regional trainer.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

Ms. Estep motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the Allocation for Customized Training Regional Trainers FY 2018-19 (Attachment FC 04) [CA] as presented.

Allocation for Food and Nutrition Services: Employment and Training Program Grant
(Attachment FC 05) [CA]

Ms. Grovenstein reviewed the item and reminded the Committee, they heard about this program from a staff member from AB Tech during the planning meeting.

Ms. Grovenstein stated Ms. Roberton is in attendance for any questions.

Ms. Grovenstein said there is a correction on the second page of the item, under Wake Tech CC the total FNS E&T allocation should be \$40,089 not \$60,714.

Mr. F. Johnson motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the corrected Allocation for Food and Nutrition Services: Employment and Training Program Grant (Attachment FC 05) [CA] as presented.

Allocation for Sub-Orbital FY 2018-19 (Attachment FC 06) [CA]

Ms. Grovenstein said this is a routine item to the Committee.

The federal NC Space Grant funding is provided through NC State for colleges to participate in the balloon launch competition. Each college receives \$2,750 to participate.

Mr. F. Johnson motioned for approval, Mr. McBrayer seconded the motion. The Committee approved the Allocation for Sub-Orbital FY 2018-19 (Attachment FC 06) [CA] as presented.

Service Agreement for Development of Residency Determination Services (Attachment FC 07)
[CA]

Ms. Grovenstein reviewed the item and said this is the second year of the five-year contract with NCSEAA.

Mr. F. Johnson said this is the funding for the program that is cumbersome and would we like to get out of it. Ms. Grovenstein stated this contract is for the development cost of the RDS system. There was further discussion by committee members.

Mr. McBrayer motioned for approval, Ms. Estep seconded the motion. The Committee approved with Mr. F. Johnson opposing and Chairman Shook abstaining from voting on the Service Agreement for Development of Residency Determination Services (Attachment FC 07) [CA] as presented.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

Budget Allocation for 2-1 Summary (Attachment FC 08) [CA]

Ms. Grovenstein reviewed the statute stating that there needs to be a college budget request submitted to the State Board. Many colleges impacted by Florence caused this item to come in late, but we were able to get responses from all of the colleges.

Mr. Raye asked if the capital fund increase is due to increase of projects due to Connect NC bonds. Ms. Grovenstein stated that it is correct.

Ms. Estep motioned for approval, Mr. Shook seconded the motion. The Committee approved the Budget Allocation for 2-1 Summary (Attachment FC 08) [CA] as presented.

Construction and Property (Attachment FC 09) [CA]

Ms. Grovenstein reviewed the Construction and Property requests.

Mr. Shook motioned for approval, Ms. Estep seconded the motion. The Committee approved the Construction and Property (Attachment FC 06) [CA] as presented.

Allocation of Hurricane Florence Emergency Grants for Community College Students
(Attachment FC 14)

Ms. Grovenstein stated this is in response to Hurricane Florence. This allocation of \$4,900,000 is to be allocated to twenty-one community colleges and \$100,000 is to be retained in the System Office for other colleges to submit applications from the Hurricane Florence Disaster Recovery Fund appropriation.

Ms. Grovenstein reviewed the detail of the allocation in Session Law 2018-136. The purpose is to mitigate the impact of Hurricane Florence on students to allow them to continue higher education. The applications need to be available to the students by November 1st. The students are to meet specific requirements to receive these funds. There will be a report back to the General Assembly in April 2019 with details of how the funds are allocated by the colleges.

Chairman Shook asked about reallocating for those colleges that do not use the funding. Ms. Grovenstein said that can be done and in the SBCC Code referenced.

Ms. Grovenstein shared how students may be eligible because they resided in a county that was impacted but didn't go to college in that county. That is why the System Office is retaining \$100,000.

Mr. McBrayer said his concern is to assure that the money is going to go where it is meant to go. Ms. Grovenstein stated there is an application process for the student. Dr. Shockley said

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

that there are situations where a student will make a request and there is a check and balance from student services to try to assure the student uses the money correctly.

Ms. Estep asked how this will be shared with the students. President Hans said that there is a call with all the colleges to get the word out to assure that the guidelines are communicated. President Hans said that many colleges have already been in communication with their students.

Ms. Grovenstein said that the community colleges can add additional criteria.

Mr. F. Johnson motioned for approval, Ms. Estep seconded the motion. The Committee approved the Allocation of Hurricane Florence Emergency Grants for Community College Students (Attachment FC 14) as presented.

FOR INFORMATION

Estimated Receipts - September 2018 (Attachment FC 10)

Ms. Grovenstein stated funds were appropriated in Session Law 2018-136 in anticipation of a receipt shortage due to Hurricane Florence. Year-to-date receipt collection is down about 12%, but staff feels some of that shortfall is due to colleges being closed during the storm.

Connect NC Bond Status Report (Attachment FC 11)

Ms. Grovenstein stated this is a quarterly report for submission to the General Assembly. The State Board has approved the commitment of \$288,198,561 or 82% of the \$350,000,000 Connect NC Bond Funds. Of the \$288,198,561 fund commitment to the projects, colleges are currently spending 53% on new construction and 47% on repair and renovation from Connect NC Bond funds.

Specialized Course List for Public Safety Waivers Authorized Under G.S. 115D-5(b)(2) (Attachment FC 12)

Ms. Grovenstein reminded the Committee that the SBCC has given authorization to the President to approve public safety waivers under G.S. 115D-5 (61) (2) program. Ms. Grovestein reviewed changes that have occurred since this item was presented last.

SBCC Code Report- September 2018 (Attachment FC 13)

Ms. Grovenstein stated there are no active SBCC Code items on Finance Committee. The report shows the items closed out recently.

NEW BUSINESS

None

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Thursday, October 18, 2018 - 1:30 p.m.

ADJOURNMENT

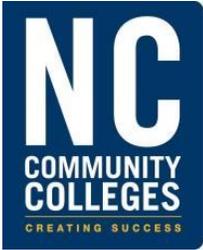
Mr. McBrayer motioned, seconded by Mr. F. Johnson and the meeting was adjourned at 2:20 p.m.

Respectfully Submitted,
Sondra Jarvis
Petrina Lyons
Recording Secretary

STATE BOARD OF COMMUNITY COLLEGES

Initiation of Rulemaking Process 1B SBCCC 200.3 - Establishing Multi-Campus Centers

Not Available at Time of Printing



COMMUNITY COLLEGE STUDY ON EARNING FTE FOR INSTRUCTION IN LOCAL JAILS

A Report to the:

Joint Legislative Education Oversight Committee

House Appropriations Committee on Education

Senate Appropriations Committee on Education/Higher Education

Fiscal Research Division

Office of State Budget and Management

Submitted by The State Board of Community Colleges

Section 9.10(b) of S.L. 2018-5

December 1, 2018

EXECUTIVE SUMMARY

Section 9.10(b) of Session Law 2018-5, *Community College Study on Earning FTE for Instruction in Local Jails*, directed the State Board of Community Colleges to study the cost changes in activity within local jails and prisons:

1. Earning regular budget full-time equivalents (FTE) for community college courses offered in local jails.
2. Reporting FTE student hours for correction education programs on the basis of student membership hours instead of contact hours.

Session Law 2010-31, s. 8.3(b) and General Statute 115D-5(c1) which impact these areas respectively restrict a community college's ability to serve specific populations of students and place undue documentation requirements to mitigate risk that is no longer present.

BACKGROUND

Prior to 2009, local jails, with interest and capacity, collaborated with community colleges to provide educational programs in adult literacy, employability skills and short-term occupational skills to individuals within the jails' population. This opportunity to provide incarcerated individuals with workforce skills was changed when S.L. 2010-31, sec. 8.3 (b) was enacted. This law states that "Courses offered in federal prison or local jails shall not earn regular budget full-time equivalents but may be offered on a self-supporting basis" which significantly limits the ability for colleges to serve this population.

Individuals housed in North Carolina county jails include those with active sentences within the county as well as individuals involved in the Statewide Misdemeanant Confinement Program (SMCP).

Under the current language, community colleges are, for practical purposes, unable to support individuals housed in county jails from receiving educational services that would impact their ability to re-enter their local communities in a positive way. Further, the current law places local sheriffs and counties at a significant disadvantage when in the market to provide short-term educational programs to reduce recidivism within their communities. Current law requires them to cover the full cost of instruction using local tax dollars rather than at the state set rates for tuition and registration. Most counties simply lack the funds to cover the self-supporting cost of instruction within their facilities.

G.S. 115D-5(c1)

Community colleges shall report full-time equivalent (FTE) student hours for correction education programs on the basis of contact hours rather than student membership hours. No community college shall operate a multi-entry/multi-exit class or program in a prison facility, except for a literacy class or program.

This language mitigated risk of potential over reporting of student membership hours when incarcerated students were eligible for a registration fee waiver for community college courses. The prison inmate fee waiver was repealed in S.L. 2011-45, s. 8.12(a). North Carolina Department of Public Safety now receives a budget allocation for prisoner education and prison facilities work collaboratively with community colleges to identify and offer appropriate courses tied to job skills, transition needs, or both as required by General Statute 115D-5(c).

With the repeal of the prison inmate fee waiver authority and the language within 115D-5 that the State Board and the Department of Public Safety shall collaborate to ensure programs match the average length of stay of an individual in a prison facility, the risk of over reporting student membership hours is nominal. Conversely there is a cost in resources to the college to maintaining hourly reporting documentation on the over 2,500 course sections with more than 35,000 registrations on average for programs offered in prison facilities throughout the state.

Earning Budget FTE in Local Jails

Instructional opportunities would impact two primary populations within the local jails, misdemeanor active sentences and misdemeanants. Reach into facilities would be dependent on local jail capacity to support educational programs for incarcerated individuals. Based on survey information obtained from local jails, with the support of the North Carolina Sheriffs’ Association, approximately 40% of jail facilities have the capacity to support educational programs through community colleges.

Using that number paired with average length of stay information, an estimated impact of providing instruction within county jails is 514 budget FTE with a budget value of approximately \$1.1 million.

Average population counts, discounted to 40%, and average sentences are outlined in the chart below:

| Misdemeanors* | Average Population (40%) | Average Sentence - Days | Average Instructional Hours | FTE | FTE Value |
|------------------------|--------------------------|-------------------------|-----------------------------|-----|---------------------|
| Class A1 | 1,396 | 34 | 40 | 109 | \$ 243,124 |
| Class I | 6,082 | 18 | 24 | 285 | \$ 635,677 |
| Misdemeanants** | 512 | 228 | 120 | 120 | \$ 267,583 |
| | | | | | \$ 1,146,385 |

*FY 2017 Structured Sentencing Report

**FY 2017-18 Statewide Misdemeanant Confinement Program Annual Report

Where facilities have space, there is significant willingness and interest in providing those incarcerated in local jails access to training that prepares them to enter the workforce upon release. There is general agreement that educational intervention for those currently housed in local jails would be positive for both the individuals and the communities in which they will eventually reside. A quote from a jail

administrator responding to the survey reflects the general perspective, “I would love to see programs in the jail which may affect a person's choice upon release and deter them from returning to jail.”

Reporting FTE Student Hours in Correction Education

In response to how colleges report FTE student hours for correction education, a review of student membership hours across the 43 community colleges providing training in prison facilities indicates a modest increase in budget FTE in a transition away from contact hour reporting for skills training programs. The average increase in budget FTE, across the three most recent reporting years (2015 – 2017), is 800 budget FTE across all institutions. Applied against the 2017 funding tier values, this change would have generated an increase of approximately \$2.3 million in budget FTE.

The documentation requirement for hourly reporting within the prison facilities increases workload for instructors, registrars and compliance personnel in addition to creating an exposure to loss for colleges. This exposure manifests when a college begins a course section at a facility and the prison must move a prisoner or prisoners out of the instructional environment. The college has incurred the cost of operating the course with an expectation of a given number of students/hours and regardless of original intent is now operating the course at a loss due to the contact hour reporting structure.

RECOMMENDATION

Amend S.L. 2010-31, sec. 8.3(b)

Courses in federal prisons or local jails shall not earn regular budget full-time equivalents but may be offered on a self-supporting basis.

This amendment is supported by the North Carolina Sheriffs’ Association and the State Reentry Council Collaborative’s – Education and Vocational Sub-committee.

Amend G.S. 115D-5(c1)

~~Community colleges shall report full-time equivalent (FTE) student hours for correction education programs on the basis of contact hours rather than student membership hours. No community college shall operate a multi-entry/multi-exit class or program in a prison facility, except for a literacy class or program.~~

The State Board shall work with the Division of Adult Correction and Juvenile Justice of the Department of Public Safety on offering classes and programs that match the average length of stay of an individual in a prison facility.

This amendment supports the colleges’ ability to effectively provide training programs and removes a documentation burden that no longer serves its original purpose of mitigating risk.

This amendment is supported by the State Reentry Council Collaborative’s – Education and Vocational Sub-committee.

CONCLUSION

The amendment of S.L. 2010-31, s. 8.3(b) and G.S. 115D-5(c1) enables colleges to better serve their communities and to do so in a more efficient manner.

Striking the language of ‘...local jails...’ from existing session law will provide educational opportunities around literacy and employability skills to individuals incarcerated by the county and those involved in the SMCP in local jails giving them skills necessary to re-enter their local communities and the workforce in productive capacities. The link to local community colleges established by restoring this training provides the opportunity for individuals to make positive connections to continue their educational pathway leading to careers in living wage occupations upon completion of their sentence. Education can significantly impact recidivism rates and can shift the direction of individuals serving misdemeanor or misdemeanant eligible sentences away from escalating involvement with law enforcement and towards productive community engagement.

Striking the language that requires colleges to report all student membership hours as contact hours will reduce documentation and limit exposure of loss for colleges. This documentation provides no additional benefit to the educational process and no value towards risk mitigation. Providing the ability to report prison courses as regularly scheduled allows the colleges to operate more efficiently and utilize their resources in more effective capacities.

STATE BOARD OF COMMUNITY COLLEGES
Guilford Technical Community College Multi-Campus Center Request

Request: Guilford Technical Community College (GTCC) requests that the State Board provide preliminary approval to designate its Aviation Center location as a multi-campus center (MCC). By granting preliminary approval, the State Board agrees to include the MCC funding (approximately \$600,000) for this location in its 2019-20 budget requests submitted to the Office of State Budget and Management (OSBM) and the General Assembly. Final approval is contingent on the General Assembly appropriating recurring MCC funds for the location.

Background: The GTCC Aviation Center consists of three buildings adjacent to the Piedmont Triad International Airport (PTIA): Aviation 1 (AVI) The T.H. Davis Center (leased) with 36,000 square feet of classroom/lab space plus a 12,000 square foot hanger, Aviation II (AVII) (leased) with 60,000 square feet of classroom/lab space, and Aviation III (AVIII) (college-owned) with 41,838 square feet of classroom, lab, and student services space. Aviation is among the oldest and most prestigious of the career-technical programs offered at Guilford Technical Community College. The tradition extends from a two-year Aviation Management Technology program instituted in the 1969 fall quarter at Guilford Technical Institute. In 1970, the State Board of Education approved a two-year program in Avionics and a one-year program in Air Frame and Power Plant Mechanics. With the dedication of AVI in March 1991 students pursued the Associate in Applied Science (AAS) in Career Pilot Management and the AAS in Aircraft Maintenance Technology. In 2007, when Honda Aviation committed to locate in Greensboro, the college made the decision to lease a second building, AVII. With the addition of AVIII in 2014, the college now provides all course requirements for the following aviation programs: Aviation Electronics (Avionics) Technology, Aviation Systems Technology and Career Pilot Technology.

Rationale: Guilford Technical Community College provided the following justification to meet the nine criteria, established by the State Board at its January 17, 2014 meeting, for MCC designation.

1. An adequate population base must exist to support the multi-campus operation.

Guilford County's population in 2010 was 489,548; in 2017, it was 526,953 (U.S. Census estimate). It is projected that Guilford County will grow 3.5% by 2021. The three townships in the northwest part of Guilford County are Oak Ridge, Stokesdale, and Summerfield. They are located close to the Piedmont Triad International Airport (PTIA), which is itself in Guilford County, and these townships are the fastest growing areas in the County. Between 2010 and 2017 these townships grew as follows: Oak Ridge +11.85%, Stokesdale +7.2%, and Summerfield +8.99% whereas the County overall grew 7.6%. From 2010 to 2017, these townships continued to grow by 9.35%. It is also projected that these townships will continue to be among the fastest growing in the County because of the new businesses opening near the airport.

2. Programs and services provided are based on appropriate student demand and needs.

Research compiled by Dr. John D. Kasarda, "Leveraging Piedmont Triad International Airport and other Regional Assets for Piedmont Triad Regional Competitive Advance", "The Triad Transport/Logistics Inventory and Cluster Mapping Project" project continued aviation employer growth around PTIA. The 2013 report by the Rural Center of NC, "Our Manufacturing Future" identified Aviation and Aerospace as an 'emerging' cluster for the Piedmont Triad, with average wages approaching \$100,000 and a location quotient above 1, indicating a greater-than-average concentration of this type of company. Currently the local aviation industry consists of 40+ aerospace and aviation employers who employ approximately 6,000 employees. Three major employers that have made significant investments in the area - Honda Aircraft Company, TIMCO Aerosystems, B/E Aerospace - look to GTCC for skilled workers and TIMCO and Honda both have contracted with GTCC for specialized training programs for their current employees.

3. Programs and services provided through multi-campus centers comply with the *Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools.*

In March 2015, Guilford Technical Community College was reaccredited for all programs which included the Aviation Campus in the scope of the College's current accreditation.

4. Adequate county government maintenance and operation of physical plant support is available.

Guilford County provides \$575,925 in annual appropriations to support the Aviation Campus, which is 4% of GTCC's overall county operating budget. This amount includes utilities, custodial services, and campus police. The county's support is also evident in their continued funding for such construction projects as the Cameron Campus and the newly renovated Center for Advanced Manufacturing.

Through the county's funding, the College provides for building maintenance (utilities, telephone, internet, and custodial services). In addition, the College has a campus police department with sworn law enforcement officers, who provide services to the Aviation Campus.

5. An instructional program and services plan has been developed which includes appropriate details concerning program mix, staffing, and instructional support functions.

GTCC has an instructional and services plan for the Aviation Campus which was first developed in 2014 as part of the substantive change approval process for SACSCOC. This plan was approved February 22, 2014. The College continues to hold regular planning meetings regarding scheduling, facilities, and technology needs related to the Aviation Campus. Faculty, staff, the program director for Aviation, and senior

administrators for instruction, business & finance, corporate and continuing education, facilities, technology, and student support services, as well as the chief academic officer and president, have all been involved in these ongoing needs assessments.

All planning for the Aviation Campus is coordinated and encompassed within the College’s overall strategic planning process. Programmatic and divisional heads set goals and request necessary equipment, software, and personnel relevant to those goals. Aviation Campus needs have resulted in additional faculty positions. Historically, equipment needs have been met through gifts, grants, and the College’s state equipment allotment. Ongoing needs are built into the annual planning process.

6. The multi-campus center does not have a negative impact on institutions in contiguous areas.

The GTCC Aviation Campus began in 1989 and has steadily grown since that time. Contiguous institutions have not experienced a negative impact. As this campus is in the northwest area of Guilford County, the closest neighboring colleges are Rockingham Community College and Forsyth Technical Community College. GTCC’s Aviation Campus is nine miles from the Rockingham border, and six miles from the Forsyth county border. As of this writing, neither Rockingham, nor Forsyth Tech offer any of the instructional programs offered on GTCC’s Aviation Campus.

7. Students enrolled at a multi-campus location must be able to complete at least one associate degree at the campus that requests the multi-campus designation.

The Aviation Campus offers both curriculum and continuing education programs as noted in the table below.

| Degree/program | Type | Also offered at main campus? (Y or N) |
|--|------|---------------------------------------|
| Aircraft Systems | CE | N |
| Aircraft Structures Assembly & Repair | CU | N |
| Aviation Electronics Technology* | CU | N |
| Aviation Management and Career Pilot Technology* | CU | N |
| Aviation Systems Technology* | CU | N |
| Emergency Medical Services | CE | Y |

*These programs include the full associate degree.

8. The duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality perspectives.

GTCC believes the case is well made above that the area around Piedmont Triad International Airport is rapidly developing as a center for air and land transport. Much of the development has, and continues to occur, in Guilford County, although people will be commuting in for jobs from all the surrounding areas. A campus designed to focus specifically on supporting this industrial growth will be one of the keys to making the business development there effective. It provides the most cost-effective location for the programs that directly serve employers and workers in the transportation and related industries. The lack of additional instructional and administrative spaces on GTCC's other campuses, coupled with the location of the airport and the incoming aviation companies, necessitated development of additional space near the PTI airport.

9. The multi-campus operation must enroll a minimum of 300 budget FTE.

The budget FTE (BFTE) for instruction delivered at the Aviation Campus exceeds the minimum 300 BFTE requirement. Curriculum BFTE for Fiscal year 2017/18 was 382.30 and the continuing education BFTE for fiscal year 2017/18 was 94.10, for a total BFTE of 476.40.

Conditions of Approval: Staff recommends that the college be required to provide a copy of the SACS-COC approval in March 2015 (as reference in item 3 above) to the System Office for our files.

Contact:

Elizabeth Grovenstein
Vice President, Business and Finance Division



**Community College Residency
Determination Formula Report &
Concerns Regarding the RDS System &
Its Impact on Potential
Community College Students**

December 1, 2018

Submitted by the State Board of Community Colleges to the:
Joint Legislative Education Oversight Committee, House Appropriations
Committee on Education, Senate Appropriations Committee on
Education/Higher Education, Fiscal Research Division,
and
Office of State Budget and Management

As Required by Section 9.7 of Session Law 2018-5

As directed by Section 9.7 of S.L. 2018-5, the State Board of Community Colleges hereby submits a report on a funding formula for computing The North Carolina Community College System costs of the residency determination service.

Background

Section 9.7 of S.L. 2018-5 directed the State Board of Community Colleges to develop a funding formula for computing The North Carolina Community College System costs of the Residency Determination Service (RDS), administered by the State Education Assistance Authority pursuant to G.S. 116-204, for the purposes of potential inclusion of the formula in future enrollment growth requests. The Community College System Office shall not include the funding formula in an enrollment growth request to the General Assembly prior to submitting this required report.

If the Community College System Office includes the funding formula when submitting an enrollment request for the 2019-2020 fiscal year or subsequent fiscal years to the General Assembly following the submission of this report, the System Office shall distinguish in that request the portion of its request resulting from the formula.

As required by Section 9.7 of S.L. 2018-5, Part I of this Report is information on the RDS operational costs along with a recommended community college funding formula for RDS as it is currently structured. However, Part II addresses concerns raised by community college presidents and this Board regarding the Residency Determination Services System and the unintended, but deleterious, impact it is having on potential community college students.

PART I. RDS COSTS & RECOMMENDED FUNDING FORMULA

Residency Determination Service Operational Costs

In order to develop a recommended funding formula, the System Office consulted with the State Education Assistance Authority (SEAA) to determine the estimated annual operating costs of

the residency determination service as well as the methodology used to allocate those costs amongst the participating agencies. SEAA reported the estimated annual operating costs to be \$3,651,382. The operational costs are estimated using 2018 activity (9 months of operating) as a model to compute a full year of costs for fiscal year 2018-2019. The table below provides the itemized operational costs provided by SEAA.

| Estimated Annual Operation Costs | |
|---|---------------------|
| Personnel: Operations and Management | \$ 1,338,750 |
| Personnel: Call Center | 914,600 |
| Personnel: Accounting | 20,000 |
| Personnel: Development/QA/Project Mgmt | 1,136,100 |
| Personnel: Documentation and Training | 42,432 |
| Insurance | 15,000 |
| Annual Security Penetration Testing | 15,000 |
| Software Maintenance and Licensing | 40,000 |
| Data Validation | 61,500 |
| Miscellaneous | 68,000 |
| Total Estimated Annual Operation Costs | \$ 3,651,382 |

The methodology used to allocate these annual operating costs to the participating agencies is based upon a three-year average of new enrollments (Source: IPEDS Data Center, Fall Enrollment) for the UNC System and the North Carolina Community College System (NCCCS), and three-year average of grant recipients (Source: SEAA) for the NC Independent Colleges and Universities. This three-year average will be updated each year as data becomes available. SEAA computes the total for each participating agency, the total for all three sectors, and each agency's percentage of the total. As reported by SEAA, the three-year average of new enrollments for NCCCS is 78,689 and is 51.13% of the sector total of 153,907. SEAA then applies each sector's % of total to the annual operating costs to determine the cost each agency pays. For NCCCS 51.13% of the \$3,651,382 total annual operating cost is \$1,866,952.

Recommended Funding Formula Under Current RDS System

Since the residency determination service is utilized for students enrolling in Curriculum Programs in NCCCS, it is recommended that Curriculum budget FTE (BFTE) be used in the funding formula. It recommended that the NCCCS share of the residency determination service

annual operating costs (to be provided by SEAA to the System Office by October 1 each Fall) be computed per Curriculum Budget FTE. For example, for 2018-2019, using the data and methodology provided by SEAA, the NCCCS share of the residency determination service annual operating costs is estimated to be \$1,866,952. NCCCS Curriculum BFTE for 2018-2019 is 181,963. So, the Community College residency determination service cost per Curriculum BFTE is \$10.26 ($\$1,866,952/181,963 = \10.26). Each year the SEAA would update both the three-year average enrollment data as well as the annual operating cost (estimated to increase at least 2-3% each year primarily due to salary and benefit increases since 94.5% of the cost is for personnel). SEAA would provide the System Office a cost annually by October 1 so the System Office can update the funding formula that will be submitted as a part of the NCCCS enrollment growth request for the upcoming fiscal year.

PART II. CONCERNS REGARDING THE RDS SYSTEM

The stated purpose of RDS is to establish a coordinated and centralized residency determination process that enables efficiencies, simplifies the process, and enhances accuracy and consistency of outcomes among North Carolina's higher education institutions. Community colleges implemented RDS during 2017 using a phased-in deployment. Currently, all 58 community colleges participate in RDS. This Board, along with the NC Community College System and college presidents, certainly understands and appreciates the need for consistency in residency determinations. However, since implementation of the RDS System, rather than simplifying the process, college presidents have expressed increasing concerns that the System's complexity has become a significant barrier for potential students. Many RDS questions are complicated and require access to information the student may not have readily available. Furthermore, the community college application and enrollment process is vastly different from four-year institutions. Senior institutions have a long period of time between application, acceptance, and enrollment. In contrast, students who attend a community college often apply to start classes within a few days, sometimes the same or next day. If students experience difficulties with the RDS system, those students may not enroll or be forced to pay out-of-State tuition and go through an involved and time-consuming appeals process to determine in-State residency. In June 2018, the State Education Assistance Authority (SEAA)

prepared a RDS data analysis for community college presidents. This analysis showed that over 5,200 community college admission applications were started by individuals who did not complete RDS. That number represents potentially 5,200 students who did not have an opportunity to work towards their educational goals. More importantly, however, is that the inability of potential students to enroll impacts not only the student's economic mobility, but his or her family, potential employers, and the State as a whole. Delayed or derailed entry into college means there are fewer qualified employees to fill critical jobs. The State's interests are adversely affected as well since increased earnings translate into more taxes paid and less reliance on government services.

The mission of the North Carolina Community College System is to "open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals." As it currently exists, the residency law as implemented through RDS creates, rather than minimizes, barriers for our students. The State Board of Community Colleges strongly supports ways to eliminate RDS barriers for our students and looks forward to working with the General Assembly on legislation. Over the past several months, the NC Community College System Office staff has worked closely with staff from SEAA and the Higher Education Collaborative Advisory Committee (HECAC) in an effort to determine ways in which the process could be simplified. In addition, the NC Association of Community College Presidents (NCACCP) has worked to formulate a legislative proposal to address these concerns. "

The State Board of Community Colleges fully supports the NCACCP proposal to repeal G.S. 116-143.1(e) which would remove the presumption that a student's domicile is with his or her parents. The proposed legislation is attached to this Report.

Attachment

§ 116-143.1. Provisions for determining resident status for tuition purposes.

~~(e) — When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or reregistering at an institution of higher education.~~

**STATE BOARD OF COMMUNITY COLLEGES
2019 Budget Priorities**

| Budget Priority | 2019-2021 |
|--|---|
| <p>Fully Fund Short-Term Workforce Training Complete funding for short-term workforce training programs to achieve full funding parity with traditional academic programs.</p> | \$11,520,449 R* |
| <p>Fund Workforce Development Focused IT Upgrade IT system serving all 58 community colleges, including online registration for workforce development courses.</p> | \$15,000,000 R* |
| <p>Increase Faculty & Staff Compensation Attracting & retaining faculty & staff to prepare North Carolina's future workforce is challenging, especially in high-demand, high-skilled areas such as nursing and the trades.</p> | Work towards Nat'l avg. |
| <p>Fund Workforce Focused Multi-Campuses</p> <ul style="list-style-type: none"> • Forsyth Tech Transportation Campus • Richmond CC Scotland Co. Campus • Wake Tech RTP Campus • Guilford Tech Aviation Campus | \$2,266,348 R* |
| <p>Stabilize Budgets for Hurricane Florence Impacted Colleges Due to the devastating impacts of Hurricane Florence, several colleges will likely see enrollment declines in Fall 2018 & Spring 2019. Since the 2019-20 budget is based upon enrollment in 2018-19, funds will be requested to mitigate the budget impact of these enrollment declines.</p> | Funding request will be made after Spring 2019 enrollment census |
| <p>Expand Career Coach Program</p> <ul style="list-style-type: none"> • Career coaches are embedded in high schools to assist students with determining career goals & identifying community college programs that align with the student's goals. Currently, there are only 64 career coaches in the entire State. These funds would provide for an additional 20-30 career coaches. • Eliminate or reduce the local match requirement for colleges in economically distressed counties. | \$2,800,000 R* |
| | Statutory Change |
| TOTAL | \$31,586,797 |

* R = Recurring Funds

STATE BOARD OF COMMUNITY COLLEGES
Reorganization of NCCCS Budget
FY 2018-19

Request: The State Board of Community Colleges is asked to approve the reorganization of the NCCCS budget.

Background: Funding for each System Office division is budgeted in a separate fund code. In addition, budgets that support college expenditures are budgeted separately from the fund codes for the System Office division. The fund codes that support college expenditures each begin with 16XX. The State Budget Act prohibits State agencies from transferring funds on a recurring basis between fund codes. Therefore, the System Office cannot transfer funds from one division to another on a permanent basis. As the State Board requested, Section 9.1 of Session Law 2018-5 allows the System President to reorganize subject to the State Board's approval.

Rationale: The NCCCS budget contains funds for information technology (IT) contracts that support the needs of colleges. As IT contracts have been established in the NCCCS budget over time, some IT contracts have been budgeted in the Technology Division or the Economic Development Division and other IT contracts have been budgeted in Institutional and Academic Support Fund 1625. In order to better oversee and manage these IT contracts for colleges, it is recommended that budgets for these college IT contracts be transferred into Institutional and Academic Support Fund 1625. In addition to these IT contracts, there are other systemwide college needs that have historically been supported by budget in Curriculum Instruction Fund 1620. These funds have been transferred annually to support these systemwide expenditures in Fund 1625. It is recommended that this transfer be made a recurring part of the budget. Finally, it is recommended that funds be transferred to support ongoing operational needs of the Executive Division. The table below summarizes the recommended reorganization.

| | Fund | Budget Change |
|------------------------------------|------|---------------|
| Executive Division | 1100 | \$ 99,000 |
| Technology Division | 1200 | (4,951,836) |
| Economic Development Division | 1500 | (92,941) |
| Curriculum Instruction | 1620 | (1,500,000) |
| Institutional and Academic Support | 1625 | 6,445,777 |
| Net Change | | \$ 0 |

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Integrated English Literacy and Civics Education Occupation READY Project
FY 2018-19

Request: The State Board is asked to approve an allocation of \$390,000 for (10) providers funded under Section 243 of the Workforce Innovation and Opportunity Act (WIOA) for the Occupation READY, Integrated English Literacy and Civics Education (IELCE) integrated curriculum project.

Strategic Plan Reference (s):

Theme: Student Interest and Access

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community college.

- Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations

Theme: Clear and Supported Pathways for Student Progress and Success

GOAL: 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 success transition to careers and/or further education.
 - Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
 - Strategy 2.3.5: Promote guided educational pathways within broader career pathways

Background:

The purpose of the funding is to support programs to develop occupational related materials to prepare English language learners for in-demand industry recognized certificates that align to local workforce demands and for use in the Integrated Education and Training (IET) component required for this funding source.

Per WIOA guidelines, IELCE programs must be provided in combination with Integrated Education and Training activities, civics education, English language acquisition activities, be designed to: (1) prepare adult English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Rationale:

The Occupation READY project is aimed at providing support for English Language Learners (ELLs) enrolled in North Carolina IELCE programs. The term “READY” an acronym that stands for Refreshing, Enhancing, Accelerating, and Developing Your skills. It is used in our Career READY project aimed at transitioning adult education students into postsecondary education.

Occupation READY is a curriculum development project designed to prepare students with the occupational skills and knowledge, and English language proficiency needed to earn industry recognized certificates in an IELCE model. This model requires concurrent enrollment in occupational training, workforce preparation activities, civics education and English language learning activities. The curriculum used for the training must have a single learning objective. A challenge in implementing this model is the lack of curriculum available for in-demand occupations. Curriculum must be customized for each occupation identified as being in a high demand industry. Customizing curriculum requires a team that includes an occupation training expert, trained English language learning instructor, and administrators. Creating customized occupational curriculum is a challenge as it requires a team and partnership with training providers such as curriculum and continuing education.

Funding for this IELCE project will produce quality curriculum that aligns with the North Carolina Adult Education Content Standards. With this additional funding, IELCE programs’ existing funds can be used to develop or expand the other required components of IELCE such as student support services, and a career focused recruitment and intake process and or development of comprehensive student data tracking systems.

The overall management of the project is contracted to a Lead Provider, Reading Connections Inc. Reading Connections is located in the heart of Greensboro, North Carolina. Reading Connections has created a reputation of providing exceptional educational services to adults. Reading Connections serves approximately 800 adult learners yearly. Of the 800 adult learners served by Reading Connections, approximately 230 are English Language Learners. Additionally, this provider has demonstrated excellent outcomes and has a documented track record of providing innovative workforce development training for underserved populations. They have also delivered work-based learning opportunities to employers in their region and displayed strong collaboration with community agencies serving the English Language Learner population. Currently, Reading Connections partners with seven corporate organizations, seven outreach organizations, and 17 community organizations. To provide wrap-around services for adult learners, Reading Connections partners with many local agencies in Piedmont area to include the Guild Workforce Development Board, Chamber of Commerce, Guilford County Schools, and Guilford Technical Community College. Additionally, Reading Connections partners with many faith-based agencies and other non-profits to plan and provide IELCE instruction. Reading Connections works closely with the Guilford public transit system to ensure that all adult education classes are easily accessible. Over the years, the program has demonstrated the commitment to meeting the Federal outcome performance measures. During the 2017-2018 program year, Reading Connections exceeded the Federal performance measures by earning an overall Measurable Skill Gains (MSG) percentage of 44.1%. Using a local provider such as

Reading Connections, offers more field-based assistance to other providers and therefore provides an authentic implementation of the project.

| Integrated English Literacy and Civics Education Programs (IELCE) | |
|--|--|
| Colleges and Community-Based Organizations | FY 2018-19 Recommended Allocation |
| Alamance Community College | \$35,000 |
| Caldwell Community College and Technical Institute | \$35,000 |
| Catawba Valley Community College | \$35,000 |
| Davidson County Community College | \$35,000 |
| Gaston Literacy Council | \$35,000 |
| Lenoir Community College | \$35,000 |
| McDowell Technical Community College | \$35,000 |
| Reading Connections, Inc. (LEAD) | \$75,000 |
| Wake Technical Community College | \$35,000 |
| Wilkes Community College | \$35,000 |
| Total | \$390,000 |

Deliverables:

The 10 providers awarded funding for section 243, Integrated English Literacy and Civics Education (IELCE) ELCE project will be allocated \$35,000 each to implement the Occupation READY project. Reading Connections Inc. will be allocated \$75,000 to serve as the Occupation READY project lead.

Project participants agree to the following deliverables:

1. Create a curriculum development team to develop occupational training material with single learning objectives for use in IELCE program for identified high demand industry as identified in local workforce development board plan.
 - a. Curriculum must be developed to disseminate digitally.
 - b. Curriculum must identify appropriate NRS level for ESL, HSE, ABE for which it is developed.
 - c. Develop and document curriculum that aligns with the workforce needs in the Title II provider's local area.
2. Share curriculum with state colleagues by posting on CCR online repository.
3. Track and input any IELCE best practices resources into CCR online repository.
4. Complete mid-year status reports and end-of-year status reports.
5. Participate in Lead Provider meetings and activities.
6. Develop and submit a plan describing the use the curriculum development project.

7. Develop and submit budget. Funds can only be used for faculty or staff who support curriculum development, project lead and travel to IELCE curriculum planning meeting. Budget to be submitted in Moodle portal for review and approval.

Lead Provider (in addition to the above deliverables)

1. Responsible for coordinating the deliverable listed above.
2. Manage and oversee the project including reporting monthly on participating providers' progress.
3. Serve as mentor and provide technical assistance as needed to participating providers'
4. Identify full time faculty, at least half time, trained in curriculum development and experienced in project management to track participating providers' progress.
5. Report monthly to CCR IELCE Coordinator on participants progress.
6. Organize end of project showcase meeting, fiscal support for the meeting to come from CCR IELCE funds, to disseminate curriculum products.
7. Develop and submit project budget. Funds can only be used for faculty or staff who support curriculum development, project management and travel to IELCE curriculum planning meetings.

Allocation Amount and Time Period: The total allocation is \$390,000 for the period of November 16, 2018, through June 30, 2019.

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

Contact(s)

Arbony Cooper
Coordinator of Compliance and IELCE Programs

Gilda Rubio-Festa
Associate Vice President, College and Career Readiness

STATE BOARD OF COMMUNITY COLLEGES
Allocation for NC Career Coach Program
FY 2019-20, FY 2020-21, and FY 2021-22

Request: The State Board of Community Colleges is asked to allocate \$2,137,428 for each fiscal year 2019-20, 2020-21, and 2021-22 for salary, benefits, and travel expenses of Career Coaches. Recommendations are based on an established Career Coach Advisory Committee. Funding will be adjusted as appropriate for legislative salary and benefits rate increases.

Background: The purpose of the NC Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that enable students to achieve these goals.

The General Assembly appropriated funds to the North Carolina Community College System for the implementation of the NC Career Coach Program. These funds will only be used for salary, benefits, and travel expenses. The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college jointly apply for available funds for the NC Career Coach Program funding from the State Board of Community Colleges (see Table 1).

Rationale: G.S. 115D-21.5, as enacted in Section 10.14 of S.L. 2015-241 (H97), requires that an advisory committee, including representatives from the North Carolina Community College System, the Department of Public Instruction, the Department of Commerce, and at least three representatives of the business community, review applications and make recommendations for funding awards to the State Board of Community Colleges.

The advisory committee reviewed applications submitted by twenty-seven (27) partnerships and recommends the awards based on the following criteria:

- Deployment plan for career coaches and strategy that supports effective outreach
- Evaluation Plan focusing on the outcome of increased enrollment in, and completion of, career pathways leading to marketable job skills and/or further education
- Economic Impact documented by local workforce needs, causes of unaddressed pipeline needs, and career coach model connection with potential pipeline and workforce needs
- Professional Development plan including engagement between high schools, community colleges, and community workforce
- Communication strategies, at a minimum, with high school students, high school and middle school faculty and staff, parents and guardians, and service area workforce partners

Table 1: Advisory Committee Recommended New Awards

| College | # Career Coaches | Region | 2019-20 Allocations | 2020-21 Allocations | 2021-22 Allocations |
|------------------|------------------|---------|---------------------|---------------------|---------------------|
| Alamance | 2 | Central | 79,164 | 79,164 | 79,164 |
| Bladen | 1 | Eastern | 39,582 | 39,582 | 39,582 |
| Blue Ridge | 3 | Western | 118,746 | 118,746 | 118,746 |
| Brunswick | 2 | Eastern | 79,164 | 79,164 | 79,164 |
| Caldwell | 4 | Western | 158,328 | 158,328 | 158,328 |
| Central Carolina | 3 | Central | 118,746 | 118,746 | 118,746 |
| Cleveland | 3 | Western | 118,746 | 118,746 | 118,746 |
| Durham | 1 | Central | 39,582 | 39,582 | 39,582 |
| Edgecombe | 2 | Eastern | 79,164 | 79,164 | 79,164 |
| Forsyth | 4 | Central | 158,328 | 158,328 | 158,328 |
| Gaston | 2 | Western | 79,164 | 79,164 | 79,164 |
| Halifax | 1 | Eastern | 39,582 | 39,582 | 39,582 |
| Haywood | 2 | Western | 79,164 | 79,164 | 79,164 |
| Isothermal | 1 | Western | 39,582 | 39,582 | 39,582 |
| Lenoir | 2 | Eastern | 79,164 | 79,164 | 79,164 |
| McDowell | 1 | Western | 39,582 | 39,582 | 39,582 |
| Nash | 2 | Eastern | 79,164 | 79,164 | 79,164 |
| Piedmont | 2 | Central | 79,164 | 79,164 | 79,164 |
| Pitt | 3 | Eastern | 118,746 | 118,746 | 118,746 |
| Randolph | 3 | Central | 118,746 | 118,746 | 118,746 |
| Rockingham | 1 | Central | 39,582 | 39,582 | 39,582 |
| Rowan-Cabarrus | 3 | Central | 118,746 | 118,746 | 118,746 |
| South Piedmont | 1 | Central | 39,582 | 39,582 | 39,582 |
| Southeastern | 1 | Eastern | 39,582 | 39,582 | 39,582 |
| Vance-Granville | 1 | Central | 39,582 | 39,582 | 39,582 |
| Western Piedmont | 3 | Western | 118,746 | 118,746 | 118,746 |
| | 54 | | 2,137,428 | 2,137,428 | 2,137,428 |

Fund Source and Availability: FY 2019-20, FY 2020-21, and FY 2021-22 allocations are contingent upon approval of State General Fund appropriation and adjusted by any legislative action.

Contact:

Dr. James "JW" Kelley
Associate Vice President for Student Services

STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for ISIR Verification Services
FY 2019-20

Request: The State Board of Community Colleges is asked to approve a Service Agreement with the North Carolina State Education Assistance Authority (NC SEAA) for an amount up to \$230,000 for the provision of services related to the matching and verification of “Institutional Student Information Records” (ISIR) and “SARC C Code Resolution” for those ISIRs that are unable to be verified.

Background: The Financial Aid Simplification initiative seeks to facilitate operational efficiencies that enhance student-customer services, save college resources, and ensure accurate verification of financial aid records. A goal of Financial Aid Simplification is to assist administrators, the college, students, and their families by freeing them from time-consuming “policing and processing” responsibilities, to enable first-generation and non-traditional students access to education through financial assistance. This can be accomplished by contracting out document processing and ISIR records verification to obtain “ready to package” records; and, by providing student contact and consultation for problematic records resolution, ultimately leading to improved operational efficiencies, and improved college responsiveness and student-customer service.

Rationale: The services provided by and through NC SEAA enhance a community college’s ability to process student financial aid – whether it is a Federal Pell Grant, a William D. Ford Federal Loan, State-funded grants, individual institutional resources (foundation, scholarships, grants, etc.), or a combination of these types of student financial aid, in a manner that is more accurate and efficient.

College participation is strictly voluntary. There are no new colleges, and two colleges chose not to renew their participation. The following colleges have requested to participate and will be included in the service agreement:

- College of The Albemarle
- Gaston Community College
- Johnston Community College
- Piedmont Community College
- Wake Technical Community College

Previously, a flat rate of \$22 per ISIR file was charged. Beginning February 2018, during the FY 2018-19, the Verification Direct (automated) file rate was reduced from \$22 to \$15. Effective for FY 2019-20, ISIR verification will increase from \$22 to \$27 per Standard (manual) file. The cost of this contract is based on the following unit pricing:

- \$15 per Direct File ISIR Verification;
- \$27 per Standard File ISIR Verification;
- \$3.50 per C-Flag record submitted for resolution; and
- \$3,500 per newly participating college for initial start-up costs.
- Contract also includes pricing for additional college requested services.

Participating colleges must commit to submitting at least 300 ISIRs for verification, or 85% of the applications selected for verification by the Department of Education, whichever is lower. This requirement is necessary to ensure fixed costs of providing this service are recovered, while keeping unit pricing at the same rates as last year.

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: The period of the Service Agreement is from the date of signature through July 15, 2020. The scope of this service agreement covers financial aid records associated with the 2019-20 award year only.

Fund Source and Availability: The System Office invoices participating colleges quarterly for their portion of the services rendered. Colleges typically use State funds to pay those invoices.

Contacts:

James "JW" Kelley
Associate Vice President, Student Services
Programs and Services

STATE BOARD OF COMMUNITY COLLEGES
Contract for Integrated Library System
FY 2018-19

Request: The State Board of Community Colleges is requested to approve up to \$529,830.54 for an annual contract for the Integrated Library System (ILS) with SirsiDynix. This contract, plus a six-month option to renew, continues services for North Carolina Community Colleges included in this contract. The ILS is a SaaS (Software-as-a-Service) system used by 51 of our colleges and the System Office.

Strategic Plan Reference:

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: In 1998, the North Carolina Division of Purchase and Contract mandated that the NCCCS survey the marketplace to determine if a cost-effective library automation option was available at that time. The Contract Team developed comprehensive system specifications that were reviewed by all 58 of the community college libraries. A Request for Proposal (RFP) was issued for the purchase of permanent software licenses and computer hardware. The resulting contract was awarded to Sirsi, Inc., doing business as SirsiDynix, and has continued since December 1999.

On April 19, 2013, the State Board approved a request to continue the integrated library system with an upgrade to a SaaS environment in FY 2013-14. Moving to a SaaS environment reduced hardware costs, since the servers are hosted and maintained by SirsiDynix instead of the System Office; and automatically increased the library title limit from 1 to 1.5 million titles. In addition, in the SaaS environment, upgrades and maintenance are performed at night during non-business hours at SirsiDynix by SirsiDynix personnel, providing a service level of 99.9% up time. Statewide IT Procurement approved the SaaS upgrade on June 26, 2014, and the migration occurred in Fall 2014. The contract was renewed through FY 2017-18.

Rationale for Contract: In March 2018, the North Carolina Community College System (NCCCS) issued an RFP to award a new contract for the ILS. The new contract is intended to be awarded later this fiscal year.

Contract Amount and Time Period: The proposed contract period is from January 1, 2019 – December 31, 2019, for a total cost of \$529,830.54.

Fund Source & Availability: Funding is available from FY 2018-19 State General Fund Appropriations through June 30, 2019 and funding is contingent upon FY 2019-20 State General Fund Appropriations.

Contact Person(s):

James Parker
Senior Vice President and Chief Information Officer

Katherine Davis
Director of Distance Learning and Change Management

Colleen Turnage
Director of Library Services

STATE BOARD OF COMMUNITY COLLEGES
Service Agreement for the Virtual Computing Environment
FY 2018-19

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

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

The initial Service Agreement with NCSU included the period from January 1, 2008, through December 31, 2008, and has been renewed each year through December 31, 2018.

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

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

1. Asheville-Buncombe Technical Community College
2. Beaufort County Community College
3. Blue Ridge Community College
4. Caldwell Community College & Technical Institute
5. Cape Fear Community College
6. Craven Community College
7. Davidson County Community College
8. Johnston Community College
9. Lenoir Community College
10. Mayland Community College
11. Nash Community College

12. Rockingham Community College
13. Southeastern Community College
14. Surry Community College
15. Wake Technical Community College
16. Wilson Community College

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

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

Allocation Amount and Time Period: The total amount of this contract is \$100,325 for services provided for the period January 1, 2019, through December 31, 2019.

Fund Source and Availability: Funding for this contract is available through the FY 2018 -19 State General Fund appropriation and contingent upon FY 2019-20 State General Fund appropriation.

Contacts:

Jim Parker
Senior Vice President and Chief Information Officer

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

State Board of Community College
Construction and Property
November 16, 2018
FY 2018-19

| A. Project Approval - New (Non-State and Other State Funds) | | | | | | | | | | |
|---|------------------|------------------|----------------|--|--|-------------------|------------------|---|------------------|--|
| Item | College | Campus or County | Project Number | Project Name | Description | Fund Source | Prior Budget | Board Action Funding Increase/ Decrease | Current Budget | |
| 1 | Coastal Carolina | Main Campus | 2437 | Learning Resource Center - 2nd Floor Renovation | Renovation of the second floor of the Learning Resource Center (10,600 SF) that will include renovating existing bathrooms for ADA compliance, reconfiguring interior spaces for group studies, computer labs and tutoring space. Work will also include upgrading electric systems, HVAC and finishes. | Non-State | 0 | 1,143,155 | 1,143,155 | |
| | | | | | | Total | 0 | 1,143,155 | 1,143,155 | |
| | | | | | | | | | | |
| 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 | James Sprunt | Main Campus | 1755 | Public Safety Building | Project is amended for project closeout. Remaining funds are being transferred to project 2423. | 40720 | 100,050 | (19,455) | 80,595 | |
| 2 | Wake Tech | Main Campus | 2288 | Electrical Replacement | Project is amended to identify a portion of undetermined funds and decrease total cost. | Non-State | 781,357 | 836,849 | 1,618,206 | |
| | | | | | | Undetermined | 4,688,143 | (1,340,749) | 3,347,394 | |
| | | | | | | Total | 5,469,500 | (503,900) | 4,965,600 | |
| C. Project Approval - New (Connect NC Bond Funds) | | | | | | | | | | |
| 1 | Caldwell | Main Campus | 2424 | Electrical Lineman Facility - New Construction | Construction of a new facility (7,500 SF) that will house the Electrical Lineman Program. The facility will include two classrooms, office space, restrooms and inside lab space. Note: President Peter Hans, under the authority granted to him by the State Board, approved this project on November 1, 2018. | Non-State | 0 | 466,478 | 466,478 | |
| | | | | | | State (46620) New | 0 | 943,737 | 943,737 | |
| | | | | | | Total | 0 | 1,410,215 | 1,410,215 | |
| 2 | James Sprunt | Main Campus | 2423 | Hoffler Building Health Education Facility Addition/Renovation | Expansion of the Hoffler Building (17,825 SF) and renovation (3,379 SF) that will accommodate the relocation of the Nursing program. The expansion will provide nursing practice labs, classrooms, a patient simulation lab, student study areas, testing lab space and faculty support areas. | Federal | 0 | 2,031,480 | 2,031,480 | |
| | | | | | | State (46620) R&R | 0 | 2,449,065 | 2,449,065 | |
| | | | | | | 40720 | 0 | 19,455 | 19,455 | |
| | | | | | | Total | 0 | 4,500,000 | 4,500,000 | |

State Board of Community College
Construction and Property
November 16, 2018
FY 2018-19

| D. Project Approval-Amended (Connect NC Bond Funds) | | | | | | | | | | |
|---|------------------|------------------|----------------|---|--|---------------------------------|------------------|---|------------------|--|
| Item | College | Campus or County | Project Number | Project Name | Description | Fund Source | Prior Budget | Board Action Funding Increase/ Decrease | Current Budget | |
| 1 | Gaston | Dallas Campus | 2206 | Veterinary Technology Facility | Project is amended due to an increase in construction cost following receipt of bids. | 41820 | 0 | 1,000,000 | 1,000,000 | |
| | | | | | | State (46620) New | 4,400,000 | (123,000) | 4,277,000 | |
| | | | | | | Total | 4,400,000 | 877,000 | 5,277,000 | |
| 2 | Pitt | Main Campus | 2280 | Student Advancement Center | Project is amended to identify a portion of undetermined funds. | Undetermined | 4,545,500 | (2,376,397) | 2,169,103 | |
| | | | | | | State (46620) New | 4,000,000 | 2,376,397 | 6,376,397 | |
| | | | | | | Total | 8,545,500 | 0 | 8,545,500 | |
| 3 | Sampson | Main Campus | 2163 | Welding Building (Formerly Welding and Activity Center Buildings) | Project is amended to remove the activity center, decreasing scope of work and construction costs following receipt of bids. Note: President Peter Hans, under the authority granted to him by the State Board, approved this project on October 26, 2018. | Non-State | 0 | 1,740,772 | 1,740,772 | |
| | | | | | | State Equipment - Appropriation | 500,000 | (100,000) | 400,000 | |
| | | | | | | State (46620) New | 4,274,533 | (2,437,248) | 1,837,285 | |
| | | | | | | Total | 4,774,533 | (796,476) | 3,978,057 | |
| 4 | Western Piedmont | Main Campus | 2414 | Moore Hall Renovations | Project is amended to decrease project scope by removing renovations to Moore Hall 206 and Basic Law Enforcement Training Classroom. Remaining scope of work for this project is renovation of Moore Hall 275 to accommodate large classes and groups. Contingent on Board of Trustees approval, which is scheduled on November 13, 2018. | State (46620) R&R | 1,606,896 | (1,396,896) | 210,000 | |
| | | | | | | Total | 1,606,896 | (1,396,896) | 210,000 | |
| E. Project Approval-Final-Closeout (Connect NC Bonds Funds) | | | | | | | | | | |
| Item | College | Campus or County | Project Number | Project Name | Description | Fund Source | Prior Budget | Board Action Funding Increase/ Decrease | Current Budget | |
| 1 | No Items | | | | | | | | | |

State Board of Community College
Construction and Property
November 16, 2018
FY 2018-19

| F. Acquisition and Disposal of Real Property | | | | | | |
|--|----------------|------------------|----------------|------------------------------|---|--|
| Item | College | Campus or County | Project Number | Acquisition and/or Disposal | Action Requested | |
| 1 | Fayetteville | Main Campus | 2427 | Acquisition of Real Property | <p>The Board of Trustees of Fayetteville Technical Community College requests permission as per G.S. 115D-20, to acquire, by purchase five properties (1) Approximately 2.55 acres and two buildings approximately 20,760 SF located at 3211 Bragg Boulevard, (2) Approximately 1.6 acres and one building approximately 16,660 SF located at 3203 Bragg Boulevard, (3) Approximately 1.33 acres and three buildings totaling 11,086 SF located at 3215 Bragg Boulevard, (4) Approximately .95 acres of property (no structures) located at 561 Cunningham Street and (5) Approximately .48 acres and one building approximately 1,169 SF located at 555 Cunningham Street. In addition to approval of property acquisition, college requests approval to expend \$2,510,000 state funds (Connect NC Bonds/46620/New Construction) for purchase of the property. This approval is contingent upon receipt of certification that a Phase I, or Phase II (if there is a finding from Phase I), environmental assessment has been performed and submitted to the System Office.</p> | |
| 2 | Rowan Cabarrus | Main Campus | N/A | Disposal of Real Property | <p>The Board of Trustees of Rowan Cabarrus Community College requests permission as per G.S. 115-D-15, to dispose of, by sell two parcels approximately .55 acres and 1.62 acres that will respectively be split off (re-platting) and sold to the College Foundation. The total transfer will involve 2.16 acres and will not qualify as individual parcels due to size. The Fair market value is \$28,388. The Board of Trustees have determined the property is unnecessary for college purposes. Note: President Peter Hans, under the authority granted to him by the State Board, approved this project on November 1, 2018.</p> | |

State Fund Legend

- 41820 2018 Special Appropriation Funds
- 40720 2007 Equipment to Capital
- 46620 2016 Connect NC Bond Program
- 112 Report Annual State Equipment Allocation

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
October 31, 2018

| | 2016-17 | 2017-18 | 2018-19 | INCR/DECR OVER PRIOR YEAR |
|-------------------------------|----------------|----------------|----------------|---------------------------------|
| BUDGETED RECEIPTS | \$ 341,978,024 | \$ 340,722,245 | \$ 328,098,488 | -3.7% |
| ACTUAL NET RECEIPTS COLLECTED | 149,052,309 | 144,032,193 | 137,365,995 | -4.6% |
| BUDGETED RECEIPTS UNCOLLECTED | \$ 192,925,715 | \$ 196,690,052 | \$ 190,732,493 | |
| PERCENT OF BUDGET COLLECTED | 43.6% | 42.3% | 41.9% | |

| | |
|--|----------------|
| PERCENT OF BUDGET BENCHMARK (3 year average) | 44.1% |
| COLLECTION BENCHMARK | \$ 144,688,651 |
| DIFFERENCE BETWEEN ACTUAL & BENCHMARK (3 year average) | \$ (7,322,656) |
| PERCENT OVER-REALIZED / (SHORTFALL) | -5.1% |

| | |
|---|----------------|
| PERCENT OF BUDGET BENCHMARK (last year) | 44.4% |
| COLLECTION BENCHMARK | \$ 145,678,793 |
| DIFFERENCE BETWEEN ACTUAL & BENCHMARK (last year) | \$ (8,312,798) |
| PERCENT OVER-REALIZED / (SHORTFALL) | -5.7% |

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

\$ (12,623,757) ENROLLMENT DECLINE ADJUSTMENT

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**CAPITAL IMPROVEMENT FUNDS EXPENDED OR OBLIGATED
FOR THE PERIOD JULY 1, 1963 - JUNE 30, 2018**

| COLLEGE/COUNTY | LOCAL DOLLARS | | *STATE DOLLARS | | VO-ED DOLLARS | | OTHER FEDERAL DOLLARS | | TOTAL |
|--------------------------|---------------|-----|----------------|------|---------------|----|-----------------------|-----|-------------|
| Alamance CC | 44,925,270 | 70% | 18,848,736 | 29% | 500,000 | 1% | 159,509 | 0% | 64,433,515 |
| Asheville-Buncombe TCC | 112,222,837 | 76% | 32,639,922 | 22% | 500,000 | 0% | 2,593,151 | 2% | 147,955,910 |
| Madison Cty. | 258,435 | 12% | 1,878,176 | 88% | 0 | 0% | 0 | 0% | 2,136,611 |
| Beaufort County CC | 17,690,545 | 47% | 18,001,130 | 48% | 500,000 | 1% | 1,251,064 | 3% | 37,442,739 |
| Bladen CC | 2,989,485 | 13% | 15,902,324 | 70% | 167,017 | 1% | 3,613,604 | 16% | 22,672,430 |
| Blue Ridge CC | 34,072,270 | 67% | 15,488,757 | 30% | 100,000 | 0% | 1,130,000 | 2% | 50,791,027 |
| Transylvania Cty. | 3,853,198 | 51% | 3,693,221 | 49% | 0 | 0% | 0 | 0% | 7,546,419 |
| Brunswick CC | 42,917,361 | 75% | 11,537,946 | 20% | 250,000 | 0% | 2,200,000 | 4% | 56,905,307 |
| Caldwell CC & TI | 38,992,753 | 70% | 13,884,585 | 25% | 500,000 | 1% | 1,963,566 | 4% | 55,340,904 |
| Watauga Cty. | 5,117,707 | 30% | 12,079,497 | 70% | 0 | 0% | 0 | 0% | 17,197,204 |
| Cape Fear CC | 255,550,896 | 82% | 54,510,954 | 18% | 500,000 | 0% | 0 | 0% | 310,561,850 |
| Pender Cty. | 4,614,938 | 60% | 3,027,038 | 40% | 0 | 0% | 0 | 0% | 7,641,976 |
| Carteret CC | 22,699,478 | 54% | 14,683,253 | 35% | 0 | 0% | 4,731,717 | 11% | 42,114,448 |
| Catawba Valley CC | 76,573,746 | 74% | 25,216,769 | 24% | 500,000 | 0% | 1,382,720 | 1% | 103,673,235 |
| Alexander Cty. | 0 | 0% | 1,001,815 | 100% | 0 | 0% | 0 | 0% | 1,001,815 |
| Central Carolina CC | 42,885,692 | 70% | 18,420,022 | 30% | 299,637 | 0% | 0 | 0% | 61,605,351 |
| Chatham Cty. | 23,287,273 | 80% | 5,889,484 | 20% | 0 | 0% | 0 | 0% | 29,176,757 |
| Harnett Cty. | 3,293,587 | 27% | 8,964,814 | 73% | 0 | 0% | 0 | 0% | 12,258,401 |
| Central Piedmont CC | 558,762,388 | 85% | 94,659,492 | 14% | 0 | 0% | 4,600,079 | 1% | 658,021,959 |
| Cleveland CC | 32,041,385 | 56% | 21,717,188 | 38% | 247,500 | 0% | 3,406,840 | 6% | 57,412,913 |
| Coastal Carolina CC | 34,413,004 | 48% | 34,365,149 | 48% | 500,000 | 1% | 1,838,342 | 3% | 71,116,495 |
| COA | 12,597,356 | 38% | 17,848,781 | 54% | 149,267 | 0% | 2,561,173 | 8% | 33,156,577 |
| Chowan Cty. | 485,317 | 18% | 1,955,612 | 72% | 0 | 0% | 282,490 | 10% | 2,723,419 |
| Currituck Cty. | 336,537 | 21% | 1,247,562 | 79% | 0 | 0% | 0 | 0% | 1,584,099 |
| Dare Cty. | 9,104,989 | 79% | 2,401,282 | 21% | 0 | 0% | 0 | 0% | 11,506,271 |
| Craven CC | 16,757,181 | 32% | 33,737,587 | 64% | 230,000 | 0% | 1,613,241 | 3% | 52,338,009 |
| Davidson County CC | 29,720,765 | 58% | 17,608,612 | 34% | 92,065 | 0% | 3,945,901 | 8% | 51,367,343 |
| Davie Cty. | 7,661,263 | 61% | 4,516,947 | 36% | | 0% | 333,332 | 3% | 12,511,542 |
| Durham TCC | 53,511,911 | 68% | 24,814,705 | 31% | 500,000 | 1% | 315,754 | 0% | 79,142,370 |
| Orange Cty. | 4,806,701 | 53% | 4,335,621 | 47% | 0 | 0% | 0 | 0% | 9,142,322 |
| Edgecombe CC | 10,566,213 | 24% | 32,700,562 | 73% | 482,500 | 1% | 1,139,000 | 3% | 44,888,275 |
| Fayetteville TCC | 56,873,751 | 48% | 59,782,417 | 51% | 500,000 | 0% | 874,369 | 1% | 118,030,537 |
| Forsyth TCC | 157,328,905 | 80% | 38,875,620 | 20% | 500,000 | 0% | 1,000,000 | 1% | 197,704,525 |
| Gaston College | 51,821,341 | 64% | 25,256,766 | 31% | 500,000 | 1% | 3,676,526 | 5% | 81,254,633 |
| Lincoln Cty. | 5,122,232 | 55% | 4,192,228 | 45% | 0 | 0% | 0 | 0% | 9,314,460 |
| East Campus/Textile Ctr. | 1,195,608 | 14% | 7,499,662 | 86% | 0 | 0% | 0 | 0% | 8,695,270 |
| Guilford TCC | 227,686,337 | 77% | 67,530,270 | 23% | 500,000 | 0% | 468,543 | 0% | 296,185,150 |
| Halifax CC | 5,318,095 | 21% | 16,520,820 | 66% | 500,000 | 2% | 2,550,000 | 10% | 24,888,915 |
| Haywood CC | 37,433,223 | 72% | 12,549,258 | 24% | 250,000 | 0% | 1,903,185 | 4% | 52,135,666 |
| Isothermal CC | 21,694,342 | 51% | 17,550,842 | 41% | 500,000 | 1% | 3,080,619 | 7% | 42,825,803 |
| Polk Cty. | 457,132 | 29% | 1,099,686 | 71% | 0 | 0% | 0 | 0% | 1,556,818 |
| James Sprunt CC | 10,216,720 | 44% | 12,261,830 | 53% | 500,000 | 2% | 214,500 | 1% | 23,193,050 |
| Johnston CC | 51,903,968 | 69% | 22,156,051 | 29% | 500,000 | 1% | 1,067,075 | 1% | 75,627,094 |
| Lenoir CC | 11,649,549 | 30% | 24,692,067 | 64% | 500,000 | 1% | 1,759,458 | 5% | 38,601,074 |
| Greene Cty. | 3,848,307 | 43% | 5,035,258 | 57% | 0 | 0% | 0 | 0% | 8,883,565 |
| Jones Cty. | 359,038 | 12% | 2,649,770 | 88% | 0 | 0% | 0 | 0% | 3,008,808 |
| Martin CC | 5,868,080 | 36% | 10,027,244 | 62% | 300,000 | 2% | 100,000 | 1% | 16,295,324 |
| Bertie Cty. | 926,811 | 77% | 276,342 | 23% | 0 | 0% | 0 | 0% | 1,203,153 |
| Mayland CC | 10,733,734 | 36% | 15,664,022 | 52% | 301,000 | 1% | 3,215,299 | 11% | 29,914,055 |
| McDowell TCC | 6,357,311 | 33% | 11,795,198 | 62% | 204,636 | 1% | 785,000 | 4% | 19,142,145 |
| Mitchell CC | 36,535,793 | 72% | 13,440,852 | 27% | 500,000 | 1% | 0 | 0% | 50,476,645 |
| Montgomery CC | 6,519,160 | 38% | 10,826,294 | 62% | 0 | 0% | 0 | 0% | 17,345,454 |
| Nash CC | 27,644,258 | 53% | 21,268,026 | 40% | 500,000 | 1% | 3,165,172 | 6% | 52,577,456 |

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Attachment FC 14

**CAPITAL IMPROVEMENT FUNDS EXPENDED OR OBLIGATED
FOR THE PERIOD JULY 1, 1963 - JUNE 30, 2018**

| COLLEGE/COUNTY | LOCAL DOLLARS | | *STATE DOLLARS | | VO-ED DOLLARS | | OTHER FEDERAL DOLLARS | | TOTAL |
|---------------------|----------------------|------------|----------------------|------------|-------------------|-----------|-----------------------|-----------|----------------------|
| Pamlico CC | 1,883,584 | 13% | 9,932,028 | 68% | 0 | 0% | 2,730,062 | 19% | 14,545,674 |
| Piedmont CC | 8,650,430 | 49% | 8,898,109 | 51% | 0 | 0% | 0 | 0% | 17,548,539 |
| Caswell Cty. | 465,661 | 10% | 4,247,425 | 90% | 0 | 0% | 0 | 0% | 4,713,086 |
| Pitt CC | 75,271,985 | 66% | 35,265,810 | 31% | 500,000 | 0% | 2,571,008 | 2% | 113,608,803 |
| Randolph CC | 42,737,648 | 71% | 16,890,839 | 28% | 217,101 | 0% | 155,347 | 0% | 60,000,935 |
| Richmond CC | 14,396,317 | 43% | 16,483,310 | 50% | 50,000 | 0% | 2,361,198 | 7% | 33,290,825 |
| Scotland Cty. | 2,796,775 | 55% | 2,309,772 | 45% | 0 | 0% | 0 | 0% | 5,106,547 |
| Roanoke-Chowan CC | 4,419,801 | 23% | 12,812,873 | 67% | 0 | 0% | 1,888,400 | 10% | 19,121,074 |
| Robeson CC | 10,230,291 | 27% | 24,527,598 | 66% | 500,000 | 1% | 2,060,053 | 6% | 37,317,942 |
| Rockingham CC | 27,018,849 | 62% | 14,934,328 | 34% | 428,325 | 1% | 1,449,154 | 3% | 43,830,656 |
| Rowan-Cabarrus CC | 34,886,086 | 63% | 17,709,029 | 32% | 330,096 | 1% | 2,082,991 | 4% | 55,008,202 |
| Cabarrus Cty. | 28,122,022 | 74% | 9,938,027 | 26% | 0 | 0% | 0 | 0% | 38,060,049 |
| Sampson CC | 8,993,367 | 35% | 15,285,397 | 60% | 500,000 | 2% | 875,000 | 3% | 25,653,764 |
| Sandhills CC | 40,930,597 | 61% | 25,090,101 | 37% | 0 | 0% | 932,024 | 1% | 66,952,722 |
| Hoke Cty. | 2,943,506 | 45% | 3,538,159 | 55% | 0 | 0% | 0 | 0% | 6,481,665 |
| South Piedmont CC | 6,263,611 | 40% | 9,077,419 | 58% | 247,500 | 2% | 0 | 0% | 15,588,530 |
| Union Cty. | 37,970,036 | 82% | 8,239,487 | 18% | 0 | 0% | 0 | 0% | 46,209,523 |
| Southeastern CC | 10,399,963 | 31% | 20,820,276 | 62% | 0 | 0% | 2,359,357 | 7% | 33,579,596 |
| Southwestern CC | 26,260,635 | 51% | 23,028,208 | 45% | 523,665 | 1% | 1,372,079 | 3% | 51,184,587 |
| Macon Cty. | 6,222,007 | 51% | 6,014,703 | 49% | 0 | 0% | 0 | 0% | 12,236,710 |
| Swain Cty. | 1,172,407 | 44% | 1,493,435 | 56% | 0 | 0% | 0 | 0% | 2,665,842 |
| Stanly CC | 12,077,296 | 48% | 12,695,728 | 51% | 0 | 0% | 275,000 | 1% | 25,048,024 |
| Surry CC | 13,581,934 | 37% | 21,612,479 | 58% | 150,000 | 0% | 1,792,509 | 5% | 37,136,922 |
| Yadkin Cty. | 1,496,590 | 20% | 5,835,202 | 80% | 0 | 0% | 0 | 0% | 7,331,792 |
| Tri-County CC | 5,073,869 | 31% | 10,397,558 | 63% | 25,000 | 0% | 1,015,200 | 6% | 16,511,627 |
| Graham Cty. | 1,030,648 | 60% | 693,044 | 40% | 0 | 0% | 0 | 0% | 1,723,692 |
| Vance-Granville CC | 8,550,821 | 26% | 21,782,279 | 67% | 500,000 | 2% | 1,830,801 | 6% | 32,663,901 |
| Franklin Cty. | 3,401,649 | 38% | 5,447,135 | 62% | 0 | 0% | 0 | 0% | 8,848,784 |
| Granville Cty. | 1,193,863 | 19% | 5,231,937 | 81% | 0 | 0% | 18,943 | 0% | 6,444,743 |
| Warren Cty. | 695,918 | 20% | 2,705,058 | 79% | 0 | 0% | 11,092 | 0% | 3,412,068 |
| Wake TCC | 466,865,830 | 87% | 66,923,768 | 13% | 500,000 | 0% | 291,660 | 0% | 534,581,258 |
| Wayne CC | 24,764,635 | 43% | 32,583,744 | 56% | 500,000 | 1% | 192,000 | 0% | 58,040,379 |
| Western Piedmont CC | 20,251,845 | 46% | 19,886,588 | 46% | 500,000 | 1% | 2,983,795 | 7% | 43,622,228 |
| Wilkes CC | 32,939,490 | 62% | 17,707,920 | 33% | 500,000 | 1% | 1,757,874 | 3% | 52,905,284 |
| Alleghany Cty. | 108,995 | 32% | 233,995 | 68% | 0 | 0% | 0 | 0% | 342,990 |
| Ashe Cty. | 8,539,675 | 68% | 4,054,277 | 32% | 0 | 0% | 0 | 0% | 12,593,952 |
| Wilson CC | 12,786,266 | 47% | 12,438,324 | 46% | 95,000 | 0% | 1,715,000 | 6% | 27,034,590 |
| 2018 TOTAL | 3,245,599,078 | 67% | 1,495,293,435 | 31% | 18,640,309 | 0% | 95,641,776 | 2% | 4,855,174,598 |
| 2017 TOTAL | 3,142,949,818 | 67% | 1,436,607,912 | 31% | 18,640,309 | 0% | 95,641,776 | 2% | 4,693,839,815 |
| DIFFERENCE | 102,649,260 | 64% | 58,685,523 | 36% | 0 | 0% | 0 | 0% | 161,334,783 |

*Includes \$250,000,000 from the 1993 Bond Referendum.

*Includes \$600,164,880 (\$600,000,000 and the \$164,880 interest used for Pitt CC claims) from the 2000 State Bond Referendum.

*Includes \$272,723,298 of the Connect NC Bonds for projects approved by the State Board through 6/30/2018.

STATE BOARD OF COMMUNITY COLLEGES**Summary of 2017-18 State Funded Financial Aid Programs for Community College Students**

The N.C. Community College Grant Program – Since 1991, the State Board of Community Colleges has been authorized by G.S. 115D-40.1(c) to approve disbursement of need based financial assistance to community college students. During the 2017-18 fiscal year, 23,863 students received \$17,311,062 in Community College Grants. This represents a decrease of 2,138 students and an increase of \$933,147 from the \$16,377,915 disbursed during 2016-17. This is due to the fluctuation in student enrollment and the increase in the average award to eligible need-based students. These grants are based upon the eligibility guidelines which are standard federal financial aid methodology. They are targeted to students who receive little or no Pell assistance and are below the Hope Scholarship Tax Credit threshold. The average award for students from this funding source was \$725.43.

Targeted Assistance – Since 2001, the State Board of Community Colleges has been authorized by G.S. 115D-40.1(b) to allocate no more than ten percent (10%) of the funds appropriated for Financial Assistance for Community College students to:

- (1) Students who do not qualify for need-based assistance but who enroll in low enrollment programs that prepare students for high-demand occupations, and
- (2) Students with disabilities who have been referred by the Division of Vocational Rehabilitation and are enrolled in a community college.

During the 2017-18 fiscal year, colleges self-reported Targeted Assistance Funds totaling \$455,898 were awarded at 53 colleges that requested assistance for students in credit programs and non-credit programs. (Attached Spreadsheet)

Less Than Half Time – Since 2003, the State Board of Community Colleges has authorized “*The Less than Half-Time*” program which provides need-based assistance to students enrolled 6 hours or less (less than half-time) in certificate, diploma or associate degree programs. During the 2017-18 fiscal year, colleges self-reported the Less than Half-Time Grant program provided \$74,766 in assistance to 30 colleges. (Attached Spreadsheet)

Contact Person:

Dr. Wanda White, Director
Financial Aid and Student Success

**North Carolina Community College
Targeted Assistance and Less Than Half Time
2017-2018 Fund Expenditure
(As Reported by Colleges)**

Attachment FC 15A

| Colleges | College Allocation | Targeted Assistance | | | Less than Half Time | | | Aggregated Award | Unexpended Funds |
|--------------------------|--------------------|---------------------|---------------|------------|---------------------|---------------|------------|------------------|------------------|
| | | # Students | Total Awarded | Avg. Award | # Students | Total Awarded | Avg. Award | | |
| Alamance | \$10,369.00 | 23 | \$ 8,899 | \$ 386.91 | 13 | \$ 1,470 | \$113.08 | \$ 10,369 | \$0.00 |
| Asheville-Buncombe | \$14,171.00 | 18 | \$ 8,343 | \$ 463.50 | 19 | \$ 5,828 | \$306.74 | \$ 14,171 | \$0.00 |
| Beaufort County | \$4,005.00 | 29 | \$ 3,915 | \$ 135.00 | 1 | \$ 90 | \$ 90.00 | \$ 4,005 | \$0.00 |
| Bladen | \$4,981.00 | 44 | \$ 4,981 | \$ 113.20 | 0 | \$ - | \$ - | \$ 4,981 | \$0.00 |
| Blue Ridge | \$4,825.00 | 18 | \$ 3,865 | \$ 214.72 | 8 | \$ 960 | \$120.00 | \$ 4,825 | \$0.00 |
| Brunswick | \$4,160.00 | 19 | \$ 3,888 | \$ 204.63 | 2 | \$ 270 | \$135.00 | \$ 4,158 | \$2.00 |
| Caldwell | \$7,977.00 | 24 | \$ 6,143 | \$ 255.96 | 13 | \$ 1,834 | \$141.08 | \$ 7,977 | \$0.00 |
| Cape Fear | \$18,894.00 | 19 | \$ 13,894 | \$ 731.26 | 39 | \$ 5,000 | \$128.21 | \$ 18,894 | \$0.00 |
| Carteret | \$4,668.00 | 6 | \$ 4,668 | \$ 778.00 | 0 | \$ - | \$ - | \$ 4,668 | \$0.00 |
| Catawba Valley | \$10,602.00 | 0 | \$ - | \$ - | 45 | \$ 4,830 | \$107.33 | \$ 4,830 | \$5,772.00 |
| Central Carolina | \$11,105.00 | 6 | \$ 10,445 | \$1,740.83 | 6 | \$ 660 | \$110.00 | \$ 11,105 | \$0.00 |
| Central Piedmont | \$38,511.00 | 78 | \$ 38,511 | \$ 493.73 | 0 | \$ - | \$ - | \$ 38,511 | \$0.00 |
| Cleveland | \$7,330.00 | 37 | \$ 5,440 | \$ 147.03 | 18 | \$ 1,890 | \$105.00 | \$ 7,330 | \$0.00 |
| Coastal Carolina | \$11,406.00 | 19 | \$ 11,406 | \$ 600.32 | 0 | \$ - | \$ - | \$ 11,406 | \$0.00 |
| College of the Albemarle | \$4,605.00 | 10 | \$ 4,605 | \$ 460.50 | 0 | \$ - | \$ - | \$ 4,605 | \$0.00 |
| Craven | \$7,897.00 | 40 | \$ 7,897 | \$ 197.43 | 0 | \$ - | \$ - | \$ 7,897 | \$0.00 |
| Davidson County | \$10,984.00 | 6 | \$ 3,419 | \$ 569.84 | 71 | \$ 7,560 | \$106.48 | \$ 10,979 | \$4.95 |
| Durham | \$9,770.00 | 33 | \$ 9,770 | \$ 296.06 | 0 | \$ - | \$ - | \$ 9,770 | \$0.00 |
| Edgecombe | \$9,020.00 | 19 | \$ 9,020 | \$ 474.74 | 0 | \$ - | \$ - | \$ 9,020 | \$0.00 |
| Fayetteville | \$30,582.00 | 28 | \$ 26,000 | \$ 928.57 | 44 | \$ 4,582 | \$104.14 | \$ 30,582 | \$0.00 |
| Forsyth | \$18,615.00 | 70 | \$ 18,615 | \$ 265.93 | 0 | \$ - | \$ - | \$ 18,615 | \$0.00 |
| Gaston | \$13,236.00 | 0 | \$ - | \$ - | 84 | \$ 8,340 | \$ 99.29 | \$ 8,340 | \$4,896.00 |
| Guilford | \$34,961.00 | 41 | \$ 24,500 | \$ 597.56 | 103 | \$ 10,461 | \$101.56 | \$ 34,961 | \$0.00 |
| Halifax | \$4,221.00 | 10 | \$ 4,221 | \$ 422.10 | 0 | \$ - | \$ - | \$ 4,221 | \$0.00 |
| Haywood | \$4,868.00 | 20 | \$ 3,100 | \$ 155.00 | 16 | \$ 1,768 | \$110.50 | \$ 4,868 | \$0.00 |
| Isothermal | \$5,458.00 | 11 | \$ 5,411 | \$ 491.91 | 0 | \$ - | \$ - | \$ 5,411 | \$47.00 |
| James Sprunt | \$4,190.00 | 10 | \$ 3,800 | \$ 380.00 | 3 | \$ 390 | \$130.00 | \$ 4,190 | \$0.00 |
| Johnston | \$8,339.00 | 19 | \$ 8,279 | \$ 435.74 | 1 | \$ 60 | \$ 60.00 | \$ 8,339 | \$0.00 |
| Lenoir | \$7,057.00 | 18 | \$ 5,588 | \$ 310.44 | 14 | \$ 1,469 | \$104.93 | \$ 7,057 | \$0.00 |
| Martin | \$2,147.00 | 6 | \$ 2,147 | \$ 357.83 | 0 | \$ - | \$ - | \$ 2,147 | \$0.00 |
| Mayland | \$3,054.00 | 0 | \$ - | \$ - | 0 | \$ - | \$ - | \$ - | \$3,054.00 |
| McDowell | \$2,909.00 | 5 | \$ 1,229 | \$ 245.80 | 15 | \$ 1,680 | \$112.00 | \$ 2,909 | \$0.00 |
| Mitchell | \$6,571.00 | 14 | \$ 4,231 | \$ 302.21 | 21 | \$ 2,340 | \$111.43 | \$ 6,571 | \$0.00 |
| Montgomery | \$2,400.00 | 24 | \$ 1,740 | \$ 72.50 | 29 | \$ - | \$ - | \$ 1,740 | \$660.00 |

**North Carolina Community College
Targeted Assistance and Less Than Half Time
2017-2018 Fund Expenditure
(As Reported by Colleges)**

Attachment FC 15A

| Colleges | College Allocation | Targeted Assistance | | | Less than Half Time | | | Aggregated Award | Unexpended Funds |
|------------------|---------------------|---------------------|-------------------|------------------|---------------------|------------------|-----------------|-------------------|--------------------|
| | | # Students | Total Awarded | Avg. Award | # Students | Total Awarded | Avg. Award | | |
| Nash | \$9,061.00 | 17 | \$ 9,061 | \$ 533.00 | 0 | \$ - | \$ - | \$ 9,061 | \$0.00 |
| Pamlico | \$1,908.00 | 4 | \$ 596 | \$ 149.06 | 10 | \$ 1,312 | \$131.18 | \$ 1,908 | \$0.00 |
| Piedmont | \$4,033.00 | 5 | \$ 3,433 | \$ 686.60 | 6 | \$ 600 | \$100.00 | \$ 4,033 | \$0.00 |
| Pitt | \$26,194.00 | 30 | \$ 26,194 | \$ 873.13 | 0 | \$ - | \$ - | \$ 26,194 | \$0.00 |
| Randolph | \$7,486.00 | 28 | \$ 5,600 | \$ 200.00 | 20 | \$ 1,886 | \$ 94.30 | \$ 7,486 | \$0.00 |
| Richmond | \$8,664.00 | 23 | \$ 7,005 | \$ 304.57 | 0 | \$ - | \$ - | \$ 7,005 | \$1,659.00 |
| Roanoke-Chowan | \$3,389.00 | 0 | \$ - | \$ - | 1 | \$ 700 | \$700.00 | \$ 700 | \$2,689.00 |
| Robeson | \$7,582.00 | 15 | \$ 7,582 | \$ 505.47 | 0 | \$ - | \$ - | \$ 7,582 | \$0.00 |
| Rockingham | \$4,550.00 | 14 | \$ 4,550 | \$ 325.00 | 0 | \$ - | \$ - | \$ 4,550 | \$0.00 |
| Rowan-Cabarrus | \$14,675.00 | 19 | \$ 14,675 | \$ 772.37 | 0 | \$ - | \$ - | \$ 14,675 | \$0.00 |
| Sampson | \$4,198.00 | 23 | \$ 3,808 | \$ 165.57 | 4 | \$ 390 | \$ 97.50 | \$ 4,198 | \$0.00 |
| Sandhills | \$8,049.00 | 14 | \$ 8,049 | \$ 574.93 | 0 | \$ - | \$ - | \$ 8,049 | \$0.00 |
| South Piedmont | \$4,853.00 | 11 | \$ 4,851 | \$ 441.00 | 0 | \$ - | \$ - | \$ 4,851 | \$2.00 |
| Southeastern | \$4,606.00 | 13 | \$ 4,450 | \$ 342.34 | 0 | \$ - | \$ - | \$ 4,450 | \$155.57 |
| Southwestern | \$6,369.00 | 8 | \$ 6,369 | \$ 796.13 | 0 | \$ - | \$ - | \$ 6,369 | \$0.00 |
| Stanly | \$6,879.00 | 0 | \$ - | \$ - | 47 | \$ 5,640 | \$120.00 | \$ 5,640 | \$1,239.00 |
| Surry | \$5,471.00 | 25 | \$ 5,471 | \$ 218.84 | 0 | \$ - | \$ - | \$ 5,471 | \$0.00 |
| Tri-County | \$3,826.00 | 16 | \$ 1,913 | \$ 119.56 | 17 | \$ 1,913 | \$112.53 | \$ 3,826 | \$0.00 |
| Vance-Granville | \$7,187.00 | 13 | \$ 7,185 | \$ 552.69 | 0 | \$ - | \$ - | \$ 7,185 | \$2.00 |
| Wake | \$40,643.00 | 50 | \$ 40,643 | \$ 812.86 | 0 | \$ - | \$ - | \$ 40,643 | \$0.00 |
| Wayne | \$8,292.00 | 23 | \$ 7,038 | \$ 306.00 | 3 | \$ 625 | \$208.33 | \$ 7,663 | \$629.00 |
| Western Piedmont | \$5,954.00 | 10 | \$ 5,954 | \$ 595.40 | 0 | \$ - | \$ - | \$ 5,954 | \$0.00 |
| Wilkes | \$7,131.00 | 49 | \$ 6,913 | \$ 141.08 | 2 | \$ 218 | \$109.16 | \$ 7,131 | \$0.00 |
| Wilson | \$5,112.00 | 53 | \$ 5,112 | \$ 96.45 | 0 | \$ - | \$ - | \$ 5,112 | \$0.00 |
| Total | \$550,000.00 | 1187 | \$ 454,422 | \$ 382.83 | 675 | \$ 74,766 | \$ 4,070 | \$ 529,188 | \$20,811.52 |



STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

POLICY COMMITTEE

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

PROGRAM COMMITTEE

| RULE ACTION | RULEMAKING PROCESS | EXPECTED DATE | STATUS |
|---|---|----------------------|------------------|
| AMENDMENT 1D SBCCC 400.8 – “Courses for Curriculum Programs” | Initiation of Rulemaking Process | September 21, 2018 | COMPLETED |
| | Publication on NCCCS Website | September 25, 2018 | COMPLETED |
| | Written Comment Period Ends | October 25, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | N/A | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | November 16, 2018 | PENDING |
| | Prospective Effective Date of Rule | December 1, 2018 | PENDING |
| AMENDMENT 1D SBCCC 400.9 – “Curriculum Standards” | Initiation of Rulemaking Process | August 17, 2018 | COMPLETED |
| | Publication on NCCCS Website | August 21, 2018 | COMPLETED |
| | Written Comment Period Ends | September 20, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | October 18, 2018 | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | October 19, 2018 | COMPLETED |
| | Prospective Effective Date of Rule | November 1, 2018 | COMPLETED |

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-242
Thursday, November 15, 2018 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 18, 2018

For Future Action

- Additions to Special Curriculum Program Application List (Attachment PROG 01)
 - North Carolina Community College System Office
 - Mechatronics Engineering Technology (A40350)

For Action

- Amend 1D SBCCC 400.8 – “Courses for Curriculum Programs” (Attachment PROG 02)
- Curriculum Program Applications – Fast Track for Action (FTFA) (Attachment PROG 03) [CA]
 - Isothermal Community College
 - Human Services Technology (A45380)
 - Sampson Community College
 - Agribusiness Technology (A15100)
 - Wake Technical Community College
 - Electroneurodiagnostic Technology (A45320)
- Curriculum Standard Hour Revisions (Attachment PROG 04) [CA]
 - Catawba Valley Community College
 - Emergency Medical Science (A45340)
 - Pitt Community College
 - Advanced Medical Coding (Certificate) (A45530)
- Combined Course Library – Continuing Education (Attachment PROG 05) [CA]
 - New Course Approvals, Modifications, and Tier Designations
 - New Course Approval - Davidson County Community College
 - Children and Adolescents in Crisis (HEA-3227)
 - New Course Approval – Johnston Community College
 - Foundations of Sonography (SON-3000)
 - New Course Approval – Office of State Fire Marshal/NCCCS
 - Pump Operations Block (FIP-3636)
 - New Course Approval – Office of State Fire Marshal/NCCCS
 - Aerial Operations Block (FIP-3643)

AGENDA
State Board of Community Colleges
PROGRAMS COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-242
Thursday, November 15, 2018 – 1:30 p.m.

- Courses of Instruction – Captive/Co-opted Groups (Attachment PROG 06) [CA]
 - Roanoke-Chowan CC – Odom Correctional Institution
 - HOS-3072 Food Service Management
 - (Food Service Management)
 - HOS-3075 Food Service Sanitation/Safety
 - (Food Service Sanitation/Safety)

For Information

Programs Committee

- 2018 Legislative End-of-Year Report – Annual Curriculum Approval/Termination Report to the General Assembly (Attachment PROG 07)
- Curriculum Program Termination as Approved by the System President (Attachment PROG 08)
 - Sandhills Community College
 - Polysomnography (A45670)
 - Stanly Community College
 - Manicuring/Nail Technology (Certificate) (C55400)
- SBCC Code Report – November 2018 (Attachment PROG 09)

Finance Committee

- “Community College Study on Earning FTE for Instruction in Local Jails” S.L. 2018-5 Section 9.10 (Attachment FC 02)
- Allocation for Integrated English Literacy and Civics Education Occupation READY Project (Attachment FC 07) [CA]
- Allocation for NC Career Coach Program (Attachment FC 08) [CA]
- Service Agreement for ISIR Verification Services FY 2019-20 (Attachment FC 09) [CA]

New Business

Adjourn

MINUTES
PROGRAMS COMMITTEE
State Board of Community Colleges
Thursday, October 18 – 1:30 p.m.

Committee Members Present:

Sam Powell, chair
Candler Willis, vice chair

Wade Bryan Irwin, Jr.
William Holder

Ernest Pearson
Bob Stephens

Absent: Toni Formato

System Office Staff and Others:

Lisa Chapman
Margaret Robertson

James "JW" Kelley

WELCOME AND ETHICS STATEMENT: Dr. Powell called the meeting to order at 1:30pm p.m. in Room 204 in the Mary E. Rittling Conference Center at Davidson County Community College. 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 October 18, 2018 agenda. Mr. Holder made a motion to approve the agenda and Dr. Willis seconded the motion. The agenda was unanimously approved by the committee.

APPROVAL OF THE MINUTES: Dr. Powell requested a motion to approve the September 20, 2018 minutes. Mr. Stephens made a motion to approve the minutes and Mr. Holder seconded the motion. The minutes were unanimously approved by the committee.

FOR ACTION

Review of the Comprehensive Articulation Agreement that Exists Between Constituent Institutions of the North Carolina Community College System and the Constituent Institutions of the University of North Carolina (Attachment PROG 01)

Dr. Chapman reviewed the item. This item came before the State Board in the previous month. Dr. Chapman extended a special thanks to Mr. Tom Gould (Pitt Community College), who will be rotating off of the Transer Advisory Committee (TAC) in December, and notified the Committee that Mr. Gould would be in attendance at the October 19th meeting to receive recognition for his work.

Mr. Irwin asked that, when a transfer student moves to the university, are they assigned an advisor that walks them through how to adjust from the community college system to the university system. Many of the universities have a transfer center and can have either a point of contact or an individual advisor that can connect the student to an advisor in their program of study.

Mr. Stephens asked if there was a chart that showed how many transfer students graduate and if that information is tracked. That information is tracked and is displayed on the site hosted by the University of North Carolina NC Community College Transfer website but is not included in the report.

MINUTES
PROGRAMS COMMITTEE
State Board of Community Colleges
Thursday, May 17, 2018 – 1:30 p.m.

Mr. Stephens asked why the completion rate is lower among the community college transfer students than traditional university students. The rates that are reported indicate graduation rate within a certain amount of time rather than overall graduation (which is a four-year time frame in the report). Community college students may take longer than four years to complete their degrees due to being working adults, the costs of completing the degree, or other life events that can extend their enrollment.

Mr. Irwin asked if this report will come before the State Board for approval next year and if the concerns in the report will be resolved in the next year. There will be a report every year for approval. There are some pieces that are systematic changes and some of these can be completed within the next year while others may still be in the process of being completed.

On a motion made by Dr. Powell and approved via voice vote, PROG 01 was approved for action and forwarded to the October 19, 2018 meeting.

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

- Isothermal Community College
 - Dental Assisting (Diploma) (D45240)

Dr. Chapman reviewed these items. All documents are in order.

The committee had no questions or concerns.

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

- New Course Approvals, Modifications, and Tier Designations
 - Course Modification – Department of Justice – CJ Standards/NCCCS
 - Basic Law Enforcement Training (CJC-3938)

Dr. Chapman reviewed the item.

Dr. Willis asked how long it would take a student to complete 640 instructional hours in continuing education. This is dependent on whether the student attends a full-time program that is forty hours per week or another format such as evening offerings.

On a motion made by Mr. Irwin, seconded by Mr. Stephens, PROG items 02 and 03 were approved for action and forwarded to the October 20, 2018 meeting on the Consent Agenda.

Amend 1D SBCCC 400.0 – “Curriculum Standards” (Attachment PROG 04)

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

MINUTES
PROGRAMS COMMITTEE
State Board of Community Colleges
Thursday, May 17, 2018 – 1:30 p.m.

On a motion made by Mr. Irwin, seconded by Mr. Stephens, PROG 04 was approved for action and forwarded to the October 20, 2018 meeting on the Consent Agenda.

FOR INFORMATION

Programs Committee Agenda Items

Curriculum Program Application as Approved by the System President (Attachment PROG 05)

- Stanly Community College
 - Human Services Technology/Substance Abuse (A4538E)

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

The committee had no questions or concerns.

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

- Brunswick Community College
 - Office Administration (A25370)

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

The committee have no questions or concerns.

SBCC Code Report (Attachment PROG 07)

Dr. Chapman reviewed the item.

The committee had no questions or concerns.

Finance Committee Agenda Items

Allocation of Food and Nutrition Services: Employment and Training Program Grant
(Attachment FC 05) [CA]

Ms. Robertson reviewed this item.

Mr. Stephens asked if the dollar amount listed in the item is the same as last year's amount. The amount has increased as the number of colleges participating increase. Last year, there were eight colleges participating, which increased to twelve colleges this year.

The committee had no questions or concerns.

Allocation for Sub-Orbital Student Competition (Attachment FC 06) [CA]

Dr. Chapman reviewed this item.

The committee had no questions or concerns.

MINUTES
PROGRAMS COMMITTEE
State Board of Community Colleges
Thursday, May 17, 2018 – 1:30 p.m.

Service Agreement for the Development of Residency Determination Services (RDS)
(Attachment FC 07)[CA]

Dr. Chapman reviewed this item.

The committee discussed this item and the unintended negative affects on students.

Specialized Course List for Public Safety Waivers Authorized Under G.C. 115D-5(b)(2)
(Attachment FC 12)

Ms. Robertson reviewed this item.

The committee had no questions or concerns.

NEW BUSINESS

ADJOURN

The meeting was adjourned at 2:30 pm via voice vote. Mr. Holder made a motion, Mr. Stephens seconded and approved via voice vote.

Recording Secretary
Alexandra Doles

STATE BOARD OF COMMUNITY COLLEGES
Additions To Special Curriculum Program Application List
Mechatronics Engineering Technology (A40350)
North Carolina Community College System Office

Request:

The State Board of Community Colleges is asked to approve a request from North Carolina Community College System Office to add the following curriculum program title to the Special Application (abbreviated program application) process provided that the college has approval for the Industrial Systems Technology (A50240) program or the Automation Engineering Technology (A40120) program:

- Mechatronics Engineering Technology (A40350)

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 3.1.1. Identify and engage employers and relevant sources of data to determine high-demand occupations, program demand within the current labor market, and expected occupational earnings.
- Objective 3.2.2. Articulate pathways for educational and professional growth within key industries through employer engagement.

Background:

The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges. (1D SBCCC 400.6 (a)(4))

The Special Application process is an abbreviated program application process which requires that the college submit the following items for staff's review and endorsement prior to the President's approval of the application:

- 1) Local Certification (accompanied by a copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved)
- 2) Proposed Program of Study
- 3) Impact Assessment Form(s) from colleges approved to offer the same or similar health science program which has a clinical component *and*
- 4) Three Year Accountability Report (must be submitted three years after program implementation)

Rationale:

Mechatronics has rapidly found acceptance in industry and education for accurately depicting the types of processes and technologies that are associated with modern manufacturing and related industries. College staff have conveyed that mechatronics, although very similar to industrial systems and automation regarding program competencies, is often considered a more appealing title for attracting students into the industry and consider the transition to mechatronics not much more than a program title change. Because of program similarities, the addition of the Mechatronics Engineering Technology program to the list of titles available for the Special Application process will not adversely impact other colleges.

Vote Results:

Colleges approved to offer the Industrial Systems Technology (A50240), Automation Engineering Technology (A40120) program or Mechatronics Engineering Technology (A40350): 40

| | |
|---------------------------------------|----|
| Colleges in favor of recommendations: | 34 |
| Colleges opposed to recommendations: | 1 |
| Colleges not responding: | 5 |

Contact(s):

Dr. Frank Scuietti
Senior Program Administrator



1 **State Board of Community Colleges Code**
2 **TITLE 1. COMMUNITY COLLEGES**

3
4 **CHAPTER D. EDUCATION PROGRAMS**

5
6 **SUBCHAPTER 400. CURRICULUM**

7
8 **1D SBCCC 400.8 Courses for Curriculum Programs**

9 (a) The Combined Course Library shall contain the following elements for all curriculum
10 program credit courses approved for the North Carolina Community College System:

- 11 (1) Course prefix;
12 (2) Course number;
13 (3) Course title;
14 (4) Classroom hours and laboratory, clinical, and work-based learning contact hours,
15 if applicable;
16 (5) Credit hours;
17 (6) Prerequisites and corequisites, if applicable;
18 (7) Course description consisting of three sentences; and
19 (8) Tier Funding classification.

20 (b) The numbering system for curriculum courses within the Combined Course Library is
21 as follows:

22 (1) The numbers ~~040-099~~ 001-099 shall be assigned to developmental courses or
23 supplemental courses. Supplemental courses provide supplemental skills to a
24 specific co-requisite course or customized developmental course delivery.
25 Developmental courses are designed to address academic preparedness,
26 workforce retraining, development of general and discipline-specific strategies,
27 and barriers to learning. Developmental and supplemental courses do not earn
28 credit toward a certificate, diploma or degree.

29 ~~(2) The numbers 001-009 shall be assigned to supplemental courses. Supplemental~~
30 ~~courses provide supplemental skills to a specific corequisite course or customized~~

1 ~~developmental course delivery. These courses do not earn credit toward a~~
2 ~~certificate, diploma or degree.~~

3 ~~(3)~~(2) The numbers 100-109 and 200-209 shall be assigned to certificate and diploma
4 level curriculum courses. These courses shall not be included in associate degree
5 programs.

6 ~~(4)~~(3) The numbers 110-189 and 210-289 shall be assigned to associate degree level
7 courses. These courses may also be included in certificate and diploma programs.

8 ~~(5)~~(4) The numbers 190-199 and 290-299 shall be assigned to seminar or selected topic
9 courses that may be offered for a single term and which courses offer content not
10 found in existing courses. To offer the course content after the initial term, the
11 Curriculum Review Committee shall approve the course for inclusion in the
12 Combined Course Library.

13 (c) A college shall use the course information (prefix; number; title; classroom,
14 laboratory, clinical, and work-based learning contact hours; credit hours;
15 prerequisites and corequisites; and course description) as listed in the Combined
16 Course Library.

17 (d) A college may add a fourth sentence to the course description to clarify instructional
18 content or instructional methodology.

19 (e) A college is responsible for ensuring that students have satisfied requisite course
20 requirements by documenting that they have either completed the appropriate
21 courses or have demonstrated that they have the appropriate knowledge and skills
22 required for admission to the courses as determined by the college.

23 (f) A college may establish a local policy for waiving requisite requirements for individual
24 students.

25 (g) A college may divide courses into incremental units for greater flexibility in providing
26 instruction to part-time students or to provide shorter units of study for abbreviated
27 calendars. Each of the following criteria applies to courses divided into incremental
28 units:

29 (1) A course may be divided into two or three units that are designated with an
30 additional suffix following the course prefix and number;

- 1 (2) The units shall equal the entire course of instruction, without omitting any
- 2 competencies;
- 3 (3) The combined contact and credit hours for the units shall equal the contact and
- 4 credit hours for the course;
- 5 (4) If the course is a prerequisite to another course, the student shall complete all
- 6 component parts before enrolling in the next course; and
- 7 (5) If the course is a corequisite to another course, the student shall take the
- 8 corequisite course before or in conjunction with the prospective course.
- 9 (h) The North Carolina Community College System Office shall appoint a Curriculum
- 10 Review Committee of representatives from Chief Academic Officers and community
- 11 college presidents. The Curriculum Review Committee shall have the authority to do
- 12 the following:
- 13 (1) To approve and maintain curriculum courses in the Combined Course Library;
- 14 (2) To determine whether a curriculum course may meet a general education
- 15 designation for certificates, diplomas and associate in applied science programs
- 16 using the then current criteria established by the Southern Association of Colleges
- 17 and Schools Commission on Colleges and listed in The Principles of Accreditation:
- 18 Foundations for Quality Enhancement.
- 19 (3) To archive curriculum courses that have not been offered by any community
- 20 college for three consecutive years.
- 21 (i) The North Carolina Community College System and The University of North Carolina
- 22 shall appoint a Transfer Advisory Committee of representatives from North Carolina
- 23 community colleges and The University of North Carolina. The Transfer Advisory
- 24 Committee shall have the authority to do the following in regards to curriculum
- 25 courses:
- 26 (1) To determine whether a curriculum course may meet a general education
- 27 designation for Associate in Arts and Associate in Science degrees using the then
- 28 current criteria established by the Southern Association of Colleges and Schools
- 29 Commission on Colleges and listed in The Principles of Accreditation: Foundations
- 30 for Quality Enhancement.

1 (2) To determine whether a curriculum course may meet a universal general education
2 transfer component designation using the following standards:

3 (A) Then current criteria established by the Southern Association of College and
4 Schools Commission on Colleges and listed in The Principles of Accreditation:
5 Foundations for Quality Enhancement; and

6 (B) General education equivalency at all sixteen constituent institutions of The
7 University of North Carolina.

8 (3) To determine whether a curriculum course may meet a premajor/elective
9 designation for Associate in Arts and Associate in Science degrees using the
10 following standards:

11 (A) Focus on skills, techniques, and procedures specific to the student's
12 occupation or profession;

13 (B) Similar in intended outcomes and competencies, and so, transferable between
14 institutions.

15 (j) When a student receives credit for a Combined Course Library curriculum course, this
16 credit shall be transferable to any college in the North Carolina Community College
17 System.

18
19 *History Note: Authority G.S. 115D-5; S.L. 1995, c. 625;*

20 *Temporary Adoption Eff. June 1, 1997;*

21 *Eff. July 1, 1998;*

22 *Amended Eff. [December 1, 2018](#); [November 1, 2017](#); June 1, 2009;*

23 *July 1, 2007; October 1, 2006; December 1, 2004; August 15, 2004.*

24

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

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

Isothermal Community College
Human Services Technology (A45380)

Sampson Community College
Agribusiness Technology (A15100)

Wake Technical Community College
Electroneurodiagnostic Technology (A45320)

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):

Jennifer Frazelle
Director

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Isothermal Community College
Human Services Technology (A45380)**

Program Planning: Isothermal Community College is seeking approval for the Human Services Technology (A45380) program to begin Fall 2019. The planning area is defined as the college's service area of Rutherford and Polk counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Isothermal Community College on September 25, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Isothermal 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: Isothermal Community College (ICC) indicates the following:

- According to the 2018 NC Career Occupational Profiles "the number of social and human service assistants in North Carolina is expected to increase from 11,250 in 2014 to 12,990 in 2024, for an annual growth rate of 1.5%, which is faster than average."
- ICC noted their service area tends to have a higher percentage of people with a disability diagnosis. The U.S. Census Bureau 2012-2016 data revealed that 16.4% of people ages 65 and under identify as a person with a disability in Rutherford County. Compare this statistic to Wake County who reports only 5.8% and it is evident that there is a proportionately higher percentage of residents with disabilities in ICC's service area. The program will enable more people to be educated to serve these populations.
- ICC completed a quick search of human services jobs for Rutherford and Polk counties on the NC Works website and located twenty-two matches indicating job opportunities in human services.

- The Executive Director for the Community Health Council of Rutherford County indicated that their group is comprised of the leaders of the twenty-five agencies in Rutherford County that is responsible for addressing health concerns in their area. At their September 5th meeting they voted unanimously to support a Human Service Technology program at ICC.
- The Executive Director of Hands of Hope for Life, Inc. submitted a letter of support and indicated: *“We desire our staff to be local residents as they have a stake in the outcome of the area we serve....The individual seeking to receive a human services degree for employment in the area they live allows them to learn the curriculum and apply it to their local needs. Hands for Hope will certainly support the college’s effort to provide this degree program locally.”*
- Vaya Health, the local behavioral management entity for Rutherford and Polk counties is supportive of ICC offering human services and building articulation agreements for students to continue their coursework. They report, *“there is frequently high turnover rate for service providers. Finding qualified individuals continues to be a challenge, which makes partnerships with colleges and universities even more critical.”*
- The Director of the Rutherford County Chamber of Commerce, submitted a letter of support and indicated: *“We are in full support of this degree....in addition to being qualified for entry level positions in mental health, child care, family services, social services, rehabilitation, etc.; they could be utilized in assisting workers who may be debilitated by ‘life problems’ in finding solutions which would make them more valuable workers and increase productivity for the manufacturer.”*
- If approved for the program, ICC plans to pursue bilateral transfer agreements with Appalachian State University, Fayetteville State University, Western Carolina University, Gardner-Webb University and Lees-McRae College.

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

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: *The Human Services*

Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom. Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Contact(s):

Renee Batts
Associate Director

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Sampson Community College
Agribusiness Technology (A15100)**

Program Planning: Sampson Community College is seeking approval for the Agribusiness Technology (A15100) program to begin Spring, 2019. The planning area is defined as the college's service area of Sampson County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Sampson Community College on June 12, 2018. 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: Sampson Community College (SCC) indicates the following:

- Graduates of the program will be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center which will provide business counseling, seminars and workshops.
- Sampson County ranks first in the state of North Carolina in total agriculture cash receipts. (U.S. Department of Agriculture - 2015)
- If approved for the program, SCC plans to pursue bilateral agreements with North Carolina State University and North Carolina Agricultural and Technical State University.
- If approved for the program, SCC plans to provide a Career and College Promise pathway.
- Sampson County Schools, Clinton City Schools, and Harrells Christian Academy have an annual enrollment of over 1,000 students in Agricultural Education/Future Farmers of America courses. (State Agricultural Education Leader/State FFA Advisor)
- North Carolina is 10th in agricultural case receipts. (US Department of Agriculture)

- The college conducted a survey among area high schools. Sixty-three expressed interest in enrollment in the program.
- The college conducted a survey among their current students in various programs and 26 students out of 43 completing the survey expressed interest in the program.
- According to the US Department of Agriculture, *half of all current farmers in the United States are likely to retire in the next decade.*
- The Director of Human Resources for Murphy Family Ventures, which operates extensive swine and poultry operations concentrated in Sampson and Duplin counties, submitted a letter of support for the proposed program and stated: *The long-term viability of our business is dependent upon our ability to continue to staff our operations with well-trained individuals. This proposed new program could be an important addition to our existing efforts to identify and attract quality individuals who are interested in agribusiness careers in southeastern North Carolina.*
- The Senior Vice President of Prestage Farms provided a letter of support and indicated: *We employ 1, 500 people in North Carolina in the agribusiness field and would benefit greatly from additional applicants that are prepared to enter our industry with the knowledge necessary to succeed. Nationwide, North Carolina is among the leaders in poultry, pork and sweet potato production just to name a few; therefore, our state as a whole would benefit from additional education opportunities in the agribusiness field.*
- The Human Resources Manager (South Central Region) of Smithfield Hog Production submitted a letter of support and indicated: *The establishment of this degree will be of significant value to both the agriculture industry as well as the community as it will provide individuals with the necessary skills to pursue a career in the agriculture industry. As a company that employs a large number of agribusiness employees, the benefits will be seen in various areas of the company. There are vast opportunities for graduates of this degree program within Smithfield as well as other leading agriculture companies.*
- The Director of the Agribusiness Center and Division of Agriculture chair at the University of Mount Olive provided a letter of support and stated: *The opportunities that this will afford to students in the region will be multi-faceted. Sampson County is home to a number of global agribusiness entities that are finding themselves in need of well-trained employees in various areas of business and management.*
- The State Agricultural Education Leader/State FFA Advisor provided a letter of support for the proposed program and indicated: *Sampson County and southeastern North Carolina are fortunate to be the home of numerous companies and businesses that have thrived from the growing agribusiness industry. They can only survive if they can find qualified, educated employees – many of whom are raised locally and want to stay in their home communities.*

Impact of the Proposed Program on Other Programs: Eleven community colleges are approved to offer the Agribusiness Technology program. Three of these colleges (Bladen Community College, James Sprunt Community College, and Wayne Community College) are in counties contiguous to Sampson Community College's service area. **Bladen CC is supportive of the proposed program. James Sprunt CC initially disagreed with the impact assessment and was not supportive of the proposed program, however further discussion has resulted in support from James Sprunt CC for Sampson CC to see approval of the program. Wayne CC disagreed with the impact assessment but is supportive of Sampson CC seeking approval for the program.**

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:

These curriculum are 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. Agribusiness Technology: A program that 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):

Jennifer Frazelle
Director

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Wake Technical Community College
Electroneurodiagnostic Technology (A45320)**

Program Planning: Wake Technical Community College is seeking approval for the Electroneurodiagnostic Technology (A45320) program to begin Fall 2019. The planning area is defined as the college's service area of Wake County. All colleges were notified of the planning process for this program.

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

- According to the U.S. Bureau of Labor Statistics, Electroneurodiagnostic Technologists (EDT) are projected to increase 22% or 33,100 future job openings between 2012-2022.
- In Spring 2018, the college conducted a survey of 268 pre-allied health students enrolled in anatomy and physiology courses regarding their interest in an EDT program. Seventy-one percent of the students expressed interest in the field, with seventy percent expressing interest in completing a degree program in the discipline.
- The President at WakeMed submitted a letter of support and indicated: *"At WakeMed, we are deeply committed to recruiting and retaining exceptional clinical staff. Wake Tech has been an excellent partner in helping us to do so. We have no reservations hiring hundreds of Wake Tech nursing, imaging, pharmacy, lab and emergency medical technicians because of their proven track record of graduating well-prepared, skilled, capable workers. We have no doubt this will also be the case for the EDT program."*

- The President at Duke Raleigh Hospital submitted a letter of support and indicated: *“we offer many EDT (neurodiagnostic technician) opportunities across several settings... I realize the EDT Technology degree would help prepare students for positions in the Wake County area and beyond-the rapidly growing and aging population in our region is the main reason Wake Tech should add the EDT technology program to the curriculum offerings.”*
- The President at UNC Rex Healthcare wrote a letter of support and indicated: *“The projected growth of stroke, cerebrovascular disease and sleep disorder diagnostic complications in Wake County places UNC Rex at the forefront of demand for well-trained EDTs. Our technologists support the outpatient, inpatient, critical care, operating room, and homecare settings, providing comprehensive diagnostic testing, as well as, continuous intensive care monitoring of critical care patients.”*
- The Chief of the Division of Sleep and Epilepsy at UNC Hospital -Department of Neurology wrote a letter of support and indicated: *The clinical need for more individuals with these skills is growing with no clear pathway to meet these demands. At the UNC Department of Neurology and the Clinical Neurophysiology Laboratory, we are happy to help support this effort by being a clinical support site.”*
- The Director of Clinical Neurophysiology Labs at UNC Hospital wrote a letter of support and stated, *“There is a national shortage of technologists to fill pen positions in this field. There is also limited availability for educational opportunities or programs for students... The national credentialing exam has also made a movement forward to enhance the educational requirements of labor in the field by changing the minimum requirements for eligibility to be an associate degree or higher...Positions in the field are no longer eligible to take the exam if they only have on the job training.”*
- The Director & Associate Professor at UNC Chapel Hill/UNC Charlotte Neurodiagnostics and Sleep Science Department submitted a letter of support and indicated: *“As an educator, I believe the implementation of this program will be beneficial to laboratories across NC, and also provide a new pathway for EDT graduates to complete their associate degree; and transfer to UNC to complete a BS degree in Neurodiagnostics and Sleep Science.”* .

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

Wake Technical Community College. **All colleges approved to offer the program are in agreement with the impact assessment.**

Implementation of Collaborative Plan: Not Applicable

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

Curriculum Description as Designated on Curriculum Standard: *The Electroneurodiagnostic Technology curriculum is designed to provide students with the knowledge and skills to obtain recordings of patients' nervous system function through the use of electroencephalographic equipment and other electrophysiological devices. Course work includes communication skills with patients and healthcare personnel, taking appropriate patient histories, electrode application, documentation of patients' clinical status, electrical waveform recognition, management of medical emergencies, and preparation of descriptive reports for the physician. Graduates should qualify for the ABRET (American Board of Registration of EEG and EP Technologists) Exam and, working under the supervision of a qualified physician, may be employed by hospitals or private offices of neurologists and neurosurgeons.*

Contact(s):
Renee Batts
Associate Director

**STATE BOARD OF COMMUNITY COLLEGES
Curriculum Standard Hour Revision**

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

Catawba Valley Community College
Emergency Medical Science (A45340)

Pitt Community College
Advanced Medical Coding (Certificate) (C45530)

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Standard Revision

Catawba Valley Community College
Emergency Medical Science (A45340)

Request: The State Board of Community Colleges is asked to approve Catawba Valley Community College's request to revise the Emergency Medical Science (A45340) curriculum standard with an effective term of Spring 2019.

Proposed Revisions:

- Revise the curriculum core by making the following changes:
 - Add the following course as an option to the Anatomy & Physiology subject area:
 BIO 161 Intro to Human Biology
 - Remove the Terminology subject area.
 - Identify by an * the required courses for a diploma.

Note: The proposed curriculum standard revision includes revised courses presented to the Curriculum Course Review Committee (CCRC) on October 9, 2018. The revision of courses to the core resulted in a change of core hours from 40 SHC to 48-50 SHC for the diploma program. The revision of courses to the core resulted in a change of core hours from 49-52 to 48-50 for the associate degree program.

Rationale: The Emergency Medical Science Program Directors have designated additional core courses for the diploma to maintain compliance with the Office of Emergency Medical Services (OEMS) and the Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The recommendation to add an additional anatomy and physiology course to the required subject area will provide additional options for students at the diploma level. Removing medical terminology from the required section area of the core will allow colleges the flexibility to use it in other major.

Vote Results:

| | |
|---|----|
| Colleges approved to offer the program: | 33 |
| Colleges in favor of recommendations: | 31 |
| College opposed to recommendations: | 0 |
| Colleges that declined to vote: | 2 |

Contact(s):

Renee Batts
 Associate Director

PROPOSED

CURRICULUM STANDARD

Effective Term

Fall 2017

[2017*03]

Spring 2019

[2019*01]

Curriculum Program Title

Emergency Medical Science

Program
Code

A45340

Concentration

(not applicable)

CIP
Code:

51.0904

Curriculum Description

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

| | AAS | Diploma** | Certificate |
|---------------------------------|-----|-----------|-------------|
| Minimum General Education Hours | 15 | 6 | 0 |
| Minimum Major Hours | 49 | 30 48 | 12 |
| Other Required Hours | 0-7 | 0-4 | 0-1 |

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

Proposed**Major Hours**

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

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

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

Emergency Medical Science A45340

| | AAS | Diploma | Certificate |
|---|------------------|----------------|--------------------|
| Minimum Major Hours Required | 49 SHC | 30 SHC | 12 SHC |
| CORE (<i>Courses required for the diploma are designated with *</i>) | 49-52 SHC | 40 SHC | |

| | | | |
|---|------------------|------------------|--|
| <p>Required Course: * EMS 110 EMT 8 9 SHC</p> <p>Required Subject Areas: Anatomy & Physiology. Select one: * BIO 161 Intro to Human Biology 3 SHC <i>or</i> * BIO 163 Basic Anatomy & Physiology 5 SHC BIO 166 Anatomy and Physiology II 4 SHC BIO 169 Anatomy and Physiology II 4 SHC</p> <p>Terminology. Select one sequence: MED 120 Survey of Med Terminology I 2 SHC <i>or</i> MED 121 Medical Terminology I 3 SHC & MED 122 Medical Terminology II 3 SHC <i>or</i> OST 141 Med Office Terms I 3 SHC & OST 142 Med Office Terms II 3 SHC</p> <p>Required Subject Area: Advanced EMT/Paramedic (Choose one of the following sets)</p> <p>Advanced EMT EMS 120 Advanced EMT 6 SHC EMS 121 AEMT Clinical Practicum 2 SHC</p> <p>Paramedic * EMS 122 EMS Clinical Practicum I 1 SHC * EMS 130 Pharmacology 4 SHC * EMS 131 Advanced Airway Management 2 SHC * EMS 160 Cardiology I 2 3 SHC * EMS 220 Cardiology II 3 SHC * EMS 221 EMS Clinical Practicum II 2 SHC * EMS 231 EMS Clinical Practicum III 3 SHC * EMS 240 Patients with Special Challenges 2 SHC * EMS 241 EMS Clinical Practicum IV 4 SHC * EMS 250 Medical Emergencies 4 SHC * EMS 260 Trauma Emergencies 2 SHC * EMS 270 Life Span Emergencies 3 4 SHC * EMS 285 EMS Capstone 2 SHC</p> | <p>48-50 SHC</p> | <p>48-50 SHC</p> | |
| <p>B. CONCENTRATION (Not applicable)</p> | | | |
| <p>C. OTHER MAJOR HOURS To be selected from the following prefixes: BIO, CIS, CSC, EMS, EPT, HSC, MED, ODL, OST, PED, and WBL. Up to two semester hour credits may be selected from ACA. Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA</p> | | | |

**** This program is approved by the State Board of Community Colleges to exceed maximum standard hours for a diploma program [ref. 1D SBCCC 400.9 (c)].**

Approved by the State Board of Community Colleges on November 13, 1996; Revised 08/06/97, 10/15/99; Revised 01/29/01; Corrected 02/05/01; SBCC Revised 11/16/01; SBCC Revised 05/17/02; Corrected 03/09/04; Corrected 08/11/04; Corrected 04/12/05; SBCC Revised 09/21/07; SBCC Template Revised 10/17/08; Revised 05/04/11; SBCC Revised 11/15/13; Editorial Revision 09/22/14; Prefix Addition 08/01/15; CRC Revised 05/26/16; SBCC Revised _____.

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Standard Revision
Pitt Community College
Advanced Medical Coding (Certificate) (C45530)

Request: The State Board of Community Colleges is asked to approve Pitt Community College's request to revise the Advanced Medical Coding (Certificate) (C45530) curriculum standard with an effective term of Fall 2019.

Proposed Revisions:

- Revise the curriculum description.

- Remove the following course from the core:
 AMC 208 Advanced Medical Coding Lab II

- Add the following anatomy & physiology pick list to the core:
 BIO 165 Anatomy and Physiology I &
 BIO 166 Anatomy and Physiology II or

 BIO 168 Anatomy and Physiology I &
 BIO 169 Anatomy and Physiology II or

 BIO 163 Basic Anatomy & Physiology

- Add the following pick list to the core:
 BIO 271 Pathophysiology
 HIT 226 Principles of Disease

Rationale: The curriculum description limits the program to graduates of a Commission on Accreditation for Health Informatics and Information Management (CAHIIM) accredited health information program. The proposed additional courses will provide colleges the opportunities to offer the program to a greater student population that can enter the workforce as Advanced Medical Coders.

Vote Results:

Pitt Community College is the only college approved to offer the program.

Contact(s):

Renee Batts
Associate Director

PROPOSED CURRICULUM STANDARD

Effective Term

Fall 2017

Fall 2019

~~[2017*03]~~

[2019*03]

| | | | |
|--------------------------|---|--------------|--------------------------|
| Curriculum Program Title | Advanced Medical Coding (Certificate) (Diploma) | Program Code | C45530 D45XXX |
| Concentration | (not applicable) | CIP Code | 51.0707 |

Curriculum Description

The Advanced Medical Coding curriculum provides the didactic and clinical experience necessary to become competent credentialed coders.

Coursework includes reimbursement, advanced International Classification of Diseases-10th Revision-Clinical Modification/Procedure Coding System (ICD-10-CM/PCS), Current Procedural Terminology (CPT), and Healthcare Common Procedure Coding System (HCPCS).

Graduates may be eligible to take either of the Certified Coding Specialist exams: the Certified Coding Specialist and/or the Certified Coding Specialist-Physician Based (CCS/CCS-P).

Individuals entering this curriculum must be a graduate of a Commission on Accreditation for Health Informatics and Information Management (CAHIIM) accredited health information program hold a minimum of an associate's degree in a healthcare field or health informatics from a regionally accredited college or university.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

| | AAS | Diploma | Certificate** |
|---------------------------------|-----|---------|---------------|
| Minimum General Education Hours | 15 | 6 | 0 |
| Minimum Major Hours | 49 | 30 | 24 |
| Other Required Hours | 0-7 | 0-4 | 0 |

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

Proposed Major Hours

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

Advanced Medical Coding (~~Certificate~~ (C45530) (Diploma) (D45XXX)

| | AAS | Diploma | Certificate |
|--|---------------|---------------|-----------------|
| Minimum Major Hours Required | 49 SHC | 30 SHC | 24 SHC** |
| A. CORE | | 30 SHC | 24 |
| Required Courses: | | | |
| AMC 200 Health Information for Coders 2 SHC | | | |
| AMC 201 Legal and Compliance 2 SHC | | | |
| AMC 202 Coding for Reimbursement 2 SHC | | | |
| AMC 203 Intermediate ICD Diagnoses 3 SHC | | | |
| AMC 204 Intermediate ICD Procedures 3 SHC | | | |
| AMC 205 Intermediate CPT Coding 3 SHC | | | |
| AMC 206 Clinical Documentation 3 SHC | | | |
| AMC 207 Advanced Medical Coding Lab I 2 SHC | | | |
| AMC 208 Advanced Medical Coding Lab II 2 SHC | | | |
| AMC 209 Professional Practice Exp. 2 SHC | | | |
| | | | |
| BIO 271 Pathophysiology 3 SHC or | | | |
| HIT 226 Principles of Disease 3 SHC | | | |
| | | | |
| ANATOMY & PHYSIOLOGY Select one sequence: | | | |
| BIO 165 Anatomy & Physiology I 4 SHC & | | | |
| BIO 166 Anatomy & Physiology II 4 SHC or | | | |
| | | | |
| BIO 168 Anatomy & Physiology I 4 SHC & | | | |
| BIO 169 Anatomy & Physiology II 4 SHC or | | | |
| | | | |
| BIO 163 Basic Anatomy and Physiology 5 SHC | | | |
| | | | |
| B. CONCENTRATION (not applicable) | | | |

| | | | |
|---|--|--|--|
| <p>C. OTHER MAJOR HOURS <i>(not applicable)</i> <i>To be selected from the following prefixes: AMC, BIO, HIT, MED, and OST</i> <i>Up to two semester hour credits may be selected from ACA.</i> <i>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</i></p> | | | |
|---|--|--|--|

***This program is approved by the State Board of Community Colleges to exceed maximum standard hours for a certificate program. [ref. 1D SBCCC 400.95(d)]*

**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 4

Requesting College or Agency: Davidson County Community College

| Course ID | Course Title | Recommended Hours | Program Area | Tier Designation |
|------------------|------------------------------------|--------------------------|--------------------------|-------------------------|
| HEA 3227 | Children and Adolescents in Crisis | 48 | L30 – Health Occupations | 3 |

Description: This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.

Rationale:

Davidson County CC is partnering with The Dragonfly House and participating in an initiative called Project FORECAST (Foundations for Outreach through Experiential Child Advocacy Studies Training). The partnership that the agencies brings to the community is one that is powerful and compelling.

The Dragonfly House is a leader in the community for working with children ages birth through 17 who have experienced any form of abuse or trauma. In addition to the children, they also provide services for non-offending caregivers and siblings.

The Dragonfly House and other advocacy groups have a growing workforce that requires convenient, cost-effective training for staff across their service spectrum. This course supports the workforce needs of employers in this space of services, healthcare and intervention.

Request for New Course 2 of 4

Requesting College or Agency: Johnston Community College

| Course ID | Course Title | Recommended Hours | Program Area | Tier Designation |
|-----------|---------------------------|-------------------|--------------------------|------------------|
| SON 3000 | Foundations of Sonography | 16 | L30 – Health Occupations | 3 |

Description: This course is designed to provide prospective students with an overview of the sonography profession, academic necessities, clinical requirements and professional demands of a practicing clinical sonographer.

The course will include topics such as related medical terminology, professional environment and ethics, the history of ultrasound in medicine, sonographic specialties and an analysis of the role of the sonographer in patient care. Upon completion, the learner will be prepared to describe the role of a sonographer in the clinical setting and the various applications of diagnostic ultrasound in medicine.

Rationale:

This course provides a foundation for students who are considering a Sonography profession. It provides prospective students with an overview of the profession and the role of Sonographer in medicine.

Request for New Course 3 of 4

Requesting College or Agency: Office of State Fire Marshal / NCCCS

| Course ID | Course Title | Recommended Hours | Program Area | Tier Designation |
|-----------|-----------------------|-------------------|------------------------------|------------------|
| FIP 3636 | Pump Operations Block | 108 | R30 – Fire & Rescue Services | 3 |

Description: This certification-related course will present the Driver Operator with the knowledge, skills, and ability to satisfy key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications.

Individual courses included in this block are Pumps Introduction, Pumps Basic Operations, Pumps Maintenance & Testing, Pumps Sprinklers & Standpipes, Pumps Hydraulics, and Pumps Water Supply. FIP-3636 transfers as one block, in its entirety, to the Office of State Fire Marshal (OSFM). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact OSFM for details.

Request for New Course 4 of 4

Requesting College or Agency: Office of State Fire Marshal / NCCCS

| Course ID | Course Title | Recommended Hours | Program Area | Tier Designation |
|-----------|-------------------------|-------------------|------------------------------|------------------|
| FIP 3643 | Aerial Operations Block | 60 | R30 – Fire & Rescue Services | 3 |

Description: This certification-related course will present the Driver Operator with the knowledge, skills, and ability to satisfy key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications.

Individual courses included in this block are Aerial Introduction, Aerial Basic Operations, and Aerial Maintenance & Testing. FIP-3643 transfers as one block, in its entirety, to the Office of State Fire Marshal (OSFM). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact OSFM for details.

Rationale:

These block courses, requested by the Office of State Fire Marshal (OSFM) to align with testing options available to students, combine fire/rescue certification-related topics already taught through other FIP courses in the NCCCS Combined Course Library (CCL), as follows:

- **Pump Operations Block** combines FIP-3630 Pumps Introduction, FIP-3631 Pumps Basic Operations, FIP-3632 Pumps Maintenance & Testing, FIP-3633 Pumps Sprinklers & Standpipes, FIP-3634 Pumps Hydraulics, and FIP-3635 Pumps Water Supply.
- **Aerial Operations Block** combines FIP-3640 Aerial Introduction, FIP-3641 Aerial Basic Operations, and FIP-3630 Aerial Maintenance & Testing.

Contact:

Margaret Roberton
Associate Vice President
Workforce Continuing Education

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

- Roanoke-Chowan CC – Odom Correctional Institution
 - HOS-3072 Food Service Management
 - (Food Service Management)
 - HOS-3075 Food Service Sanitation/Safety
 - (Food Service Sanitation/Safety)

Contact(s):

Nate Humphrey

Director, Workforce Continuing Education – Training and Standards

Continuing Education and Basic Skills

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer. They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the 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 |
|--------------------------|-------------------------------|----------------------|----------------------|----------------------|--|----------------------|
| Roanoke-Chowan CC | Odom Correctional Institution | 4b | HOS-3072 | 3310 | Food Service Sanitation/Safety (Food Service Sanitation/Safety) | 40 |
| Roanoke-Chowan CC | Odom Correctional Institution | 4b | HOS-3075 | 3310 | Food Service Management (Food Service Management) | 396 |

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

The North Carolina Community College System Office is required to submit an annual report to the North Carolina General Assembly on curriculum program approvals and terminations. The attached is a report of curriculum approvals and terminations that were approved by the North Carolina State Board of Community Colleges during 2018.

Data from November 2018 has been included subject to approval by the State Board at the November 16, 2018 meeting. Any special program applications approved by the President during the month of December 2018 will be added to the data prior to sending the annual report to the North Carolina General Assembly.

Contact(s):

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



North Carolina Community College System

Curriculum Program Approvals and Terminations January - December 2018

Mr. Peter Hans
President

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



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Executive Summary

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

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

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

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

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

From January 2018 through December 2018, a total of **46** curriculum programs were approved and/or reported to the State Board of Community Colleges. Of the **46** approved programs, **44** programs were existing curriculum program titles, **2** programs were under **two** New-to-the-System program titles, and **0** were Level III Instructional Service Agreements.

The New to the System programs are:

Anesthesia Technology (A45330)

(One college received approval for this new program.)

Leadership Studies (A25830)

(One college received approval for this new program.)



Curriculum Program Terminations:

Per rule 1D SBCCC 400.95 (b), community colleges shall terminate a curriculum program when there has been 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. The college may request a one-year extension of the program upon justification of the potential for employment opportunities and student enrollment.

From January 2018 through December 2018, the North Carolina Community College System received program termination requests from **39** colleges. The colleges requested termination of one or more of their curriculum programs resulting in the termination of **73** curriculum programs system-wide.

Curriculum Program Approvals and Terminations



Curriculum Program Approvals by Type

Traditional Curriculum Program Applications

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

| | |
|---|----|
| New-to-the-System Curriculum Program Title Applications | 2 |
| Anesthesia Technology (A45330) | |
| Leadership Studies (A25830) | |
| Existing Curriculum Program Title Applications | 25 |

Subtotal: 27

Special Curriculum Program Applications (Abbreviated Process)

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

| | |
|--|----|
| Special Curriculum Program Applications..... | 19 |
|--|----|

Subtotal: 19

Instructional Service Agreements (Level III)

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

| | |
|--|---|
| Instructional Service Agreements (Level III) | 0 |
|--|---|

Subtotal: 0

Curriculum Program Approvals Total: 46

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

| | |
|---|----------|
| Alamance Community College | 1 |
| Agricultural Biotechnology (A20110) | |
| Asheville-Buncombe Technical Community College | 1 |
| Physical Therapist Assistant (2-year program) (A45620) | |
| Blue Ridge Community College | 1 |
| Nurse Aide (Certificate) (C45840) | |
| Caldwell Community College and Technical Institute | 1 |
| Practical Nursing (Diploma) (D45660) | |
| Carteret Community College | 4 |
| Associate in Engineering (A10500) | |
| Automotive Systems Technology (A60160) | |
| Diesel and Heavy Equipment Technology (A60460) | |
| Horticulture Technology (A15240) | |
| Central Carolina Community College | 1 |
| Collision Repair and Refinishing Technology (Diploma) (D60130) | |
| College of The Albemarle | 2 |
| Agribusiness Technology (A15100) | |
| Emergency Medical Science (A45340) | |
| Craven Community College | 1 |
| Aviation Management and Career Pilot Technology (A60180) | |
| Durham Technical Community College | 1 |
| Anesthesia Technology (A45330)* | |
| Edgecombe Community College | 1 |
| Agribusiness Technology (A15100) | |
| Fayetteville Technical Community College | 1 |
| Leadership Studies (A25830)* | |
| Isothermal Community College | 2 |
| Dental Assisting (Diploma) (D45240) | |
| Human Services Technology (A45380) | |
| Johnston Community College | 1 |
| Applied Engineering Technology (A40130) | |
| Lenoir Community College | 1 |
| Agriculture Education (A15330) | |
| Martin Community College | 1 |
| Nurse Aide (Certificate) (C45840) | |
| Piedmont Community College | 1 |
| Agribusiness Technology (A15100) | |
| Rockingham Community College | 1 |
| Manufacturing Technology (A50320) | |
| Rowan-Cabarrus Community College | 2 |
| Automotive Light-Duty Diesel Technology (Diploma) (D60430) | |
| Mechatronics Engineering Technology (A40350) | |
| Sampson Community College | 1 |



Agribusiness Technology (A15100)
Wake Technical Community College..... 1
Electroneurodiagnostic Technology (A45320)
Wayne Community College..... 1
Swine Management Technology (A15150)

Total**27**

**New to the System Program*

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

| | |
|---|-----------|
| Alamance Community College | 1 |
| Criminal Justice Technology/Forensic Science (A5518C) | |
| Asheville-Buncombe Technical Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Blue Ridge Community College | 1 |
| Nurse Aide (Diploma) (D45970)** | |
| Caldwell Community College and Technical Institute | 2 |
| Industrial Systems Technology (A50240) | |
| Welding Technology (A50420) | |
| Central Piedmont Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Cleveland Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Coastal Carolina Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Durham Technical Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Fayetteville Technical Community College | 1 |
| Entrepreneurship (A25490) | |
| Gaston College | 1 |
| Human Services Technology/Substance Abuse (A4538E) | |
| Haywood Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Montgomery Community College | 1 |
| Associate in General Education—Nursing (A1030N) | |
| Sampson Community College | 1 |
| Supply Chain Management (A25620) | |
| Sandhills Community College | 1 |
| Associate in Fine Arts in Theatre (A10800) | |
| Stanly Community College | 2 |
| General Occupational Technology (A55280) | |
| Human Services Technology/Substance Abuse (A4538E) | |
| Tri-County Community College | 2 |
| Associate in General Education—Nursing (A1030N) | |
| Human Services Technology/Substance Abuse (A4538E) | |
| Total | 19 |

**Represents a new-to-the-system program*

***Represents a program major under the Health Science: Therapeutic and Diagnostic Services curriculum standard which requires that the college already have approval for the primary curriculum program. These program majors provide a foundation for success in nursing and the allied health programs and increase the individual's successful completion of Health Science*

programs while providing the graduate with the skills needed for an entry-level job in health care.

Curriculum Program Terminations by Community College

| | |
|---|----------|
| Alamance Community College | 1 |
| General Occupational Technology (A55280) | |
| Asheville-Buncombe Technical Community College | 5 |
| Cardiovascular Sonography (A45160) | |
| Central Sterile Processing (Certificate) (C45180) | |
| Practical Nursing (Diploma) (D45660) | |
| School-Age Education (A55440) | |
| Therapeutic Massage (A45750) | |
| Beaufort County Community College | 2 |
| Diesel and Heavy Equipment Technology (A60460) | |
| Electrical Systems Technology (A35130) | |
| Blue Ridge Community College | 2 |
| Air Conditioning, Heating, and Refrigeration Technology (A35100) | |
| Esthetics Instructor (Certificate) (C55270) | |
| Brunswick Community College | 4 |
| Associate in General Education (A10300) | |
| General Occupational Technology (A55280) | |
| Nurse Aide (Certificate) (C45840) | |
| Office Administration (A25370) | |
| Caldwell Community College and Technical Institute | 1 |
| Medical Assisting (Diploma) (D45920)** | |
| Cape Fear Community College | 1 |
| Real Estate (A25400) | |
| Carteret Community College | 1 |
| Healthcare Business Informatics (A25510) | |
| Central Piedmont Community College | 1 |
| Truck Driver Training (Certificate) (C60300) | |
| Coastal Carolina Community College | 2 |
| Criminal Justice Technology/Financial Crime/Computer Fraud (A5518B) | |
| Nurse Aide (Certificate) (C45840) | |
| College of The Albemarle | 1 |
| Marine Science (A15310) | |
| Durham Technical Community College | 2 |
| School-Age Education (A55440) | |
| Sustainability Technologies (A40370) | |
| Edgecombe Community College | 2 |
| Cyber Crime Technology (AA55210) | |
| Mechanical Drafting Technology (A50340) | |
| Fayetteville Technical Community College | 2 |
| General Occupational Technology (A55280) | |
| Nuclear Medicine Technology (A45460) | |
| Gaston College | 1 |
| Nuclear Technology (A50460) | |

| | |
|---|----------|
| Guilford Technical Community College | 2 |
| Furniture Upholstery (Diploma) (D50220) | |
| Nurse Aide (Certificate) (C45840) | |
| Halifax Community College | 2 |
| Advertising and Graphic Design (A30100) | |
| Paralegal Technology (A25380) | |
| Isothermal Community College | 1 |
| Associate in General Education (A10300) | |
| Lenoir Community College | 3 |
| Aerostructure Manufacturing and Repair Techology (A50450) | |
| Esthetics Technology (Certificate) (C55230) | |
| Sustainability Technologies (A40370) | |
| Montgomery Community College | 1 |
| Emergency Medical Science (A45340) | |
| Pamlico Community College | 1 |
| Human Services Technology/Gerontology (A4538B) | |
| Piedmont Community College | 2 |
| Historic Preservation Technology (A35110) | |
| Human Services Technology/Social Services (A4538D) | |
| Pitt Community College | 1 |
| Alternative Transportation Technology (Diploma) (D60420) | |
| Randolph Community College | 3 |
| Alternative Transportation Technology (Diploma) (D60420) | |
| Central Sterile Processing (Certificate) (C45180) | |
| Office Administration (A25370) | |
| Robeson Community College | 1 |
| Medical Assisting (A45400) | |
| Rowan-Cabarrus Community College | 2 |
| Health and Fitness Science (A45630) | |
| Therapeutic Massage (A45750) | |
| Sampson Community College | 1 |
| Horticulture Technology (A15240) | |
| Sandhills Community College | 1 |
| Polysomnography (A45670) | |
| South Piedmont Community College | 1 |
| Therapeutic Massage (A45750) | |
| Southeastern Community College | 2 |
| Agricultural Biotechnology (A20110) | |
| Sustainable Agriculture (A15410) | |
| Southwestern Community College | 2 |
| Computed Tomography & Magnetic Resonance Imaging Technology (Diploma) (D45200) | |
| Manicuring/Nail Technology (Certificate) (C55400) | |
| Stanly Community College | 2 |
| Industrial Systems Technology (A50240) | |
| Manicuring/Nail Technology (Certificate) (C55400) | |



Surry Community College 1
 Entrepreneurship (A25490)

Tri-County Community College 2
 Entrepreneurship (A25490)
 Hospitality Management (A25110)

Wake Technical Community College 1
 Surgical Technology (A45740)

Wayne Community College 1
 Sustainability Technologies (A40370)

Western Piedmont Community College 5
 Nurse Aide (Certificate) (C45840)
 Nurse Aide (Diploma) (D45970)**
 Phlebotomy (Certificate) (C45600)
 Phlebotomy (Diploma) (D45950)**
 Sustainability Technologies (A40370)

Wilkes Community College 5
 Electronics Engineering Technology (A40200)
 Emergency Medical Science (Diploma) (D45910)**
 Infant/Toddler Care (Certificate) (C55290)
 Medical Assisting (Diploma) (D45920)**
 Paralegal Technology (A25380)

Wilson Community College 2
 Fire Protection Technology (A55240)
 Mechanical Engineering Technology (A40320)

Total Program Terminations 73

1D SBCCC 400.95(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.

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

Appendices

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|------------------------------------|---|
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| Carteret CC | Associate in Engineering (A10500) | <ul style="list-style-type: none"> The program will enhance the workforce of North Carolina, and will provide educational and training opportunities consistent with the mission of the college. The college has assessed the need for the program and the facilities and resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the facilities and resources available to the college. The college has evidence of sufficient student demand to offer the program and will provide master's credentialed faculty for each course provided under the Associate in Engineering degree. |
| College of The Albemarle | Emergency Medical Science (A45340) | <ul style="list-style-type: none"> According to the US Bureau of Labor and Statistics, the national employment growth rate for Emergency Medical Technicians (EMTs) and Paramedics is expected to increase by 26% from 2014 to 2024. In January 2017, the Northeastern Workforce Development Board, utilizing Economic Modeling Specialist Inc., estimated a growth of 29.5% for EMS workers in the region, inclusive of northeast NC and southeastern Virginia, which encompasses the employment market for COA graduates. COA surveyed local employers and determined a strong interest for an EMS curriculum program. Employers indicated currently there are over sixty-five job openings (paid and volunteer) and over the next two years they anticipate one hundred and eight-five job openings. COA surveyed students enrolled at COA, local high schools, and community members. One hundred and thirty-four respondents (68%) indicated they were interested in the EMS program. Of the respondents, thirty-six paramedics through continuing education indicated they were interested in obtaining their associate degree. COA is planning to offer a Career and College Promise pathway for high school students that results in certification and college credit as EMTs. COA received letters of support from the Chief at Gates County Rescue & EMS, the Chair of the Gates County Board of Commissioners, the Chief at Chowan County EMS, and the Director of Perquimans County Emergency Services. |
| Piedmont CC | Agribusiness Technology (A15100) | <ul style="list-style-type: none"> Graduates of the program will be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center which will provide business counseling, seminars and workshops. It is estimated that by 2024, North Carolina will see an increase in job openings specifically for Agricultural and Food Science Technicians by 3% and Agricultural Equipment Operators by as much as 12% (NC Occupational Trends 2014-2024) In 2012, Caswell County farms employed 877 workers making up 16.4% of county employment. (2012 Census of Agriculture Caswell County. If approved for the program, PCC plans to pursue bilateral agreements with North Carolina State University and North Carolina Agricultural and Technical State University. |

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| Piedmont CC | Agribusiness Technology (A15100) (Continued...) | <ul style="list-style-type: none"> • If approved for the program, PCC plans to provide a Career and College Promise pathway. • Both Person and Caswell counties have very active Future Farmers of America (FFA) programs. The middle school chapter of FFA in Caswell county is one of the most active middle school FFA chapters in North Carolina. The high school chapter in Person county has been established for over thirty years and currently has over fifty members. • Caswell County Schools provide agriculture education opportunities to students at their traditional high schools. They currently have estimated enrollment of 360 students in these programs and most of these students participate in the Future Farmers of America activities and events. • The Bureau of Labor Statistics predicts that agricultural workers may find opportunities at smaller farms that sell their products directly to consumers through venues such as farmer markets. These direct-to-consumer farms have grown in popularity. • The average age of the principal owner of farms in Caswell County is over 59 years in age. Both landowners and their children are interested in learning about options that will make it feasible to hold onto their land and for the next generation to farm profitably. (Caswell County Farmland Protection Plan) • According to the US Department of Agriculture, half of all current farmers in the United States are likely to retire in the next decade. • Agriculture is a significant driver of the economy in Caswell County with over \$40,535,495 in agriculture production receipts realized in 2014. (NC Agricultural Statistics 2015) • The Director of Academic Programs at the College of Agriculture and Life Sciences at North Carolina State University expressed support for the program and stated that one of the limitations for agriculture has been an insufficient number of well-trained employees. Implementing this new program will increase the number of people going into the field of agriculture and enhance the economic opportunities for Caswell county residents. • The Associate Dean for Academic Studies at NC Agricultural and Technical State University indicates that: This program is relevant to the current needs of not only the communities served by Piedmont Community College, but its surrounding areas, and the State of North Carolina in general. Implementing this new program will enhance the community's health and wellness as well as increase economic development opportunities for these residents. • The owner of Baldwin Family Farms in Yanceyville indicates the program will allow for a new generation of farmers to enter into the agriculture industry while earning their degree and networking in Caswell County. • The Piedmont Progressive Farmers Group (PPFG) is a nonprofit cooperative of farmers which strongly supports the proposed program. The President of PPFG states that: Offering an agriculture degree in Caswell will help build new generations of farmers while retraining and equipping our current farmers to expand their work in the Ag industry. |

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| Wayne CC | Swine Management Technology (A15150) | <ul style="list-style-type: none"> • The US Department of Agriculture projects a five percent growth in employment opportunities in food, agriculture, renewable natural resources and environment occupations between 2015 and 2020 for graduates. • If approved for the program, WCC plans to provide a Career and College Promise pathway. • Wayne County public schools have a very active Future Farmers of American program with participants that would be able to pursue their interest with the proposed program. • According to the US Department of Agriculture, half of all current farmers in the United States are likely to retire in the next decade. • Goldsboro Milling Company, one of the largest swine producers in the United States, has specifically asked for this program to help supply swine farm managers to assist with replacing an aging workforce. • The Wayne County Cooperative Extension Livestock agent is supportive of the program and indicated that: The swine industry is a major component of agriculture here in NC and Wayne county. It is essential to our local economy. Training and educating prospective agriculture workers on swine management is vital to continuing the industry here in Wayne County. • The President of the Wayne County Farm Bureau stated that: Adding a swine management technology degree program will enhance agriculture and create jobs in Wayne County. • The Wayne County Cooperative Extension Director is supportive of the program and stated the following: With livestock, more importantly swine, being a major industry in our local economy, as well as NC, training young and older adults to be competitive in this work force is vital. • The President and Executive Director of the Wayne County Chamber of Commerce noted that Wayne County's history is deeply rooted in agriculture which remains the largest economic engine in our county. With an aging population of farmers and agriculture producers, it is critical to educate the next generation of producers. • The General Manager of the Wayne County Livestock Development Association noted that: Wayne County is ranked fourth in hog production for our state. Livestock production and agribusinesses contribute heavily to our county's economy. Livestock production farms and agribusinesses in our community have a need for trained and qualified graduates. • The Industry Manager of the Wayne County Development Alliance is supportive of the program and stated: The swine industry continues to be a huge economic driver for Wayne County and anything we can do as a business community to support it will definitely benefit our entire community. |

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| February 17, 2018 (Continued) | | |
| Wayne CC | Swine Management Technology (A15150) (Continued...) | <ul style="list-style-type: none"> The Director of the North Carolina Pork Council is supportive of the proposed program and stated: Six of the top 30 pork production companies have a presence here in NC and five of them make North Carolina their home base. This would be an exciting development for these companies. The specialized classes within this program will go a long way toward providing a skilled workforce for our industry as well as providing our young people with jobs that will enable them to stay in our communities and raise their families here. |
| March 16, 2018 | | |
| Blue Ridge CC | Nurse Aide (Certificate) (C45840) | <ul style="list-style-type: none"> Currently, BRCC offers Nurse Aide training through continuing education. BRCC's Associate Degree Nursing program requires certification as a Nurse Aide I (CNA I) as part of the application eligibility criteria. The demand for nurse aides in the area has grown exponentially in the last few years. An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and state-wide. Employment of nurse aides is expected to grow as the baby-boomer population ages. Between 2012 and 2022, the NC Commerce Occupational Outlook has projected a 33.5% increase in jobs for Nurse Aides, Psychiatric Aides and Home Health Aides. Henderson and Transylvania Public Schools systems are interested in the Nurse Aide program being available as a Career and College Promise pathway for their students. Letters of support for the program were submitted to BRCC by the Chief Academic Officer of the Transylvania County Schools and the Principal at Davidson River School. Once BRCC receives approval for the Nurse Aide certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Nurse Aide pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable NCC to develop a Career and College Promise (CCP) pathway for high school students. |
| April 20, 2018 | | |
| Carteret CC | Automotive Systems Technology (A60160) | <ul style="list-style-type: none"> Data from the U.S. Bureau of Labor Statistics suggests a 6% growth in the number of automotive technology jobs over the next ten years. Carteret County commissioned a 2017 Strategic Development Plan to guide its economic development over the next five years. The data indicated that there were 86 automotive technician jobs in the county in 2016. Various job search engines (Monster, Indeed, Glassdoor, and Simplyhired) indicated that there were currently 28 automotive technician jobs available in Carteret County. The median pay for automotive service technicians and mechanics is \$38,470/year or \$18.50/hour based on the 2016 census. Carteret Community College has successfully offered automotive courses their through continuing education program at a facility the college recently acquired and fitted for the program. |

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| Carteret CC | Automotive Systems Technology (A60160) (Continued...) | <ul style="list-style-type: none"> The college has worked with West Carteret High School to begin a Career and College Promise program, based on their receiving approval, where they would offer automotive courses at the high school's currently unutilized automotive shop. Local automotive service facilities including Parker GM and Honda, Kurtis Chevrolet, Mike Tolar Automotive indicated a need to hire and train service technicians. The college expects that additional need will come from the two dozen or so local, independent automotive service shops and inspection stations, as well. Many of skill sets associated with automotive technology have crossover value within the automotive collision and truck repair industries. Graduates of the program will be able to pursue entrepreneurial opportunities that exist for individuals who do mobile repair or repair from home-based enterprises. The Service Director at Lookout Ford submitted a letter of support and stated: We currently have a shortage of certified automotive technicians in Carteret County and this program could help alleviate this problem. The Operations Director at Kurtis Chevrolet submitted a letter of support and stated: I know this program will fill a great need in our county and our community. I know how important it is to have certified and trained automotive technicians. I am confident that this program can only enhance the skills of existing employees and provide a pool of highly-qualified applicants to fill future job vacancies in a growing market. |
| Carteret CC | Horticulture Technology (A15240) | <ul style="list-style-type: none"> Carteret County is a rural resort/retirement community. With the growth of new subdivisions, tourism, and renter-occupied housing in Carteret County, which increases from a year-round population of 68,000 to a summertime population of 140,000 residents, the need for skilled landscape and lawn technicians, designers, and managers will likewise increase. For the period 2010-2021, the annual growth rate of housing units is expected to increase more in Carteret County (1.3%) than in North Carolina (1.2%) or in the United States (.8%). Most of these homes are high-end properties with landscaping needs. There are entrepreneurial opportunities for graduates which the college will support through their Small Business Center. The college plans to pursue Career and College Promise pathways for high school students if approved for the program. The college plans to pursue bilateral agreements with senior institutions if approved for the program. North Carolina State University offers several horticulture degrees that would lend themselves to an agreement. The college has an existing greenhouse which will serve as a functional base for lab operations for the proposed program. |

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| Carteret CC | Horticulture Technology (A15240) (Continued...) | <ul style="list-style-type: none"> The job outlook indicates that statewide Landscaping and Grounds keeping workers employment opportunities will grow by 1.2% over the period of 2014-2024. The growth for first line supervisors of landscaping, lawn service, and greens-keeping workers is 1.1% during the same period. (NC Department of Commerce). Employment of grounds maintenance workers is projected to grow 10% from 2016 to 2026, faster than the average for all occupations. (US Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook). A survey of local students at the three high schools indicate that 19% of the responders (172) have an interest in Horticulture Technology as a field of study. A survey of the local Chamber of Commerce members indicates that 81.9% of the members saw a need for a Horticulture Technology program at Carteret CC. The Career and Technical Education Director of the Carteret County Public School (CCPS) System provided a letter of support for the proposed Horticulture program. There are approximately 493 students enrolled in CCPS agriculture and horticulture courses. The Director stated that the ability to allow students to continue their post-secondary education would be a benefit to the students and to our rural county. The owner of Pullmann's Landscape Associates submitted a letter of support for the proposed program and stated: This training will enhance the skills of existing employees and provide a better pool of qualified applicants for our upcoming job vacancies. The owner of Seventy West Landscape Yard and Garden submitted a letter of support for the proposed program and stated that the program will be extremely beneficial to landscaping and turf grass management businesses in Carteret County. |
| Durham Technical CC | Anesthesia Technology (A45330)* | <ul style="list-style-type: none"> DTCC in partnership with the University of North Carolina Chapel Hill (including UNC School of Medicine and UNC Healthcare) developed the proposed Anesthesia Technology (AT) curriculum. The goal of the program is to prepare students to "anticipate the needs of the patient and provider, according to the surgical requirements, procedure, or circumstance." (www.asatt.org) The proposed program will prepare students to be eligible to sit for the American Society of Anesthesia Technologists and Technicians (ASATT) National Certification Examination. The ASATT has identified anesthesia technology as a growing allied health profession. Nationally, the profession is noted as having a Bright Outlook" (www.oneonline.org) and as a new and emerging profession. Projected growth for 2014-2024 is fourteen percent with an estimation of 50,000 jobs annually. |

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| Durham Technical CC | Anesthesia Technology (A45330)* (Continued...) | <ul style="list-style-type: none"> To determine local need, hospitals in and surrounding DTCC's service area were contacted. Initial reports from the hospital indicate three to fifteen percent of their current AT staff hold the certification. All agencies report that they are moving to require this credential. The agencies also report that their workforce is down by at least ten percent and all noted plans to expand their AT workforce. There are approximately 156 open AT positions across the state. Currently, there are only seven approved curricula AT programs in the country. Those institutions are located in Illinois, Arkansas, California, Washington, Florida, New York, and Wisconsin. * The projected salary for a Certified AT is \$36,000 to \$55,000 per year. (www.asatt.org) |
| Rowan-Cabarrus CC | Automotive Light-Duty Diesel Technology (Diploma) (D60430) | <ul style="list-style-type: none"> Data from the U.S. Bureau of Labor Statistics suggests 5-9% growth in the number of diesel technician jobs over the next ten years with 12% growth expected to occur in the Southwest Prosperity Region. There were 102 job openings within the Southwest Prosperity Region advertised online through NCWorks under the category of Bus and Truck and Diesel Engine Specialists. The annual median pay for diesel technicians is \$45,170 for individuals possessing some level of formal technical training along with personal technical expertise. The college was awarded a Golden Leaf grant funds that have been utilized to purchase appropriate equipment required to implement the program. The college also received a letter of support from the Golden LEAF Foundation in support of the Light-Duty Diesel program that reinforced the need for qualified technicians to support the network of over 230 automotive dealers and repair shops in Cabarrus County. The college will offer a Career and College Promise program pathway for automotive light-duty diesel to local high schools that has already found success in the college's traditional automotive program. 24 Students expressed interest in the LDD program. Many of skill sets associated with automotive light-duty diesel technology have crossover value within the heavy truck industry, RV industry, portable back-up generator industry, and agricultural equipment industry. Graduates of the program will be able to pursue entrepreneurial opportunities that exist for individuals interested in developing small business opportunities. |
| Rowan-Cabarrus CC | Mechatronics Engineering Technology (A40350) | <ul style="list-style-type: none"> Data from the Bureau of Labor Statistics suggests 4% growth in the number of electro-mechanical technician jobs over the next ten years. NCWorks indicates 5-9% growth for engineering technician jobs in North Carolina within manufacturing production. Within R-CCC's service area there are an estimated thirty positions available. The annual median pay for mechatronic engineering technicians is \$54,480/year for individuals possessing an associate's degree. The college was awarded a Golden Leaf grant funds that have been utilized to purchase appropriate equipment required to implement the program. |

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| Rowan-Cabarrus CC | Mechatronics Engineering Technology (A40350) (Continued...) | <ul style="list-style-type: none"> Trelleborg, Southeastern Packaging, Carolina Color and Galvan Industries have committed to the college's apprenticeship program. The apprentice program will use some of the equipment and curriculum components from Mechatronics such as Hydraulics/Pneumatics, PLCs, electrical theory and troubleshooting. The college has worked with Salisbury High School and Kannapolis City Schools to create a Career and College Promise program pathway in mechatronics engineering technology; having identified students and secondary programs that will funnel students into R-CCC's degree program. Many of skill sets associated with mechatronics engineering technology have crossover value within not only manufacturing production, but also maintenance and repair industries that have automation, electrical, mechanical, and process control components. East Carolina University offers a Bachelor in Science in Industrial Technology (BSIT) transfer program for students awarded an Associate in Applied Science degree in an engineering field and is considered a 2 + 2 program. Graduates of the program will be able to pursue entrepreneurial opportunities that exist for individuals interested in developing small business opportunities. |
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| Central Carolina CC | Collision Repair and Refinishing Technology (Diploma) (D60130) | <ul style="list-style-type: none"> The NC Department of Commerce suggests that local job demand for collision repair and refinishing technicians in the Triangle South Workforce Development region will increase by an estimated 22% through 2026. The NC Labor and Analysis Division estimates a state-wide increase of 10% in annual job openings. U.S. Department of Labor estimates a 13% increase, nationally, with 48,100 job openings. The college currently operates successful Automotive Restoration and Automotive Systems Technology programs that contain equipment, such as a spray booth, mixing equipment, ventilation equipment, tools, and automotive software, that can be shared across programs. Core coursework is also common across these programs. The college will offer the diploma program in a newly renovated West Harnett Center transportation facility. CCCC has developed Career and College Promise pathways for the various transport programs with good collaboration from the local school systems as well as strong student interest in the programs. A letter of support has been provided from Harnett County Schools. Letters of support were received by the college from Tramway Auto Body and Godfrey Body Shop Collision repair work is very supportive of self-employment opportunities, insurance estimating work, and job opportunities across diverse transportation sectors including heavy trucks, agricultural equipment, aircraft, motorcycles, boats and recreational vehicles. |

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| College of The Albemarle | Agribusiness Technology (A15100) | <ul style="list-style-type: none"> • There are entrepreneurial opportunities for graduates which the college will support through their Small Business Center. Future business owners can secure information they need for success, including advice on marketing, sales, bookkeeping, and management. • If approved for the program, COA will pursue devolvement of a Career and College Promise pathway for high school students. • If approved for the program, COA will pursue a bilateral agreement with North Carolina State University and the University of Mount Olive. • The Albemarle region is keeping pace with growth seen at the national level of 3.7%+ and state level of 2.4%+ in Agri-Business. While fewer crop production jobs are anticipated, it is expected that growth will occur in wholesale equipment and in contract work with farms. (Northeastern Workforce Development Board) • There is a strong representation of Future Farmers of America within the college's service area. There are 390 enrolled student members within the region. • There is an aging agriculture workforce. The average age of principal farm operators in North Carolina is 58.9 years old. (US Department of Agriculture 2017 State Agriculture Overview). The proposed program will provide an opportunity to educate the next generation. • The Interim President of the Elizabeth City Area Chamber of Commerce submitted a letter of support and indicated that: the proposed program will satisfy our region's high demand for education and jobs in this field. • The Branch Manager of AgCarolina Farm Credit provided a letter of support and indicated that: It is imperative that we meet the needs of Agriculture through providing an educational opportunity for our local students. • The Director of the Elizabeth City Economic Development Commission submitted a letter of support and stated: The program would lay the foundation for agriculture-based entrepreneurialism, agribusiness growth and development, and a trained agribusiness workforce to meet existing industry needs. • The Agriculture Agent for Pasquotank County (NCSU) provided a letter of support and stated: Agriculture is the number one industry in North Carolina at \$84 billion dollars as well as the leading industry for the counties where the College of The Albemarle student base comes from. It is for that reason, the agricultural business program, at the College of The Albemarle would be important in providing well trained employees. • The Director of the Northeastern Workforce Development Board submitted a letter of support and stated: Preparing a workforce for jobs in this industry is vital for our region. In addition to a generally strong job outlook in the fields of farm management, support occupations for animal production and forestry, farm and garden machinery and equipment merchant wholesalers, this industry offers above average wages ranging from annual salaries of \$30,000- \$56,000. Thus, the economic impact of an Agribusiness Technology Degree program holds promise for the emerging and existing businesses and job-seekers of Northeastern NC. |

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| Craven CC | Aviation Management and Career Pilot Technology (A60180) | <ul style="list-style-type: none"> The U.S. Bureau of Labor Statistics suggests that employment opportunities for pilots, co-pilots, and flight engineers will increase by 5% over the next 20 years. Average wages for commercial pilots are estimated at \$77,200 annually. State wages for airline pilots, co-pilots, and flight engineers are \$97,300 annually. According to the Boeing 2016 Pilot Outlook study, nationally there will be 112,000 pilots between 2016 and 2035 with 30,000 expected to retire by 2026 due in part to age restriction limit for pilots for their pilot license which limits their employment to 65 years of age. Craven Community College is one of four community colleges offering Aviation Systems Technology. The addition of the pilot and management program would supplement the existing program which currently finds support due to the college's direct proximity to the MCAS Cherry Point and Fleet Readiness military facilities. The Airport Authority, local industry, military veterans, and potential employers were very supportive of the program. There are limited programs of this nature in operation across the state. The program would be supportive of the overall objectives of the North Carolina Aviation Development Task Force as outlined in its 2016 report entitled Propelling North Carolina's Economy Through Aviation including providing support for the recent increased use of drones and growing market for that emerging industry. CCC received letters of support from Coastal Carolina Regional Airport, the City of Havelock, the City of New Bern, and Economic Development for Craven County. The college surveyed students and potential students at the local high schools (Havelock, New Bern, West Craven) and MCAS Cherry Point through the office of Professional & Personal Development. Approximately 14-18 students are expected to enroll in the program. |
| Johnston CC | Applied Engineering Technology (A40130) | <ul style="list-style-type: none"> Data from the U.S. Bureau of Labor Statistics suggests positive growth in the number of available engineering technician jobs over the next ten years including a 3.15% statewide increase and 6.1% regional increase that includes Johnston County. Recent expansions to Novo Nordisk (\$1.2 billion economic investment), Grifols, Caterpillar, and OPW have resulted in the addition of nearly 1,000 jobs to the county including many positions related to facility maintenance and advanced manufacturing and automation processes that would be included within the program. The college currently has a very successful pre-apprenticeship with Caterpillar that utilizes the Industrial System Technology (IST) program. Caterpillar has provided a letter of support in favor of the college transitioning from the IST program to the Applied Engineering Technology programs which more appropriately labels the type of content that the company believes is supportive of their industry. The college surveyed employment need for graduates within a ten-mile radius of Johnston County for engineering technician positions indicating 65 available positions. |

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| Johnston CC | Applied Engineering Technology (A40130) (Continued...) | <ul style="list-style-type: none"> The annual median pay for general engineering technicians is \$54,000/year for individuals possessing an associate's degree. Mean wages for jobs at Novo-Nordisk's new plant will average \$68,420. The college currently runs an unduplicated headcount of 46 students within the IST program that is transitioning to Applied Engineering Technology. The college will utilize existing facilities and faculty for the new program. JCC has already established a high school IST pathway at Johnston County Career and Technical Leadership Academy (CTLA Early College) that will bring enrollment numbers up to approximately 76 students. |
| Lenoir CC | Agriculture Education (A15330) | <ul style="list-style-type: none"> The college is currently approved for the Sustainable Agriculture program which they offer to both the traditional student and Career and College Promise students. The current Sustainable CCP pathway will also provide a pathway of related courses for students who would like to pursue the proposed program. If approved for the program, LCC will pursue bilateral agreements with North Carolina State University, the University of Mount Olive and North Carolina Agricultural and Technical State University. Since Lenoir CC already has approval for the Sustainable Agriculture and the Horticulture programs, many of the resources (three greenhouses, livestock facilities, equipment and a land lab) are already in place. In searching for jobs related to agriculture education, the college discovered 155 job openings within the field for North Carolina (Indeed.com). Fourteen of these positions were located within fifty miles of LCC's main campus. There is a strong representation of Future Farmers of America within the college's service area. There are 390 enrolled student members within the region. Lenoir CC surveyed 227 of their regional high school students and college students who are currently taking agriculture or horticulture courses. Sixty-four of these students indicated an interest in the proposed program. The County Extension Director, NC Cooperative Extension, Lenoir County Center submitted a letter of support and indicated: The establishment of a local and regional Agriculture Education program will open doors for so many interested students unable to attend larger universities in other locations. There would be many opportunities for students to work with the Cooperative Extension Service, the School Systems, Agriculture Producers and Businesses as well as a variety of community-based organizations. The Eastern Region Agricultural Education Coordinator, NC State University, submitted a letter of support and indicated: There is a great need for more agriculture education teachers in our state. As of July 1, 2017, there are 10 positions in eastern North Carolina that are vacant and have no prospects for hire. With the increase in middle school agriculture programs, our demand for more teachers with an agriculture background increases even more. |

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| Lenoir CC | Agriculture Education (A15330) (Continued...) | <ul style="list-style-type: none"> The retired Eastern Region Agricultural Education Coordinator submitted a letter of support for the proposed program and stated: Since 1996, the number of teachers teaching Agricultural Education in the southeast region of North Carolina has doubled. During this same time, the number of students graduating from the traditional four-year institutions in North Carolina who prepare students to become agriculture teachers has remained constant. This has created such a critical shortage that in the area of North Carolina from I95 to the coast, there is an annual need of more than 40 agricultural teachers. By offering a two-year transfer program in agricultural education, LCC could be a tremendous help in filling the agriculture teacher shortage. |
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| Alamance CC | Agricultural Biotechnology (A20110) | <ul style="list-style-type: none"> The college is currently approved for the Biotechnology and Horticultural Technology programs. The current programs are a natural connection to the proposed program and will provide opportunities for integration of curricula, sharing of assets and optimization of resources. ACC's Biotechnology Center of Excellence is a newly developing initiative with a focus on student success and partnerships. The proposed Agricultural Biotechnology will be linked to the Center. North Carolina is one of the leading states in Bioscience opportunities. Over 9,300 North Carolinians work in the Agricultural Biotechnology sector. There are currently 100 companies in North Carolina that focus on Agricultural Biotechnology, five of which are located in Alamance County. Another 78 companies are located in the immediate region (Triad and Triangle). In addition, there are approximately 732 individually owned farms in Alamance County covering nearly 84,000 acres. Most are diversifying and expanding their focus, and are well suited for a partnership involving ACC and other sponsors that could lead to the use of new technologies and techniques. With leading Agricultural Biotechnology firms abundantly located in the county and region, excellence in teaching established at the college, and the North Carolina Biotechnology Center located in the Research Triangle area, implementation of the Agricultural Biotechnology program at ACC is an opportunity for the preparation of future workers for good paying jobs. ACC currently has bilateral agreements with North Carolina State University and North Carolina Agricultural and Technical State University related to their Horticultural Technology. Each of these institutions represent potential partners for future agreements in the Agricultural Biotechnology program. Anticipated collaborations with the universities could lead to a seamless and cost effective initiative allowing candidates to add the necessary credentials while continuing to work. In 2015, ACC was the recipient of a gift of 46 acres of farmland in close proximity to the college. This gift will allow ACC the opportunity to fully develop the nursery production component of its Horticultural Technology program including micro propagation-an integral part of Agricultural Biotechnology. |

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| Community College | Curriculum Title /Code | Rationale for Approval |
| July 20, 2018 (Continued) | | |
| Alamance CC | Agricultural Biotechnology (A20110) (Continued...) | <ul style="list-style-type: none"> Nationally, Life Science occupations are projected to grow 10% by 2026, representing nearly 123, 000 new jobs. The U.S. Bureau of Labor Statistics reports an average of 42,000 jobs for three categories specific to those graduating with an AAS Degree in Agricultural Biotechnology, including Agricultural and Food Science Technicians, Chemical Technicians, and Environmental Science and Protection Technicians. Since 2010, North Carolina has experienced a 20% increase in new employees in the field of Agricultural Biotechnology and 16% of the State's workforce is involved directly or indirectly with agriculture. Statewide, 85% of the Agricultural Biotechnology workforce is employed in the Triad or Research Triangle region. Syngenta, a national leader in Agricultural Biotechnology research and development, recently announced plans for a \$71 million expansion in the Research Triangle where fifty new companies in biotechnology related fields including plant science, medicines, and diagnostics have opened in the last two years. |
| Asheville-Buncombe Technical CC | Physical Therapist Assistant (2-year program) (A45620) | <ul style="list-style-type: none"> EMSI occupation employment data for Madison and Buncombe counties noted: With the aging baby boomer generation there is a predicted 24.7% increase in the need for Physical Therapist Assistants in the Buncombe/Madison county region between the years 2017-2024. During the same time, Asheville is predicted to have a 27.2% growth rate. In 2010, sixteen percent of the residents of Buncombe County were above the age of 65 and this group is projected to increase to twenty percent in 2020 and to twenty-three percent by 2030. In 2010, eighteen percent of the residents of Madison County were above the age of 65 and this group is projected to increase to twenty-four percent in 2020 and to twenty-seven percent by 2030. (Carolina Demography) According to the U.S. Bureau of Labor Statistics, physical therapist assistants and aides are projected to grow 30% from 2016 to 2016, much faster than average for all occupations. Demand for physical therapy is expected to increase in response to the health care needs of an older population and individuals with chronic conditions, such as obesity and diabetes. Between 2014 and 2024, the number of Physical Therapist Assistants (PTAs) in North Carolina will increase by 973 new positions. During this same time, 715 positions will become vacant and PTAs hired. (NC Department of Commerce) The Rehabilitation Director at The Lodge at Mills River Health and Rehabilitation submitted a letter of support and indicated: We have a huge need for qualified PTAs who have had good skilled nursing facility rotations. We have a need for PTAs who are well-trained, understand our payment system, and have the personality requirements and desire to work with a rapidly-aging western North Carolina population. The Director of Specialized Physical Therapy at Candler submitted a letter of support and indicated: I firmly believe that Physical Therapist Assistants play a vital role in the continuity of care in western North Carolina. A-B Techs development of a PTA program is crucial in ensuring the highest quality outcomes for patients in our community. |

**Appendix A: Traditional Curriculum Program Approvals by
State Board of Community Colleges Approval Date**

| Community College | Curriculum Title /Code | Rationale for Approval |
|----------------------------------|---|---|
| July 20, 2018 (Continued) | | |
| Caldwell CC & TI | Practical Nursing (Diploma) (D45660) (Continued...) | <ul style="list-style-type: none"> • CCCTI has a large applicant pool for its health science programs including their associate degree nursing program. Many students are unable to make a commitment for two or more years to become a registered nurse, even though they have a strong desire to enter the nursing profession. By offering the Practical Nursing (PN) program, students who are unable to make the time commitment due to financial or other reasons would be able to accomplish their goal of entering the nursing profession with the possibility of continuing in the pathway at a future time. • CCCTI surveyed 201 of their regional high school students enrolled in health science classes and college students enrolled in their nurse aide program. One hundred and fifteen students indicated they were definitely interested in the proposed program and fifty-nine students indicated that they might be interested in the program. • Recent trends in healthcare are shifting away from acute care facilities and more toward extended care. For many patients, especially the elderly, the comprehensive and high-cost facility of a hospital is disproportionate to the kind of care that they may need. Extended care is a better option for patients who do not have acute trauma or require surgery or elaborate medical interventions. Extended care can be provided by assisted living facilities, hospice, or home health care. • Over the past several years, the population of the service area has continued shifting toward an older demographic. The sixty-five and older age group had tremendous growth between 2010 and 2016. In 2010, the US Census Bureau indicated, the percentage of persons 65 years and older were the following: Caldwell County 15.4% and Watauga County 12.4%. In 2016, the percentage of persons 65 and older were the following: Caldwell County 18.6% and Watauga County 14.9%. • The trend toward extended care and the shift toward an older demographic population has led to an increase in the number of new assisted living facilities, nursing homes, and home-health agencies within the area. These healthcare providers hire LPNs, and they support the addition of the PN program at CCCTI. • Currently there are sixty-two job vacancies for LPNs in the western piedmont area of North Carolina and five hundred vacancies within the state. • CCCTI surveyed area health care agencies to determine their interest in the proposed program. Fifteen out of the nineteen respondents indicated they would be interested in their facility being a clinical site for the PN nursing students. • The Director of Nursing at The Foley Center at Chestnut Ridge indicated in the CCCTI survey: We are so excited to hear about the possibility of CCCTI beginning an LPN program. We are actually subsidizing our current LPN need with 9-10 agency/contract LPN's at any given time. • The Director of Nursing at Grace Heights Health and Rehabilitation Center indicated in the CCCTI survey: Licensed Practical Nurses are essential for any long-term care facility. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|---|--|
| Community College | Curriculum Title /Code | Rationale for Approval |
| July 20, 2018 (Continued) | | |
| Carteret CC | Diesel and Heavy Equipment Technology (A60460) (Continued...) | <ul style="list-style-type: none"> Data from the U.S. Bureau of Labor Statistics suggests 9% growth in the number of diesel service technician jobs for 2016-26 with an annual median salary of \$46,360. Carteret County is economically driven and supported by several significant construction, marine, and transportation employers located within the county. The largest of these organizations are the Port of Morehead City, MARSOC at Camp Lejeune, T. Lanier, Inc., S. F. Ballou Construction Company, Gregory Poole Caterpillar, and the Moerhing Group, all of which require employees who can operate, repair, service, and maintain diesel engines and heavy equipment. Carteret County is also the home to twenty-five marinas, ten boat builders, and commercial fishing industries. Last year, Carteret County commissioned a 2017 Strategic Development Plan to guide its economic development over the next five years. The data indicated that there were 6.3% of Carteret County residents are employed in construction/extraction fields. The number of jobs in the marine industry in Carteret County, for example, increased by 38.9% between 2011 and 2016, compared to a 14.6% increase in the surrounding region, 5.9% increase in North Carolina, and 5.7% increase nationally. Carteret Community College has successfully offered marine engine courses through continuing education and curriculum programs at their MTEC Center and would like to expand their offerings to include diesel engines. Marine diesels are often identical to those used in excavation, agricultural, and over-the-road equipment, with minor design differences in areas such as cooling systems. A college survey of public school students indicated that 93 students had high interest in careers in heavy equipment and diesels. The college has received letters of support for the Diesel and Heavy Equipment Technology from local industries. Many of skill sets associated with diesel technology have crossover value within automotive, light-truck, agricultural, and recreation vehicle industries, in addition to excavation and marine applications. Graduates of the program will be able to pursue entrepreneurial opportunities that exist for individuals who do mobile repair or repair from home-based enterprises. |
| Martin CC | Nurse Aide (Certificate) (C45840) | <ul style="list-style-type: none"> Currently, MCC offers Nurse Aide training through continuing education. The demand for nurse aides has grown exponentially in the last few years. An increasing aging population will have more medical conditions which will require an increase in health care professionals. Research demonstrates a growing shortage of nurse aides both nationally and state-wide. Employment of nurse aides is expected to grow as the baby-boomer population ages. Between 2014 and 2026, the NC Commerce Occupational Outlook has projected a 26.65% increase in jobs for Nurse Aides. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|--|--|
| Community College | Curriculum Title /Code | Rationale for Approval |
| July 20, 2018 (Continued) | | |
| Martin CC | Nurse Aide (Certificate) (C45840) (Continued...) | <ul style="list-style-type: none"> The Executive Director of the Region Q Workforce Development Board submitted a letter of support and indicated: The US Census Bureau indicates that currently there are 560 employees in healthcare support jobs in Martin County. The NC Department of Commerce Labor projections indicates an increase by 2.11% over the next ten years and an average of fifty-eight percent openings in North Carolina annually due to retirements and other factors. The President/CEO of Martin County Economic Development provided a letter of support for the program. Martin County Schools, Bear Grass Charter School, and Northeast Regional School of Biotechnology and Agriscience are interested in the Nurse Aide program being available as a Career and College Promise pathway for their students. Letters of support for the program were submitted to MCC by the Superintendent of the Martin County Schools, guidance counselor at Bear Grass Charter School and the chief academic officer at Northeast Regional School of Biotechnology and Agriscience. The facilitator for Northeastern NC Career Pathways submitted a letter of support and noted: MCC is the only community college among the six community colleges in northeastern NS that does not offer a nurse aide curriculum program. Therefore, the citizens of Martin and Bertie counties must drive excessive distances to access their training that provides the pathway to nursing. Once MCC receives approval for the Nurse Aide certificate program, they plan on seeking approval for the Therapeutic and Diagnostic Services-Nurse Aide pathway. This pathway will provide an entry-level career pathway for credit students interested in a health science discipline, provide pre-health students not selected for entry into a health sciences associate degree an alternative educational pathway that can lead to employment, and enable MCC to develop a Career and College Promise (CCP) pathway for high school students. |
| Rockingham CC | Manufacturing Technology (A50320) | <ul style="list-style-type: none"> Data from the U.S. Bureau of Labor Statistics Occupational Handbook suggests 7% growth in the number of available manufacturing engineering technician jobs over the next ten years with a median annual income of \$50,440. Projected employment in North Carolina through the Department of Labor's CareerOneStop occupational state profile indicates 8% employment growth through 2024 with 60 job openings. Jobs in this industry are often tied to a formal registered apprenticeship program that allows individuals to learn while they earn. A majority of manufacturing-related careers require more than a high school diploma or equivalent as an education minimum, especially those that require particular expertise such as an engineering technician. The college worked with industry partners, NCWorks, local economic developers, Rockingham County Schools, and ApprenticeshipNC to create Rockingham Apprenticeship and Technical Opportunities Partnership (RockATop). Business and industry members from its advisory board requested the Manufacturing Engineering Technology program for the "related instruction" component of the apprenticeship. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|--|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| July 20, 2018 (Continued) | | |
| Rockingham CC | Manufacturing Technology (A50320) (Continued...) | <ul style="list-style-type: none"> Over 35 students expressed interest in the program. Local employers have committed to 20 paid pre-apprenticeship positions. Educational fees, books, tools, and fees are to be covered through the employer. Letters of support were received by the college from the Superintendent of Rockingham County Schools and local employer Machine Specialties, Inc. MSI indicated that there existed a severe shortage of qualified workers with a growing need to fill those positions due to facility expansion and retirements. The addition of the program supports the college's goal of adding additional work-based learning opportunities that are supportive of student success along with supporting business and industry needs and economic development. |
| August 17, 2018 | | |
| Fayetteville Technical CC | Leadership Studies (A25830)* | <ul style="list-style-type: none"> The degree will provide a pathway for enlisted soldiers at Fort Bragg and those serving in the NC National Guard to earn a college degree, to enhance their skills while serving, and to provide them with an educational foundation for higher learning in preparation for life after the military. The Commander of the Special Warfare Education Group requested that FTCC create a Leadership Studies associate in applied science degree as an option. Obtainment of this degree will allow soldiers to advance within military occupational specialties where promotions are based upon promotion points and education is a differentiating factor for advancement. The proposed program will also assist traditional students who wish to advance their career in a new job or to assume a higher leadership position within their current organization. The program lends itself to development of entrepreneurs. Fayetteville TCC provides support for entrepreneurs through their Small Business and Center for Innovation and Entrepreneurship that provides advice, assistance, workshops and instruction to entrepreneurs in leading their own businesses. The Center provides startup and growth strategies to active military in transition, veterans, their spouses, FTCC students and the general public. FTCC conducted a student interest survey among 167 current community college students. One hundred and twenty-nine (77%) of the 167 students responded to the survey. Sixty-one of the responding students indicated they would be interested in pursuing the proposed program as a secondary degree and seventy-three of the military students (including veterans and spouses) indicated they would be interested in pursuing the degree. FTCC plans to collaborate with North Carolina State University and other senior institutions in order to provide transfer opportunities for graduates of the proposed program. According to the US Bureau of Labor Statistics, leadership degree majors can be found in any industry. Leadership degree programs prepare students for leadership positions in fields such as education, entertainment, government, religious organizations, retail businesses, healthcare, business, sports, politics, and nonprofits (Bureau of Labor Statistics, 2017) |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|--|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| August 17, 2018 | | |
| Fayetteville Technical CC | Leadership Studies (A25830)* (Continued...) | <ul style="list-style-type: none"> Leadership is currently included in the management category by most governmental and business employment analysis. According to the U.S. Bureau of Labor Statistics employment of management occupations, which currently includes leadership, is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 807,300 new jobs. The President and CEO of LDR Consulting provided a letter of support and stated: One of the most challenging times in the lifecycle of those who serve in the military is transition. Leadership education is an enabler of military career transition. A Lieutenant Colonel/AG Corps from the Department of the Army submitted a letter of strong support and stated: As our young leaders in uniform transition to civilian leadership roles, this degree will leverage their military leadership schooling and prepare them for civilian positions in meaningful careers and professions. An associate degree in Leadership Studies will allow Service Members to capitalize on the knowledge, skills and attributes achieved during their time in service and will provide a non-military look at Leadership to better fulfill their knowledge and experience. This will help them with not only being better leaders while in the service – it will also provide additional opportunities for promotion and movement into leadership positions. The associate Provost for Adult and Distance Education at Gardner-Webb University provided a letter of support to Fayetteville TCC and indicated: Having recently been approved to launch our online bachelor degree in organization leadership this Fall, we are particularly interested in collaborating with FTCC to explore a seamless pathway, even a possible articulated pathway, for students interested in pursuing the bachelor degree, should your program be approved. As a Yellow Ribbon institution, GWU shares your desire to invest in the lives of our military students. The State Commander of the Veterans of Foreign Wars (Department of North Carolina) provided a letter of support and stated: Successful organizations are demanding authentic leaders who can generate trust, empower others, and find innovative answers to today's challenges. This leadership program would allow veterans the opportunity to use their military credit toward this degree program and position them with valuable employability skill sets while attaining leadership positions in a variety of industries. The President of Transitions Assistance Support submitted a letter of support and stated: Our corporate partners continually seek to hire new employees who possess leadership and management skills – talents soldiers possess that the new program can refine and sharpen. A Lieutenant with the Town of Spring Lake Police Department provided a letter of support and indicated: I firmly believe that the Spring Lake Police Department would take full advantage of hiring individuals from this program. A Lieutenant from the Cumberland County Sheriff's Office provided a letter of support and indicated: The program would definitely be an asset, not only to Fayetteville Technical Community College but to Cumberland County. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|-------------------------------------|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| September 21, 2018 | | |
| Edgecombe CC | Agribusiness Technology (A15100) | <ul style="list-style-type: none"> • There are entrepreneurial opportunities for graduates which the college will support through their Small Business Center. • If approved for the program, ECC will pursue devolvement of a Career and College Promise pathway for high school students. • If approved for the program, ECC will pursue articulation with North Carolina State University. • The agriculture industry in North Carolina accounts for more than 17% of the state's income and employs 17% of the work force. (NC Department of Agriculture and Consumer Services). • Edgecombe is one of the leading counties in our state in agriculture. Estimates from Edgecombe County's extension office note over 3,500 jobs in agribusiness in the county, not including seasonal workers. (North Carolina Department of Agriculture and Consumer Services) • Edgecombe County has three high schools, one charter school and one early college that have a combined 350 students in an agriculture pathway. • There is a strong representation of Future Farmers of America within the college's service area. There are 64 members at Southwest Edgecombe High School and 103 members at North East Carolina Preparatory School. • There is an aging agriculture workforce. The average age of principal farm operators in North Carolina is 58.9 years old. (US Department of Agriculture 2017 State Agriculture Overview). The proposed program will provide an opportunity to educate the next generation. • The NC Cooperative Extension (Edgecombe County Center) Extension Director submitted a letter of support and indicated: One of the problems that many farming operations have difficulty with and frequently express frustration is the inability to find good employees who have the ability to work with new equipment technology and understand the varied aspects of managing a farming operation. One opportunity that exists for Edgecombe is the lack of small farming operations. There are only a handful of these operations and there seems to be a growing demand for local produce. • The Town Manager for the Town of Tarboro provided a letter of support for the proposed program and stated: Agriculture remains a pillar of the rural Eastern North Carolina economy. The availability of agricultural land makes this program ideal to support existing agricultural enterprises with human capital, but the degree will also assist in providing local citizens an avenue to capitalize on emerging agricultural markets. |
| October 19, 2018 | | |
| Isothermal CC | Dental Assisting (Diploma) (D45240) | <ul style="list-style-type: none"> • According to the U.S. Department of Labor, the employment of dental assistants is expected to grow nineteen percent by 2026. The demand for preventive dental care is expected to increase due to our aging population and research that links oral health to an individual's overall health status. • In 2016, there were over 332,000 jobs in dental assisting. In the next ten years, that number is projected to increase by over 64,000 jobs. (US Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook). |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|--|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| October 19, 2018 (Continued) | | |
| Isothermal CC | Dental Assisting (Diploma) (D45240) (Continued...) | <ul style="list-style-type: none"> According to the U.S. Department of Labor, as of May 2017, the national median annual wage for a dental assistant was \$37,630. In North Carolina, the average wage is \$41,130. According to the American Dental Association's "Find a Dentist" search there are over one hundred dental practitioners within a thirty- mile radius of Columbus, where ICC's dental assisting program would be offered. Between 2014 and 2024, the number of Dental Assistants in the Asheville Region (Buncombe, Henderson, Madison, Polk, Rutherford, and Transylvania counties) will increase by 91 new positions or 15.5%. (NC Department of Commerce). ICC surveyed several local dentists to determine their interest in the proposed program. Four of the respondents indicated they would be interested in their facility being a clinical site for the dental assisting students. ICC and the Mountain Area Health Education Center (MAHEC) have developed a partnership to train dental health care providers in Polk County. MAHEC has a general practice residency in dentistry located on its campus in Asheville. To place residents in rural areas to help foster their interest in practice there, MAHEC plans to establish a dental clinic in Polk County where it will train dental residents. Because of the identified need for dental assistants in NC and to further enhance and support the training and experience for its residents, MAHEC and ICC have determined it will benefit both parties to establish a training site for a dental assisting program. MAHEC will provide the space and utilities, all durable dental lab equipment, and clinical supervision for the dental assistant students for their chair-side training in the MAHEC building. |
| November 16, 2018 | | |
| Isothermal CC | Human Services Technology (A45380) | <ul style="list-style-type: none"> According to the 2018 NC Career Occupational Profiles "the number of social and human service assistants in North Carolina is expected to increase from 11,250 in 2014 to 12,990 in 2024, for an annual growth rate of 1.5%, which is faster than average." ICC noted their service area tends to have a higher percentage of people with a disability diagnosis. The U.S. Census Bureau 2012-2016 data revealed that 16.4% of people ages 65 and under identify as a person with a disability in Rutherford County. Compare this statistic to Wake County who reports only 5.8% and it is evident that there is a proportionately higher percentage of residents with disabilities in ICC's service area. The program will enable more people to be educated to serve these populations. ICC completed a quick search of human services jobs for Rutherford and Polk counties on the NC Works website and located twenty-two matches indicating job opportunities in human services. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|---|--|
| Community College | Curriculum Title /Code | Rationale for Approval |
| November 16, 2018 (Continued) | | |
| Isothermal CC | Human Services Technology (A45380) (Continued...) | <ul style="list-style-type: none"> The Executive Director for the Community Health Council of Rutherford County indicated that their group is comprised of the leaders of the twenty-five agencies in Rutherford County that is responsible for addressing health concerns in their area. At their September 5th meeting they voted unanimously to support a Human Service Technology program at ICC. The Executive Director of Hands of Hope for Life, Inc. submitted a letter of support and indicated: "We desire our staff to be local residents as they have a stake in the outcome of the area we serve....The individual seeking to receive a human services degree for employment in the area they live allows them to learn the curriculum and apply it to their local needs. Hands for Hope will certainly support the college's effort to provide this degree program locally." Vaya Health, the local behavioral management entity for Rutherford and Polk counties is supportive of ICC offering human services and building articulation agreements for students to continue their coursework. They report, "there is frequently high turnover rate for service providers. Finding qualified individuals continues to be a challenge, which makes partnerships with colleges and universities even more critical." The Director of the Rutherford County Chamber of Commerce, submitted a letter of support and indicated: "We are in full support of this degree....in addition to being qualified for entry level positions in mental health, child care, family services, social services, rehabilitation, etc.; they could be utilized in assisting workers who may be debilitated by 'life problems' in finding solutions which would make them more valuable workers and increase productivity for the manufacturer." If approved for the program, ICC plans to pursue bilateral transfer agreements with Appalachian State University, Fayetteville State University, Western Carolina University, Gardner-Webb University and Lees-McRae College. |
| Sampson CC | Agribusiness Technology (A15100) | <ul style="list-style-type: none"> Graduates of the program will be able to pursue entrepreneurial opportunities. The college will provide assistance to entrepreneurs through their Small Business Center which will provide business counseling, seminars and workshops. Sampson County ranks first in the state of North Carolina in total agriculture cash receipts. (U.S. Department of Agriculture - 2015) If approved for the program, SCC plans to pursue bilateral agreements with North Carolina State University and North Carolina Agricultural and Technical State University. If approved for the program, SCC plans to provide a Career and College Promise pathway. Sampson County Schools, Clinton City Schools, and Harrells Christian Academy have an annual enrollment of over 1,000 students in Agricultural Education/Future Farmers of America courses. (State Agricultural Education Leader/State FFA Advisor) |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|----------------------------------|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| November 16, 2018 (Continued) | | |
| Sampson CC | Agribusiness Technology (A15100) | <ul style="list-style-type: none"> The college conducted a survey among area high schools. Sixty-three expressed interest in enrollment in the program. The college conducted a survey among their current students in various programs and 26 students out of 43 completing the survey expressed interest in the program. According to the US Department of Agriculture, half of all current farmers in the United States are likely to retire in the next decade. The State Agricultural Education Leader/State FFA Advisor provided a letter of support for the proposed program and indicated: Sampson County and southeastern North Carolina are fortunate to be the home of numerous companies and businesses that have thrived from the growing agribusiness industry. They can only survive if they can find qualified, educated employees – many of whom are raised locally and want to stay in their home communities. The Director of Human Resources for Murphy Family Ventures, which operates extensive swine and poultry operations concentrated in Sampson and Duplin counties, submitted a letter of support for the proposed program and stated: The long-term viability of our business is dependent upon our ability to continue to staff our operations with well-trained individuals. This proposed new program could be an important addition to our existing efforts to identify and attract quality individuals who are interested in agribusiness careers in southeastern North Carolina. The Senior Vice President of Prestage Farms provided a letter of support and indicated: We employ 1, 500 people in North Carolina in the agribusiness field and would benefit greatly from additional applicants that are prepared to enter our industry with the knowledge necessary to succeed. Nationwide, North Carolina is among the leaders in poultry, pork and sweet potato production just to name a few; therefore, our state as a whole would benefit from additional education opportunities in the agribusiness field. The Human Resources Manager (South Central Region) of Smithfield Hog Production submitted a letter of support and indicated: The establishment of this degree will be of significant value to both the agriculture industry as well as the community as it will provide individuals with the necessary skills to pursue a career in the agriculture industry. As a company that employs a large number of agribusiness employees, the benefits will be seen in various areas of the company. There are vast opportunities for graduates of this degree program within Smithfield as well as other leading agriculture companies. The Director of the Agribusiness Center and Division of Agriculture chair at the University of Mount Olive provided a letter or support and stated: The opportunities that this will afford to students in the region will be multi-faceted. Sampson County is home to a number of global agribusiness entities that are finding themselves in need of well-trained employees in various areas of business and management. |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|---|--|
| Community College | Curriculum Title /Code | Rationale for Approval |
| November 16, 2018 (Continued) | | |
| Wake Technical CC | Electro-neurodiagnostic Technology (A45320) | <ul style="list-style-type: none"> According to the U.S. Bureau of Labor Statistics, Electoneurodiagnostic Technologists (EDT) are projected to increase 22% or 33,100 future job openings between 2012-2022. In Spring 2018, the college conducted a survey of 268 pre-allied health students enrolled in anatomy and physiology courses regarding their interest in an EDT program. Seventy-one percent of the students expressed interest in the field, with seventy percent expressing interest in completing a degree program in the discipline. The President at WakeMed submitted a letter of support and indicated: "At WakeMed, we are deeply committed to recruiting and retaining exceptional clinical staff. Wake Tech has been an excellent partner in helping us to do so. We have no reservations hiring hundreds of Wake Tech nursing, imaging, pharmacy, lab and emergency medical technicians because of their proven track record of graduating well-prepared, skilled, capable workers. We have no doubt this will also be the case for the EDT program." The President at Duke Raleigh Hospital submitted a letter of support and indicated: "we offer many EDT (neurodiagnostic technician) opportunities across several settings... I realize the EDT Technology degree would help prepare students for positions in the Wake County area and beyond-the rapidly growing and aging population in our region is the main reason Wake Tech should add the EDT technology program to the curriculum offerings." The President at UNC Rex Healthcare wrote a letter of support and indicated: "The projected growth of stroke, cerebrovascular disease and sleep disorder diagnostic complications in Wake County places UNC Rex at the forefront of demand for well-trained EDTs. Our technologists support the outpatient, inpatient, critical care, operating room, and homecare settings, providing comprehensive diagnostic testing, as well as, continuous intensive care monitoring of critical care patients." The Chief of the Division of Sleep and Epilepsy at UNC Hospital - Department of Neurology wrote a letter of support and indicated: The clinical need for more individuals with these skills is growing with no clear pathway to meet these demands. At the UNC Department of Neurology and the Clinical Neurophysiology Laboratory, we are happy to help support this effort by being a clinical support site." The Director of Clinical Neurophysiology Labs at UNC Hospital wrote a letter of support and stated, "There is a national shortage of technologists to fill pen positions in this field. There is also limited availability for educational opportunities or programs for students... The national credentialing exam has also made a movement forward to enhance the educational requirements of labor in the field by changing the minimum requirements for eligibility to be an associate degree or higher...Positions in the field are no longer eligible to take the exam if they only have on the job training." |

| Appendix A: Traditional Curriculum Program Approvals by State Board of Community Colleges Approval Date | | |
|---|---|---|
| Community College | Curriculum Title /Code | Rationale for Approval |
| November 16, 2018 (Continued) | | |
| Wake Technical CC | Electro-neurodiagnostic Technology (A45320) | <ul style="list-style-type: none"> The Director & Associate Professor at UNC Chapel Hill/UNC Charlotte Neurodiagnostics and Sleep Science Department submitted a letter of support and indicated: "As an educator, I believe the implementation of this program will be beneficial to laboratories across NC, and also provide a new pathway for EDT graduates to complete their associate degree; and transfer to UNC to complete a BS degree in Neurodiagnostics and Sleep Science." |

**New to the System Program*

| Appendix B: Special Curriculum Programs by Month of Approval (Abbreviated Program Application Process) | |
|---|---|
| Community College | Curriculum Title and Code |
| January 2018 | |
| Durham Technical CC | Associate in General Education—Nursing (A1030N) |
| February 2018 | |
| Coastal Carolina CC | Associate in General Education—Nursing (A1030N) |
| Fayetteville Technical CC | Entrepreneurship (A25490) |
| March 2018 | |
| Central Piedmont CC | Associate in General Education—Nursing (A1030N) |
| Cleveland CC | Associate in General Education—Nursing (A1030N) |
| April 2018 | |
| Haywood CC | Associate in General Education—Nursing (A1030N) |
| Stanly CC | General Occupational Technology (A55280) |
| May 2018 | |
| Blue Ridge CC | Nurse Aide (Diploma) (D45970)** |
| Gaston College | Human Services Technology/Substance Abuse (A4538E) |
| Tri-County CC | Associate in General Education—Nursing (A1030N) |
| June 2018 | |
| Asheville-Buncombe Technical CC | Associate in General Education—Nursing (A1030N) |
| July 2018 | |
| Alamance CC | Criminal Justice Technology/Forensic Science (A5518C) |
| Sampson CC | Supply Chain Management (A25620) |
| Tri-County CC | Human Services Technology/Substance Abuse (A4538E) |
| August 2018 | |
| Caldwell CC & Technical Institute | Industrial Systems Technology (A50240) |
| Caldwell CC & Technical Institute | Welding Technology (A50420) |
| October 2018 | |
| Montgomery CC | Associate in General Education—Nursing (A1030N) |
| Sandhills CC | Associate in Fine Arts in Theatre (A10800) |
| Stanly CC | Human Services Technology/Substance Abuse (A4538E) |

**Represents a new-to-the-system*

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

| Appendix C: Instructional Service Agreements (Level III) By Month of Approval | | |
|--|--------------|-----------------------|
| Curriculum Title and Code | Host College | Participating College |
| | | |

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

*There were **zero** new Level III ISAs approved for 2018.*

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| February 19, 2018 | | |
| Beaufort County CC | Diesel and Heavy Equipment Technology (A60460) | No enrollment: The college transitioned from the Diesel and Heavy Equipment Technology program to Construction Equipment Systems Technology (A60450) several years ago without formally terminating the former. In 2017, they terminated the Construction Equipment Systems Technology due to lack of student interest and insufficient employer need. BCCC will continue to monitor local employers for requested support which they may provide through continuing education. |
| Beaufort County CC | Electrical Systems Technology (A35130) | No enrollment: The college transitioned from the Electrical Systems Technology to Electrical Engineering Technology (A40180) program in 2013 without formally terminating the former. The college continues to offer Electrical Engineering Technology. |
| Brunswick CC | Nurse Aide (Certificate) (C45840) | No enrollment for over two years: The college has attempted to offer this program through curriculum and it has not generated sufficient enrollment. The college offers courses through continuing education to meet community and workforce needs. |
| Carteret CC | Healthcare Business Informatics (A25510) | Low enrollment: The college will continue to offer healthcare business informatics courses as a track under the Information Technology (A25590) program. |
| College of The Albemarle | Marine Science (A15310) | No enrollment. There was a lack of available jobs for graduates which led to a lack of enrollment. The college will offer marine certification skills through continuing education. |
| Gaston College | Nuclear Technology (A50460) | Low enrollment: Duke Energy no longer accepts interns that were integral to the college's program design. Additionally, job prospects are not good due in part to incumbent employees staying in their jobs longer than expected. The college plans to monitor industry needs and can offer appropriate training within other industrial programs when necessary. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|--|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| February 19, 2018 (Continued) | | |
| Pamlico CC | Human Services Technology/Gerontology (A4538B) | No enrollment for over two years. Lack of student interest in working with older populations. Students are choosing to enroll in either the Human Services Technology or Human Services Technology/Substance Abuse programs. |
| Piedmont CC | Historic Preservation Technology (A35110) | Low enrollment: There was initial interest in the program; however, over the past few years student interest declined. The college will continue to monitor their local workforce needs for changes that can be supported by short-term training through the college's continuing education department. |
| Pitt CC | Alternative Transportation Technology (Diploma) (D60420) | No enrollment for over two years: The job market for the associated skills did not expand, as expected. Some of the content was incorporated in the college's existing Automotive Systems Technology program. |
| March 16, 2018 | | |
| Brunswick CC | Associate in General Education (A10300) | No enrollment: Students are not interested in enrolling in a general associate's degree in order to complete a broad-based general education associate degree. Students are able to take general education courses through specific disciplines. |
| Brunswick CC | General Occupational Technology (A55280) | No enrollment. Over the past four years there has been a steady decline in the number of students interested in this program. |
| Caldwell CC & Technical Institute | Medical Assisting (Diploma) (D45920)** | No enrollment for over two years: The college originally established the program to serve high school students interested in nursing through Career and College Promise (CCP). The implementation of the Associate Degree Nursing Pathway (P1032C) provides a more appropriate pathway for the CCP student. The college will maintain the Medical Assisting (A45400) program for students interested in Medical Assisting. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|--|---|--|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| March 16, 2018 (Continued) | | |
| Durham Technical CC | School-Age Education (A55440) | No enrollment for over two years. Students are choosing to enroll in the Early Childhood Education program instead of the School Age Education program. The Early Childhood Education program adequately covers concepts from birth to age eight. |
| Durham Technical CC | Sustainability Technologies (A40370) | No enrollment: Lower demand for sustainable energy technologies within the college's service area led to a decrease demand for energy efficiency auditors and solar/photovoltaic industry employees; thereby, negatively impacting the demand for program graduates. |
| Montgomery CC | Emergency Medical Science (A45340) | No enrollment. There was a lack of student interest in the program. The college will continue to offer the basic EMS courses through continuing education to meet student and community needs. |
| Robeson CC | Medical Assisting (A45400) | No enrollment. The program was never implemented due to the college's inability to hire qualified faculty and obtain the necessary resources to start the Medical Assisting program. |
| April 20, 2018 | | |
| Alamance CC | General Occupational Technology (A55280) | No enrollment for two or more years. Students are enrolling in career specific programs at the college which can better meet their academic goals. |
| Coastal Carolina CC | Criminal Justice Technology/Financial Crime/Computer Fraud (A5518B) | No enrollment for two or more years. Students are more interested in taking Cyber Crime courses under the existing Criminal Justice Technology (A55180) program without the accounting emphasis. |
| Halifax CC | Advertising and Graphic Design (A30100) | Low enrollment. There are limited employment opportunities in the service area. The college will offer related content through continuing education if there are future community needs. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|--|--|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| April 20, 2018 (Continued) | | |
| Halifax CC | Paralegal Technology (A25380) | Low enrollment. There was a lack of employment opportunities for graduates in the service area which led to a lack of enrollment. The college will offer related courses through the existing Office Administration (A25370) program if there are future community or workforce needs. |
| Southwestern CC | Computed Tomography & Magnetic Resonance Imaging Technology (Diploma) (D45200) | No enrollment for over two years. The hospitals are offering free and convenient in-house training for employees to earn their certification which is meeting the need of students. |
| Southwestern CC | Manicuring/Nail Technology (Certificate) (C55400) | No enrollment for over two years. Students are choosing to enroll in the Cosmetology program instead of the Manicuring program. |
| May 18, 2018 | | |
| Coastal Carolina CC | Nurse Aide (Certificate) (C45840) | No enrollment for over two years. The college indicated that their students prefer to take the courses through continuing education. The courses offered through continuing education meet community needs. |
| Edgecombe CC | Cyber Crime Technology (A55210) | No enrollment for over two years. There was a lack of employment opportunities for graduates in the service area which led to a lack of enrollment. The college will offer related courses through their Information Technology (A25590) curriculum program if there are any future community or workforce needs. |
| Edgecombe CC | Mechanical Drafting Technology (A50340) | No enrollment for over two years. The program was only offered at the certificate level. A majority of the related coursework had been embedded in the college's Manufacturing Technology degree curriculum program resulting in a duplication of efforts and resources. |
| Isothermal CC | Associate in General Education (A10300) | No enrollment for over two years: The college recently received approval for the Associate in General Education in Nursing which will better suit the needs of students. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|--|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| May 18, 2018 (Continued) | | |
| Lenoir CC | Esthetics Technology (Certificate) (C55230) | No enrollment for two or more years. There has been no student interest in the curriculum. The content will continue to be offered through the continuing education division at the college. |
| Randolph CC | Alternative Transportation Technology (Diploma) (D60420) | No enrollment for over two years: The program suffered from lack of student interest combined with low employer demand. The content has been incorporated into the college's existing Automotive Systems Technology program. |
| Randolph CC | Central Sterile Processing (Certificate) (C45180) | No enrollment for over two years: There is a lack of student interest in the program. There is a lack of local employer demand for the program. |
| Randolph CC | Office Administration (A25370) | No enrollment for over two years: There was a lack of employment opportunities for graduates in the service area which led to a lack of enrollment. The college will offer related courses through their Information Technology (A25590) and/or Business Administration (A25120) curriculum programs if there are future community or workforce needs. |
| South Piedmont CC | Therapeutic Massage (A45750) | Low enrollment: Enrollment in the program has been consistently low. Industry needs, entry-level wages, and on the job training by certain segments of the industry may have contributed to the low enrollment. There is not a need in the college's service area to continue the program. |
| Southeastern CC | Agricultural Biotechnology (A20110) | No enrollment for two years or more. The termination is due to a decrease in small to medium agriculture in the immediate area. The college plans to review other possible agriculture programs that may be a better match for their service area. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|--|--|--|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| May 18, 2018 (Continued) | | |
| Southeastern CC | Sustainable Agriculture (A15410) | No enrollment for two years or more. The termination is due to a decrease in small to medium agriculture in the immediate area. The college plans to review other possible agriculture programs that may be a better match for their service area. |
| Surry CC | Entrepreneurship (A25490) | No enrollment for two or more years. The college will continue to offer related courses under their Business Administration (A25120) curriculum program. |
| Western Piedmont CC | Sustainability Technologies (A40370) | No enrollment. The industry had slower growth than expected, with reduced energy prices and fewer tax incentives. The practices will be embedded in related programs such as building construction. |
| Wilson CC | Fire Protection Technology (A55240) | Low enrollment. The program has seen declining enrollment over the past five years. Discussions with local fire agencies indicate that a two-year associate degree in Fire Protection is not necessary for advancement. Other associate degree programs such as Business Administration and Criminal Justice Technology may serve that purpose. |
| Wilson CC | Mechanical Engineering Technology (A40320) | Low enrollment. The program has seen declining enrollment over the past five years. The Mechanical Engineering Technology Advisory Board suggested that an AAS degree is not necessary for employment in the college's service area. The college will develop a certificate, containing appropriate courses, that should better serve industry needs within their Applied Engineering Technology curriculum program. |
| July 20, 2018 | | |
| Fayetteville Technical CC | General Occupational Technology (A55280) | No enrollment. Students are enrolling in other programs at the college which can better meet their academic goals. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| July 20, 2018 (Continued) | | |
| Fayetteville Technical CC | Nuclear Medicine Technology (A45460) | No enrollment for over two years. Lack of student interest and local employer needs did not justify the expense of the program. |
| Guilford Technical CC | Furniture Upholstery (Diploma) (D50220) | No enrollment for over two years. An analysis of the for-credit curriculum and local furniture industry needs indicated that the program is more suitable as a continuing education offering. |
| Guilford Technical CC | Nurse Aide (Certificate) (C45840) | No enrollment for over two years. The college has attempted to offer this program through curriculum and it has not generated sufficient enrollment. The college offers courses through continuing education to meet community and workforce needs. |
| Lenoir CC | Aerostructure Manufacturing and Repair Technology (A50450) | Low enrollment. The college has found that students and industry are better served by offering aerostructure training within their Continuing Education department. |
| Lenoir CC | Sustainability Technologies (A40370) | Low enrollment. The college has found that students and industry are better served by offering sustainability training within their Continuing Education department as embedded competencies contained in construction trades courses. |
| Piedmont CC | Human Services Technology/Social Services (A4538D) | Low enrollment: Students are enrolling in the parent program Human Services Technology (A45380) which meets employer needs. |
| Rowan-Cabarrus CC | Health and Fitness Science (A45630) | In 2015, the college experienced a decrease in student enrollment and subsequently a reduction in funding. Through reevaluation of all their approved programs, the college decided it was more fiscally responsible to focus resources on implementing their Occupational Therapy Assistant and Physical Therapist Assistant programs and expanding their Dental Assisting and Nursing Programs. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| July 20, 2018 (Continued) | | |
| Rowan-Cabarrus CC | Therapeutic Massage (A45750) | In 2015, the college experienced a decrease in student enrollment and subsequently a reduction in funding. Through reevaluation of all their approved programs, the college decided it was more fiscally responsible to focus resources on implementing their Occupational Therapy Assistant and Physical Therapist Assistant programs and expanding their Dental Assisting and Nursing Programs. |
| Tri-County CC | Entrepreneurship (A25490) | No enrollment. There was a lack of employment opportunities for graduates in the service area which led to a lack of enrollment. The college will offer entrepreneurship related courses under the existing Business Administration (A25120) program. |
| Tri-County CC | Hospitality Management (A25110) | No enrollment for two or more years. Expectations of employment and advancement at the casino did not materialize into student demand. |
| Western Piedmont CC | Nurse Aide (Certificate) (C45840) | No enrollment for over two years. The college offers courses through continuing education to meet community and workforce needs. |
| Western Piedmont CC | Nurse Aide (Diploma) (D45970)** | No enrollment for over two years. The college offers courses through continuing education to meet community and workforce needs. |
| Western Piedmont CC | Phlebotomy (Certificate) (C45600) | No enrollment for over two years. The college offers courses through continuing education to meet community and workforce needs. |
| Western Piedmont CC | Phlebotomy (Diploma) (D45950)** | No enrollment for over two years. The college offers courses through continuing education to meet community and workforce needs. |
| Wilkes CC | Electronics Engineering Technology (A40200) | No enrollment for over two years. The college felt that the content was better taught as a specialty under their Applied Engineering Technology (A40130) program. |
| Wilkes CC | Emergency Medical Science (Diploma) (D45910)** | No enrollment for over two years. The college may offer a local certificate or diploma from their Emergency Medical Services (A45340) program to meet student or employer needs. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|--|---|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| July 20, 2018 (Continued) | | |
| Wilkes CC | Infant/Toddler Care (Certificate) (C55290) | No enrollment for over two years. The college has created a local certificate for students interested in infant/toddler care under the Early Childhood Education (A55220) program. |
| Wilkes CC | Medical Assisting (Diploma) (A45920)** | No enrollment for over two years. The college may offer a local certificate or diploma from their Medical Assisting program (A45400) program to meet student or employer needs. |
| Wilkes CC | Paralegal Technology (A25380) | No enrollment. There was a lack of employment opportunities for graduates in the college's service area which led to a lack of enrollment. The college may consider offering the program through an Instructional Service Agreement with one of the nearby community colleges if there is a future need. |
| August 17, 2018 | | |
| Asheville-Buncombe Technical CC | Cardiovascular Sonography (A45160) | No enrollment: The anticipated need by healthcare employers in the service area did not materialize. |
| Asheville-Buncombe Technical CC | Central Sterile Processing (Certificate) (C45180) | The college will offer some related content through a continuing education course, if needed, to meet community and workforce needs. |
| Asheville-Buncombe Technical CC | Practical Nursing (Diploma) (D45660) | Insufficient employment opportunities within the college's service area since acute care facilities/hospitals stopped hiring the licensed practical nurse. |
| Asheville-Buncombe Technical CC | School-Age Education (A55440) | No enrollment. Students are choosing to enroll in other programs which better support available employment opportunities in the area. |
| Asheville-Buncombe Technical CC | Therapeutic Massage (A45750) | Students that complete a training program which consists of a minimum of 500 in-class hours of supervised instruction are eligible to take the Massage and Bodywork Licensing exam, therefore, dtudents were leaving the program prior to completing their degree. The college will offer courses through continuing education to meet community and workforce needs. |

| Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges | | |
|---|--|---|
| Community College | Curriculum Title/Code | College Rationale for Termination |
| August 17, 2018 (Continued) | | |
| Stanly CC | Industrial Systems Technology (A50240) | No enrollment for over two years. The college has recently added welding and computer-integrated machining programs to more effectively serve these industries. |
| Wake Technical CC | Surgical Technology (A45740) | There are limited full-time employment opportunities for graduates in the service area. In addition, the program completion rates were low. According to the U.S. Bureau of Labor Statistics the job outlook is not promising locally or state-wide over the next six years. |
| September 21, 2018 | | |
| Blue Ridge CC | Air Conditioning, Heating, and Refrigeration Technology (A35100) | No enrollment for over two years. Lower demand for HVAC employees within the college's service area led to a decrease demand for students graduating from the program. Additionally, the employment positions often only required a HS diploma and on the job experience; therefore, the college believes students would be better served with directed training made available through their continuing education program. |
| Blue Ridge CC | Esthetics Instructor (Certificate) (C55270) | No enrollment for over two years. There has been limited demand for the certificate due to a lack of students who are interested in the teaching aspect of esthetics. |
| Cape Fear CC | Real Estate (A25400) | No enrollment for over two years. The college has been offering real estate courses under their existing Real Estate Licensing (Certificate) (C25480) program instead of offering the Real Estate (A25400) program. The college may also offer real estate training under continuing education if needed in the future. |
| Central Piedmont CC | Truck Driver Training (Certificate) (C60300) | The program is offered more effectively through continuing education. |
| Sampson CC | Horticulture Technology (A15240) | Low enrollment. There has been a lack of student interest in the program due to a reduction of jobs within the service area and low salaries. The content can be offered through continuing education if a future need arises. |

Appendix D: Curriculum Program Terminations by Date of Information to the State Board of Community Colleges

| Community College | Curriculum Title/Code | College Rationale for Termination |
|---------------------------------------|---|---|
| September 21, 2018 (Continued) | | |
| Wayne CC | Sustainability Technologies (A40370) | No enrollment for over two years. The program has not had student interest due to lack of careers in the service area. Several of the competencies are being offered through the Industrial Systems program or through continuing education courses. |
| October 19, 2018 | | |
| Brunswick CC | Office Administration (A25370) | Low enrollment. There is a lack of employment opportunities for graduates within the service area. The college will continue offering some of the content through their Business Administration (A25120) and Healthcare Business Informatics (A25510) programs. |
| November 16, 2018 | | |
| Sandhills CC | Polysomnography (A45670) | Low enrollment. The program had low student interest due to the limited number of full-time jobs within the service area. |
| Stanly CC | Manicuring/Nail Technology (Certificate) (C55400) | No Enrollment for over two years. The college offers similar content through continuing education. |

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

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

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

| | |
|--|--|
| Air Conditioning, Heating, & Refrigeration Tech (A35100) | Information Technology (A25590) |
| Building Construction Technology (A35140) | Lateral Entry (Certificate)(C55430) |
| Carpentry (Diploma)(D35180) | Masonry (Diploma) (D35280) |
| Community Spanish Interpreter (A55370) | Medical Office Administration (A25310) |
| Construction Management Technology (A35190) | Plumbing (Diploma) (D35300) |
| Electrical Systems Technology (A35130) | School-Age Care (Certificate)(C55450) |
| Entrepreneurship (A25490) | Supply Chain Management (A25620) |
| Geomatics Technology (A40420) | Sustainability Technologies (A40370) |
| Industrial Systems Technology (A50240) | Welding Technology (A50420) |
| Infant/Toddler Care (Certificate)(C55290) | |

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

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

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

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

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

Real Estate Licensing (Certificate) (C25480)

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

Foodservice Technology (Diploma) (D55250)

Appendix E: (Continued)

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

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

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

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

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

Program majors under the Health Science: Therapeutic and Diagnostic Services curriculum standard require that the college already have approval for the primary curriculum program.

Example: A college must have approval for Medical Assisting (A45400) to file a program of study for Medical Assisting (D45920). These program majors provide a foundation for success in nursing and the allied health programs and increase the individual's successful completion of Health Science programs while providing the graduate with the skills needed for an entry-level job in health care.

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

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



**Appendix F:
Contact Information**

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

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

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

Information: The System President has approved the program terminations 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.*

Sandhills Community College

Polysomnography (A45670)

Rationale: Low enrollment. The program has had low student interest due to the limited number of full-time jobs within the service area.

Termination Semester: **Fall 2019**

Stanly Community College

Manicuring/Nail Technology (Certificate) (C55400)

Rationale: No Enrollment for over two years. The college offers similar content through continuing education.

Termination Semester: **Fall 2018**

Contact(s):

Jennifer Frazelle

Director

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report



POLICY COMMITTEE

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

PROGRAM COMMITTEE

| RULE ACTION | RULEMAKING PROCESS | EXPECTED DATE | STATUS |
|---|---|----------------------|------------------|
| AMENDMENT 1D SBCCC 400.8 – “Courses for Curriculum Programs” | Initiation of Rulemaking Process | September 21, 2018 | COMPLETED |
| | Publication on NCCCS Website | September 25, 2018 | COMPLETED |
| | Written Comment Period Ends | October 25, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | N/A | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | November 16, 2018 | PENDING |
| | Prospective Effective Date of Rule | December 1, 2018 | PENDING |
| AMENDMENT 1D SBCCC 400.9 – “Curriculum Standards” | Initiation of Rulemaking Process | August 17, 2018 | COMPLETED |
| | Publication on NCCCS Website | August 21, 2018 | COMPLETED |
| | Written Comment Period Ends | September 20, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | October 18, 2018 | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | October 19, 2018 | COMPLETED |
| | Prospective Effective Date of Rule | November 1, 2018 | COMPLETED |

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-235
November 15, 2018 – 1:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 18, 2018

For Information

- A New Approach to College President Onboarding (Attachment PLAN 01)
- Indicators of Clear and Supported Pathways for Student Progress and Success (Attachment PLAN 02)
- Other Updates
- Further Reflection on Issues Affecting Community Colleges and Students
 - [Templin Slides](#)

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
October 18, 2018

COMMITTEE MEMBERS PRESENT:

Jerry Vaughan, Chair Burr Sullivan
Breenen Blackwell Ann Whitford

Members Absent: Todd Johnson and Clark Twiddy

OTHERS IN ATTENDANCE:

Jennifer Haygood Katie Bao Brian Long
Anne Bacon JW Kelley

CALL TO ORDER

Mr. Vaughan called the meeting to order at 1:32 p.m. in conference room 206 of the Mary E. Rittling Conference Center at Davidson County Community College.

ROLL CALL

Ms. Haygood took the roll of the Strategic Planning Committee members. With four Committee members in attendance, a quorum is present.

ETHICS STATEMENT

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

APPROVAL OF MINUTES

Mr. Vaughan asked for a motion to approve the minutes from the October 18 meeting. Following a motion by Dr. Blackwell and a second by Mr. Sullivan, the minutes were approved by voice vote.

APPROVAL OF THE AGENDA

Mr. Vaughan asked for a motion to approve the agenda for the September 20 meeting. Following a motion by Dr. Blackwell and a second by Mr. Sullivan, the agenda was approved by voice vote.

FOR INFORMATION

Planning Meeting Debriefing

Ms. Haygood invited Committee members to share their reactions to what has taken place at the Planning Meeting thus far. The Committee members offered their impressions, as follows:

- Drs. Rittling and Templin presentations were impactful.
- The need to market the Community Colleges is of paramount importance. A marketing plan that effectively reaches people would benefit all our institutions.
- More college coaches are needed in the 800 NC high schools.
- We can cost effectively deliver what for-profit schools often cannot.
- Different approaches to more engagement with the Latino population are needed, as discussed by Dr. Rittling.
- Looking forward to guidance from the partnership with Belk Foundation.
- Communication among sectors is taking place (e.g., meeting with Board of Governors last week), but differences in priorities create challenges to collaboration.
- Board chairs should spend time together to discuss ways to collaborate.
- The goal of economic mobility was a significant takeaway from Dr. Templin's presentation.
- Many would-be students are in lowest socioeconomic sector; statistics show between 40% and 50% don't attend postsecondary school
- Would like to revisit Dr. Templin's presentation for further discussion at next Committee meeting.

Improving the Enrollment Process (Attachment PLAN 01)

JW Kelley presented on simplifying the enrollment process and reviewed the following:



Attachment PLAN 01

Known Friction Points

- **Admission Application**
 - **Visiting Student vs Degree Seeking Student**
 - **Official Transcript**
 - **Local admission standards**
 - **Local course prerequisites**
 - **Financial Aid**
 - **Residency Determination Services (RDS)**
- These and others are broader than students simultaneous enrollment**

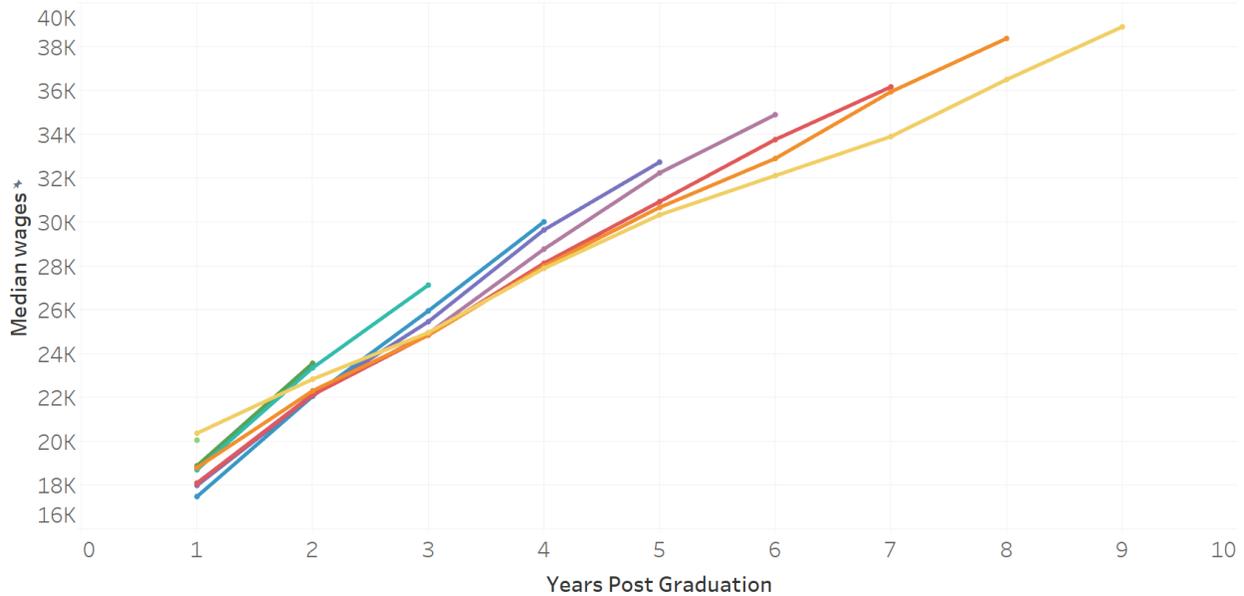
SBCC
9/20/2018

Dr. Kelley discussed forming a study group for each functional area in partnership with the NC Student Development Personnel Association. The study group's charge would be to identify and recommend potential policy and process improvements for simplifying enrollment from the students' perspective.

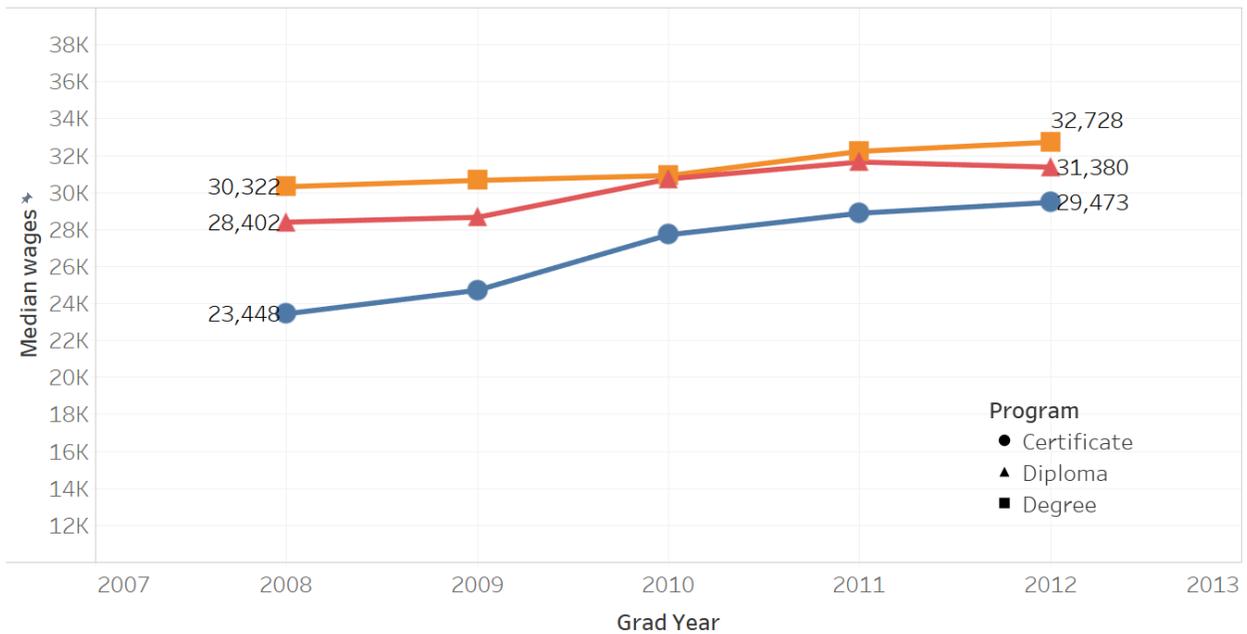
Graduate Employment Outcomes (Attachment PLAN 02)

Katie Bao presented on this topic, drawing the connection to the economic and workforce impact goal from the strategic plan and improving the pipeline from college to the workforce. This key performance indicator reflects percentage of graduates who are employed and their median incomes in the years following graduation.

Median Wages of Associate Degree Graduates by Graduation Cohort



Median Wages 5 Years Post-Graduation by Credential



Self-employed, federal employees, and faith-based employment are not reflected in the graph, above. We do not have information as to whether employment figures reflect full-time and/or part-time employment. What may also be reflected in this graph is the 2008 – 2010 graduates having a lifetime wage suppression due to graduating into the recession and accepting jobs at lower salaries.

Dr. Bao displayed additional data for UNC bachelor's degree post graduate employment contrasted with the overall median without respect to credential for NCCCS. 2008 graduates are earning more in health sciences and industrial technologies than the median income for 2008 UNC graduates five years out, depending on the program. This data is available at the institutional level on NC Tower's website, providing colleges the ability to review this data and consider it in connection with their programming.

NEW BUSINESS

None noted.

ADJOURN

There being no other business, Mr. Vaughan requested a motion to adjourn. Following a motion by Mr. Sullivan, a second by Dr. Blackwell, and approval by voice vote, the Committee adjourned at 2:29 p.m.

Respectfully submitted,

Kelly Barretto
Recording
Secretary



**A New Approach to College
President Onboarding**



**Lesson from the Aspen Prize for
Community College Excellence**

Institutions that achieve exceptional
outcomes for students have...



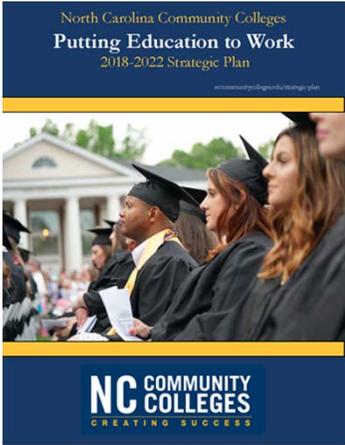
Strong leadership and vision



NC COMMUNITY COLLEGES
CREATING SUCCESS

System Effectiveness

4.3.1. Assess and address the professional development needs across the System.



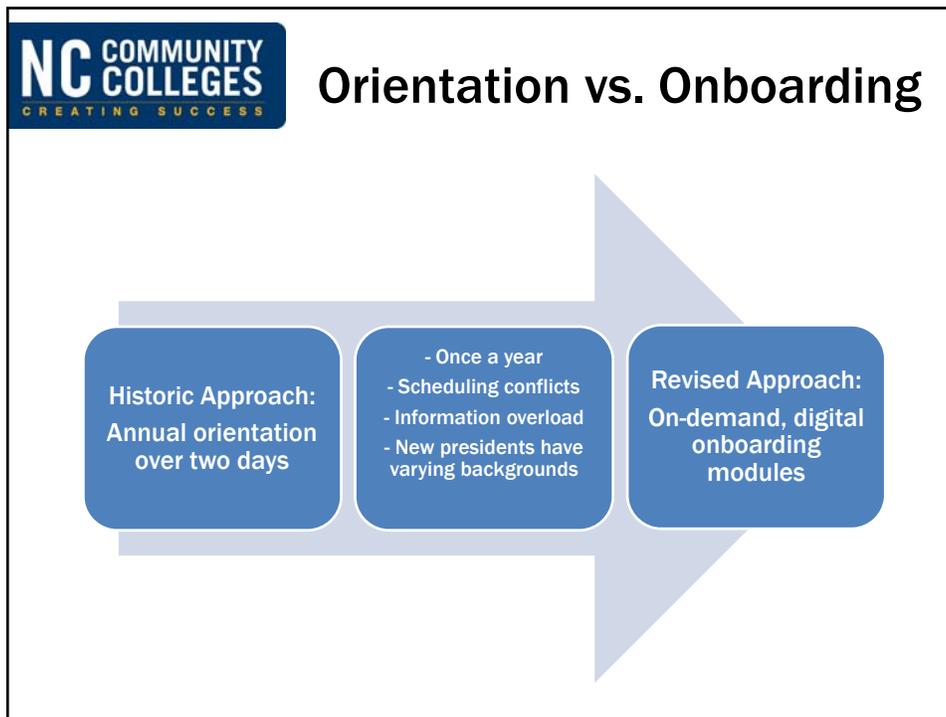


NC COMMUNITY COLLEGES
CREATING SUCCESS

On-Boarding Needs of New Presidents

New presidents have reported they need help with better understanding such things as:

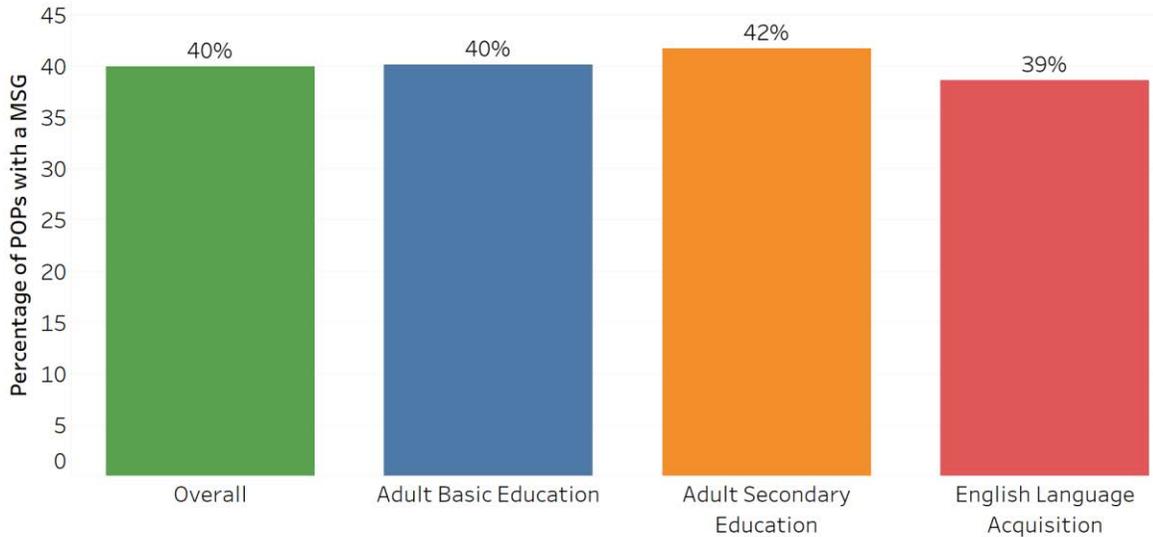
- **System's role and responsibilities:** what NCCCS does and doesn't do
- **Policies and procedures**
- **Budget:** how it is made, its timeline, and the relationship between budget and enrollment
- **Audits and compliance**
- **Purchasing and technology**
- **Curriculum issues:** development, program approval, NC GPS, RISE
- **State goals and NCCCS' strategic plan**



STATE BOARD OF COMMUNITY COLLEGES
Indicators of Clear and Supported Pathways for Student Progress and Success

Basic Skills Student Progress – Percentage of Basic Skills participant periods of participation with a measurable skill gain. **For the 2017-2018 program year: 40%**

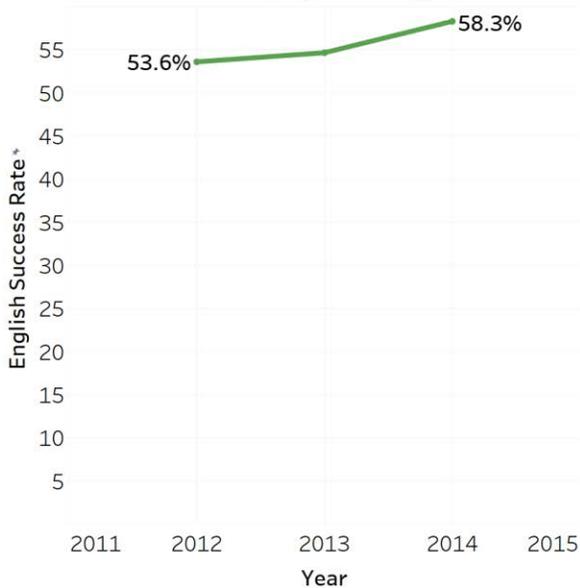
Basic Skills Student Progress - Program



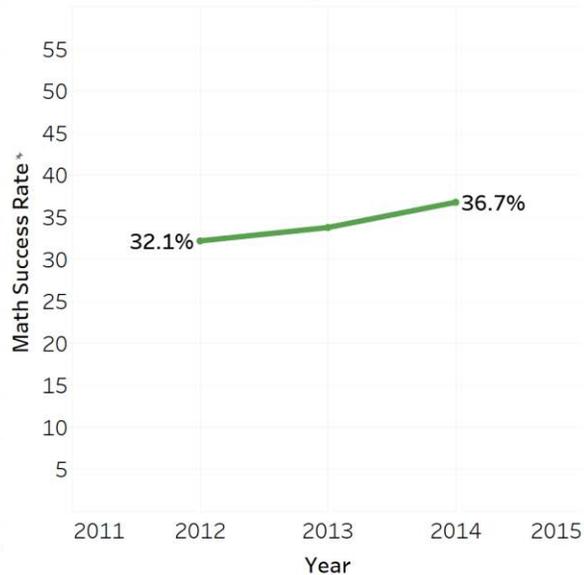
Student Success Rate in College-Level English Courses – Percentage of first-time Fall associate degree-seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years of their first term of enrollment.

Student Success Rate in College-Level Math Courses – Percentage of first-time Fall associate degree-seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years of their first term of enrollment.

Student Success Rate in College-Level English Courses



Student Success Rate in College-Level Math Courses



AGENDA
State Board of Community Colleges
POLICY COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-242
Thursday, November 15, 2018 – 3:00 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 18, 2018

For Future Action

- Recommendation for Initial Proprietary School Licensure (Attachment POL 01) *

For Information

- SBCC Code Report – November 2018 (Attachment POL 02)

New Business

Adjourn

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

MINUTES
State Board of Community Colleges
POLICY COMMITTEE
Thursday, October 18, 2018

POLICY COMMITTEE MEMBERS IN ATTENDANCE

| | | |
|------------------------|----------------|----------------|
| Bob Stephens, Chairman | Ernest Pearson | Candler Willis |
| Bobby Irwin | Lynn Raye | |
| Frank Johnson | Burr Sullivan | |

Absent: Todd Johnson and Toni Formato

OTHERS IN ATTENDANCE

| | | |
|-----------------------|---------------|-------------------------|
| Elizabeth Grovenstein | Shanté Martin | Linda Suggs (Gates Fnd) |
| Jennifer Haygood | Scott Corl | |
| Brian Long | Sondra Jarvis | |

CALL TO ORDER

Mr. Stephens called the Policy Committee meeting to order at 2:36 p.m. at Davidson County Community College in the Rittling Conference Center, Room 202.

ROLL CALL

Sondra Jarvis took the roll of the Policy Committee members.

ETHICS STATEMENT

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

APPROVAL OF THE AGENDA

Mr. Stephens requested a motion to approve the October 18, 2018 meeting agenda. Mr. F. Johnson moved to approve, Mr. Sullivan seconded, and the agenda was approved by the Committee via voice vote.

APPROVAL OF THE MINUTES

Mr. Stephens requested a motion to approve the September 19, 2018 minutes. Mr. Pearson moved to approve, Mr. Sullivan seconded, and the minutes were approved by the Committee via voice vote.

FOR ACTION

Review of Hearing Officer's Recommendation for Denial of Proprietary School License Renewal and Revocation of Proprietary School License – Umanah Healthcare Institute – Charlotte, Gastonia, and Monroe (Attachment POL 01)

Mr. Stephens said that this is the continuation of the Umanah Healthcare issue. The State Board of Proprietary Schools recommended nonrenewal and revocation of Umanah Healthcare's licenses, and the State Board of Community Colleges (SBCC) initiated the process to nonrenew and to revoke Umanah Healthcare's licenses. The school chose to appeal the decision of the (SBCC). Ms. Martin reviewed the process that was followed for the appeal. The appeal hearing took place on September 28, 2018, and Ms. Martin served as the Hearing Officer on behalf of the SBCC. Ms. Martin considered all of the evidence presented and reviewed all of the proposed findings of fact and conclusions of law from the hearing.

MINUTES
State Board of Community Colleges
POLICY COMMITTEE
Thursday, October 18, 2018

Pursuant to G.S. 115D-93(c), the SBCC has the power to refuse to renew, suspend, or revoke a proprietary school license for violations of G.S. 115D-93(c)(1), (c)(2), and (c)(9). Ms. Martin found that the Office of Proprietary Schools provided enough evidence to establish violations of G.S. 115D-93(c)(1), (c)(2), and (c)(9). Ms. Martin also found that students from Umanah Healthcare had success in passing the Nurse Aide I exam and enjoyed a good reputation in the community. Based upon the findings of fact and conclusions of law reflected in the Hearing Officer's recommendation, Ms. Martin recommended that the SBCC refuse to renew and suspend the license for Umanah Healthcare Institute's school licenses for Charlotte, Monroe, and Gastonia.

Mr. F. Johnson made a motion to approve the Hearing Officer's recommendation for nonrenewal and suspension of the proprietary school license for Umanah Healthcare Institute – Charlotte, Gastonia, and Monroe (Attachment POL 01), seconded by Mr. Sullivan. Approved by the Committee via voice vote.

Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Florence
(Attachment POL 02)

Ms. Haygood stated that in conversations with colleges looking for flexibility there are four items. Ms. Haygood reviewed the four waiver options that are proposed.

Mr. Raye made a motion to approve Waiver of State Board of Community Colleges Code Provisions Due to Hurricane Florence (Attachment POL 02), seconded by Mr. F. Johnson. Approved by the Committee via voice vote.

Temporary Amendment of 1G SBCCC 200.1 – “General Provisions” (Attachment POL 02A)

This rule is to help relive impact of Hurricane Florence. This is a temporary rule while developing something more permanent. This would be effective starting October 19, 2018 for 180 day until expires or is replaced. Ms. Haygood said that even though colleges had guidance, they are concerned with the guidance not being codified and assure there are no repercussions. The goal is to have a permanent rule once discussing with the colleges and enable them to have input. They want to assure that there is a learning outcome.

Mr. Irwin made a motion to approve Temporary Amendment of 1G SBCCC 200.1 – “General Provisions” (Attachment POL 02A), seconded by Dr. Willis. Approved by the Committee via voice vote.

FOR INFORMATION

SBCC Code Report (Attachment POL 03)

Ms. Martin reviewed the SBCC Code Report as it pertains to the Policy Committee.

ADJOURNMENT

Dr. Willis motioned to adjourn, seconded by Mr. Irwin. The meeting was adjourned at 3:08 p.m. via voice vote.

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, 2019 to offer the programs listed.

***AIRSTREAMS RENEWABLES**

Building 1413 East Road
 Camp Lejeune, NC 28547

| Programs | Clock Hours |
|---|-------------|
| Renewable Energy & Communication Tower Technician | 240 |

***Recommendation is contingent upon a satisfactory follow up site visit by the Office of Proprietary Schools prior to commencement of instruction.**

CENTER FOR MONTESSORI TEACHER EDUCATION/NC

12340 Mount Holley-Huntersville Road
 Huntersville, NC 28078

| Programs | Clock Hours |
|-----------------|-------------|
| Infant/Toddler | 786.5 |
| Early Childhood | 846.5 |
| Elementary I | 1450 |
| Elementary I-II | 1632.5 |

CPR WORKS OF CHARLOTTE

9305 Monroe Road, Suite D
 Charlotte, NC 28207

| Programs | Clock Hours |
|-----------------|-------------|
| Nurse Aide I | 140 |
| Medication Aide | 24 |

***Recommendation is contingent upon a satisfactory site visit by the Office of Proprietary Schools, and DHHS approval of the Nurse Aide I program.**

FAST TRACK CAREER PREP

3456 Airport Blvd. NW
Wilson, NC 27896

| Programs | Clock Hours |
|----------------------------------|--------------------|
| Nurse Aide I Online Hybrid | 136 |
| Medical Administrative Assistant | 136 |
| Medication Billing & Coding | 258 |
| Medication Technician | 15 |
| Pharmacy Technician | 125 |

HARMONY HEALTH CAREER TRAINING INSTITUTE

1631 Midtown Place, Suite 104
Raleigh, NC 27604

| Programs | Clock Hours |
|-----------------------|--------------------|
| Medication Aide | 24 |
| Medication Technician | 15 |

MAKING VISIONS TRAINING CENTER

2352 South Church Street
Burlington, NC 27215

| Programs | Clock Hours |
|-----------------|--------------------|
| Nurse Aide I | 115 |



STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report

POLICY COMMITTEE

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

PROGRAM COMMITTEE

| RULE ACTION | RULEMAKING PROCESS | EXPECTED DATE | STATUS |
|---|---|----------------------|------------------|
| AMENDMENT 1D SBCCC 400.8 – “Courses for Curriculum Programs” | Initiation of Rulemaking Process | September 21, 2018 | COMPLETED |
| | Publication on NCCCS Website | September 25, 2018 | COMPLETED |
| | Written Comment Period Ends | October 25, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | N/A | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | November 16, 2018 | PENDING |
| | Prospective Effective Date of Rule | December 1, 2018 | PENDING |
| AMENDMENT 1D SBCCC 400.9 – “Curriculum Standards” | Initiation of Rulemaking Process | August 17, 2018 | COMPLETED |
| | Publication on NCCCS Website | August 21, 2018 | COMPLETED |
| | Written Comment Period Ends | September 20, 2018 | COMPLETED |
| | Review Comments with SBCC Committee | October 18, 2018 | N/A |
| | 2 nd Written Comment Period Ends (if substantive changes) | N/A | N/A |
| | Hearing Date (if applicable) | N/A | N/A |
| | Presented to SBCC for Adoption | October 19, 2018 | COMPLETED |
| | Prospective Effective Date of Rule | November 1, 2018 | COMPLETED |

AGENDA
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Wilson Community College, Frank L. Eagles Center, Room G-235
Thursday, November 15, 2018 – 3:30 p.m.

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – October 18, 2018

For Information

- Residency 101

For Action

- Non-Budget Legislative Agenda

New Business

Adjourn

MINUTES
State Board of Community Colleges
LEGISLATIVE AFFAIRS COMMITTEE
Thursday, October 18, 2018 – 3:00 p.m.

LEGISLATIVE COMMITTEE MEMBERS PRESENT:

| | | |
|--------------------------|---------------|---------------|
| Breeden Blackwell, Chair | Samuel Powell | Bob Stephens |
| William Holder | Lynn Raye | Jerry Vaughan |
| Bill McBrayer | Scott Shook | Ann Whitford |

Members Absent: Clark Twiddy, Lisa Estep, Todd Johnson and Burr Sullivan

OTHERS IN ATTENDANCE:

| | | |
|-----------------------|---------------|-------------------------|
| Peter Hans | Brian Long | Seth Riggins |
| Jennifer Haygood | Shanté Martin | Lyn Austin (NCACCT) |
| Lisa Chapman | Jim Parker | David Shockley (NCACCP) |
| Elizabeth Grovenstein | Mary Shuping | Linda Suggs (Gates Fnd) |
| Bryan Jenkins | Anne Bacon | |
| Maureen Little | Katherine Bao | |

CALL TO ORDER

Dr. Blackwell called the meeting to order at 3:03 p.m. at Davidson County Community College in the Mary E. Rittling Conference Center, Room 208, in Lexington, NC.

ROLL CALL

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

ETHICS STATEMENT

Mr. Jenkins 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. Blackwell asked for a motion to approve the agenda for the meeting on October 18, 2018. Mr. Vaughan moved, seconded by Dr. Powell, and the Committee approved.

APPROVAL OF THE MINUTES

Dr. Blackwell asked for a motion to approve the minutes for the meeting on August 16, 2018. Ms. Whitford moved, seconded by Mr. Vaughan, and the Committee approved.

FOR INFORMATION

Discussion of Advocacy Action Plan

Ms. Shuping discussed the advocacy plan for the upcoming legislative session, including engagement by Board members, college presidents, and college trustees. Ms. Shuping indicated that the non-budget legislative agenda would come before the Committee at the November

MINUTES

State Board of Community Colleges

LEGISLATIVE AFFAIRS COMMITTEE

Thursday, October 18, 2018 – 3:00 p.m.

meeting. After the election, State Board members will also be provided with the names of legislators in their Regions and counties.

ADJOURN

There being no other business, Dr. Blackwell asked for a motion to adjourn, Mr. McBrayer made the motion, seconded by Ms. Whitford, and the committee adjourned at 3:17 p.m. following a voice vote.

Respectfully submitted,
Bryan Jenkins

STATE BOARD OF COMMUNITY COLLEGES

Proposed Non-Budget 2019 Legislative Priorities

NCACCP NON-BUDGET LEGISLATIVE PRIORITIES. The following non-budget legislative priorities were unanimously approved by the NC Association of Community College Presidents on November 14, 2018.

1. RDS Simplification.

- **Background:** Since implementation of the RDS System, college presidents have expressed increasing concerns that because of the complexity of the residency laws, the RDS system has become a significant barrier for potential students. Because of the existing residency laws, RDS questions are complicated and require access to information the student may not have readily available. Furthermore, the community college application and enrollment process is vastly different from four-year institutions. Senior institutions have a long period of time between application, acceptance, and enrollment. In contrast, students who attend a community college often apply to start classes within a few days, sometimes the same or next day. If students experience difficulties with the RDS system, those students may not enroll or be forced to pay out-of-State tuition and go through an involved and time-consuming appeals process to determine in-State residency. In June 2018, the State Education Assistance Authority (SEAA) prepared a RDS data analysis for community college presidents. This analysis showed that over 5,200 community college admission applications were started by individuals who did not complete RDS. That number represents potentially 5,200 students who did not have an opportunity to work towards their educational goals.

The State Education Assistance Authority has worked very closely and collaboratively with the NC Community College System to look at ways to simplify RDS internally. Also, the Higher Education Collaborative Advisory Council (HECAC), made up of representatives from SEAA and the higher education sectors has examined and continues to examine data to see if there are other ways to simplify the RDS process.

In addition, Dr. David Shockley, NCACCP President, appointed a task force of four community college presidents to look at ways to alleviate the RDS barriers experienced by prospective community college students. The task force unanimously recommended the attached proposal to the NCACCP Legislative Committee where it was presented and discussed. That Committee voted unanimously to recommend the proposal to the full NCACCP which also unanimously approved it as part of their non-budget legislative priorities.

- **Request:** Repeal the statute that assumes a student's domicile is the same as his or her parents. SEE EXPLANATION NEXT PAGE.

RDS SIMPLIFICATION PROPOSAL

Attachment LEG 01

| | CURRENT LAW | PROPOSAL |
|---------------------|---|---|
| Statutory Provision | <p>§ 116-143.1. Provisions for determining resident status for tuition purposes.</p> <p>(a) As defined under this section:</p> <p>(1) A "legal resident" or "resident" is a person who qualifies as a domiciliary of North Carolina; a "nonresident" is a person who does not qualify as a domiciliary of North Carolina.</p> <p>(2) A "resident for tuition purposes" is a person who qualifies for the in-State tuition rate; a "nonresident for tuition purposes" is a person who does not qualify for the in-State tuition rate.</p> <p>...</p> <p>(e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or reregistering at an institution of higher education. (emphasis added)</p> | <p><i>Repeal</i> G.S. 116-143.1(e):</p> <p>(e) — When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or reregistering at an institution of higher education.</p> |
| Explanation | <p>The law presumes that the domicile of the student is the same as the domicile of the parent(s). A student can rebut that presumption by showing evidence that the student's domicile is not the same as the parent(s)' domicile.</p> | <p>The law would no longer presume that the student and parents have the same domicile. The student would simply have to show his or her domicile is NC without regard to his or her parent(s).</p> |
| Effect | <p>Because the law presumes the student and parent have the same domicile, in order to determine whether a student pays in-State or out-of-State tuition, the student has to answer questions about:</p> <ol style="list-style-type: none"> 1. the student's parents; and, 2. whether the student can establish independence from his or her parents. <p>In other words, the to find out where the student is domiciled, the law requires a determination of where the parents are domiciled. According to the June 2018 RDS Data Analysis for the NCACCP Report, 40% of prospective students who failed to complete RDS quit during the dependency questions.</p> | <p>Since the law no longer presumes the student and parent(s) have the same domicile, there would no longer be a need for RDS to ask the dependency questions. Questions regarding the parents would be eliminated.</p> |

2. Exempt System Office IT Staff from Transfer to DIT (Department of Information Technology).

- **Background:** Under current Session Law, the System Office and the State CIO are required to provide a plan on the transfer of System Office IT Staff to DIT by October 2019 (extended from October 2018 in last session's budget bill). If transferred, IT staff will no longer be employees of the Community College System Office as well as no longer under the supervision of the System President and State Board. System Office IT staff provide critical assistance to all 58 community colleges and work closely with other System Office staff on various initiatives that require an IT component.
- **Request:** Request that NC Community College System Office IT staff be exempted from transferring to DIT.

3. Insurance in Lieu of Bond.

- **Background:** Current law requires colleges to bond employees who are authorized to draw or approve checks, employees authorized to receive institutional funds, and persons authorized to handle institutional property. However, colleges do not have the option to purchase insurance for these purposes.
- **Request:** Amend the statute to allow colleges to either obtain bonds or purchase insurance.

4. Earn FTE for Instruction in Jails.

- **Background:** During the last biennium, the Community College System supported legislation allowing for colleges to earn FTE for instruction in local jails and changing FTE hours in prisons to student membership hours instead of contact hours. The General Assembly did not enact this request; however, last session's budget required the State Board to study the cost of:
 - Earning regular FTE for community college courses offered in jails; and,
 - Reporting FTE student hours in correction institutions on the basis of membership hours.

The Report estimates that the total FTE value for providing instruction in jails is \$1,146,385, and an increase of approximately \$2.3 million in budget FTE to change student contact hours to membership hours for correctional institutions.

- **Request.** Amend the law to allow colleges to earn FTE for instruction in jails and change contact hours to membership hours for correction education. ***Note: This change does not require an appropriation. Any increase in FTE would be calculated into enrollment changes.***

ADDITIONAL SBCC NON-BUDGET LEGISLATIVE PRIORITIES.

5. Reorganization of the Community College System Office.

- **Background:** Section 9.1 of S.L. 2017-57 allows the President of the NC Community College System to reorganize the System Office in accordance with recommendations and plans submitted to and approved by the State Board of Community Colleges. This authority expires June 30, 2019.
- **Request.** Rather than requesting this authority every biennium, staff proposes codifying this authority in G.S. 115D-3(d). If codified, this authority would not expire and would require action by the General Assembly for further modifications.

6. College Information Systems (CIS) Carryforward.

- **Background:** Each biennium, the Community College System requests the authority to carryforward up to \$1,250,000 in College Information System (CIS) funds to purchase periodic IT upgrades.
- **Request:** Seek a provision allowing the System Office to carryforward those funds for the 2019-2021 biennium.

PENDING NON-BUDGET LEGISLATIVE PROPOSALS

- **Proprietary Schools Board/Separation from NC Community College System**
- **Apprenticeship Council Amendments**