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 the program without any special allocation of funds.

Blue Ridge Community College
   Early Childhood Administration (Certificate) (C55xxx)
   Early Childhood Preschool (Certificate) (C55xxx)
   Addition to Special Curriculum Program Application List

Fayetteville Technical Community College
   Surgical First Assistant (Certificate) (C55xxx)
   Tiered Funding Recommendation

Contact:
Jennifer Frazelle
Director
Program Planning: Blue Ridge Community College is seeking approval for the Early Childhood Administration Certificate (C55XXX) program to begin Spring, 2017. The planning area is defined as the college’s service area of Henderson and Transylvania Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on March 11, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge 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: Blue Ridge Community College indicates the following:

- The development of a stand-alone certificate in early childhood administration will provide students with the opportunity to earn a stackable credential with the specialization in administration which will enhance their employability opportunities as well as increase their future earning potential.
- Coursework within the early childhood administration certificate will allow students the opportunity to complete the requirements to earn the North Carolina Child Care Administrator Credentials which are recognized by the North Carolina Division of Child Development and Early Education and are required for those who are or wish to become employed as a director in a child care center.
- According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool and child care center directors is expected to increase by 7%. Additionally, preschool and child care center directors earn on average...
approximately $21.96 per hour which equates to an average annual salary of approximately $45,670. (U.S. Bureau of Labor Statistics)

- In North Carolina, the employment opportunities for early childhood administrators are increasing faster than the national average. The North Carolina Department of Commerce projects a 23.8% increase in employment openings for education administrators in preschool and child care center programs statewide between 2012-22.

- The average annual wage for education administrators in preschool and child care center programs in North Carolina is $37,820 which equates to approximately $17.09 per hour. (North Carolina Department of Commerce)

- A stand-alone early childhood administration certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.

- Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.

**Impact of the Proposed Program on Other Programs:** No colleges are approved to offer the Early Childhood Administration (C55XXX) program because this will be a new to the System certificate. An impact assessment was sent to colleges with similar programs 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 proposed curriculum standard.

**Contact:**
Dr. Lisa Eads
Program Coordinator
**Curriculum Description**

This curriculum prepares individuals pursuing administrating roles in diverse child care settings to effectively work with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills and leadership qualities.

Course work includes foundations in early childhood education, physical/nutritional needs of young children, safety issues in the care of young children; communication and leadership skills with teachers, families and children; programming and staffing, budgeting/financial management and marketing, and rules and regulations of early childhood programs.

Employment opportunities include entrepreneurship and/or management of child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start and Head Start programs, and other programs.

**Curriculum Requirements**

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

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

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

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

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

[ref. 1D SBCCC 400.97 (3)]

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

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours 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.

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**A. CORE**

**Required Courses:**
- EDU 119 Introduction to Early Childhood Education 4 SHC
- EDU 131 Child, Family and Community 3 SHC
- EDU 153 Health, Safety and Nutrition 3 SHC
- EDU 261 Early Childhood Administration I 3 SHC
- EDU 262 Early Childhood Administration II 3 SHC

**Required Subject Areas:**
N/A

**B. CONCENTRATION** *(Not applicable)*

**C. OTHER MAJOR HOURS**

To be selected from the following prefixes:
- ACC, ART, ASL, BIO, BUS, CHM, CIS, CSC, DAN, EDU, HEA, HIS, MUS, OST, PHS, PSY, SCI, SOC and WBL

Up to two semester hour credits may be selected from ACA.

Up to two semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.

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Approved by the State Board of Community Colleges ______________.
**Program Planning:** Blue Ridge Community College is seeking approval for the Early Childhood Preschool Certificate (C55XXX) program to begin Spring 2017. The planning area is defined as the college’s service area of Henderson and Transylvania Counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Blue Ridge Community College on March 11, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Blue Ridge 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:** Blue Ridge Community College indicates the following:

- The development of a stand-alone early childhood preschool certificate will provide students with the opportunity to earn a stackable credential with the preschool specialization which will enhance their employment opportunities.

- Coursework within the early childhood preschool certificate aligns with the Child Development Associate (CDA) training required subject areas which is part of the CDA certification recognized by Head Start. (Council for Professional Recognition; National Association of the Education of Young Children)

- According to data projections provided by the U.S. Bureau of Labor Statistics for 2014-24, employment openings for preschool teachers is expected to increase by 7%. Additionally, preschool teachers earn on average approximately $13.74 per hour which equates to an average annual salary of approximately $28,570. (U.S. Bureau of Labor Statistics)
• In North Carolina, the employment opportunities for preschool teachers are increasing faster than the national average. The North Carolina Department of Commerce projects a 23% increase in employment openings for preschool teachers statewide between 2012-22.

• The average annual wage for preschool teachers in North Carolina is $22,540 which equates to approximately $11.74 per hour. (North Carolina Department of Commerce)

• A stand-alone early childhood preschool certificate was developed as part of statewide curriculum revision to the Early Childhood program of study that is a result of the Growing Greatness/Race to the Top grant project led by Blue Ridge Community College in 2014-2015.

• Through the curriculum revision work of Growing Greatness, early childhood faculty identified ways to streamline early childhood program of study to provide students with more seamless and efficient transitions and pathways between various current degrees, diplomas, and certificates awarded in early childhood curriculum programs.

**Impact of the Proposed Program on Other Programs:** No colleges are approved to offer the Early Childhood Preschool Certificate (C55XXX) program because this will be a new to the System certificate. An impact assessment was sent to colleges that offer similar programs located in contiguous counties. **No negative impact responses were received.**

**Implementation of Collaborative Plan:** Not Applicable

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

**Contact:**
Dr. Lisa Eads
Program Coordinator
**Curriculum Standard**

Effective Term 
Spring 2017 
[2017*01]

Curriculum Program Title
Early Childhood Preschool Certificate

Concentration
(not applicable)

Program Code
C55XXX

CIP Code
13.1209

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**Curriculum Description**

This curriculum prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

Course work includes child growth and development, physical/nutritional needs of preschool children, safety issues in the care of preschool children; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate preschool programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and other preschool programs.

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**Curriculum Requirements**

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

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

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

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

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

[ref. 1D SBCCC 400.97 (3)]

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

B. **Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours 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.

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<td>PSY 245 Child Development II</td>
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ADDITION TO SPECIAL CURRICULUM PROGRAM APPLICATION LIST

Early Childhood Administration (Certificate)(C55xxx)
Early Childhood Preschool (Certificate)(C55xxx)
Blue Ridge Community College

Request: The State Board of Community Colleges is asked to approve Blue Ridge Community College’s request to add the following titles to the list of current programs that follow the Special Curriculum Program Application process with the condition that the college have prior approval for the Early Childhood Education (A55220) program:

Early Childhood Administration (Certificate)(C55xxx)
Early Childhood Preschool (Certificate)(C55xxx)

Background: *The State Board has delegated to the President of the North Carolina Community College System the authority to approve new curriculum programs utilizing the special abbreviated application process for selected curriculum program titles. Curriculum programs recommended to the State Board for placement on the Special Curriculum Application process list by a college or by System Office staff must meet the following criteria to be eligible:

1. There is a widespread, immediate need for the job training and
2. There will be minimal impact on college programs if multiple colleges offer the program

The Special Curriculum Program Application Process is an abbreviation application process which requires the College President and Board of Trustees to certify that they have assessed the need for the program and the resources required to maintain a viable program and certify that the college can operate the program efficiently and effectively within the resources available to the college. In addition, they must certify that the program will enhance the workforce of North Carolina and will provide educational and training opportunities consistent with the mission of the college.

A Three-Year Accountability Report is required three years after implementation of the program to report information to the State Board of Community Colleges concerning enrollment, completers and employment of graduates.

Rationale: In North Carolina, the employment opportunities for early childhood administrators and preschool teachers are increasing faster than the national average. Each college is already approved for the Early Childhood Education program so there is minimal impact on college programs if multiple colleges offer the program(s).

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

Contact:
Dr. Lisa Eads, Program Coordinator
Program Planning
Fayetteville Technical Community College is seeking approval for the Surgical First Assistant (Certificate) (C45xxx) program to begin Summer 2017. The planning area is defined as the college’s service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on February 15, 2016. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

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

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

- FTCC’s advisory committee for their Surgical Technology program requested the development of this program. The Surgical First Assistant program would provide the certified surgical technologists (CST) a career pathway or sequence of credentials to increase their job qualifications and increase their marketability in the health care industry.
- Currently, FTCC offers the Surgical Technology (A45740) program. Therefore, FTCC has the resources (personnel, facilities, clinical programs, etc.) available to implement the proposed Surgical First Assistant (Certificate) program.
• It is reported in the National Board of Surgical Technology and Surgical Assisting (NBSTSA) newsletter that the surgical first assisting profession has grown into an independent entity with more and more formal training programs available. The NBSTSA Board of Directors has recognized the necessity to establish standards for training via accreditation granted by the Commission on Accreditation of Allied Health education Programs (CAAHEP).

• The National Board of Surgical Technology and Surgical Assisting (NBSTSA) recognizes both the origins of the Surgical First Assistant profession and the evolution of educational programs in surgical assisting. The Board of Directors for NBSTSA recently announced changes in eligibility to sit for the Certified Surgical First Assistant (CSFA) Examination. Effective June 3, 2017, any new applicant who wishes to sit for the CSFA must be a graduate of a Commission on Accreditation of Allied Health Education Program (CAAHEP).

• According to the U.S. Bureau of Labor Statistics the average starting salary for surgical assistants is $55,000, and the average annual salary is $75,000. (Houston Chronicle, 2016).

• The American Medical Association’s (AMA) policy H475.986 recognizes that the responsible surgeon may delegate the performance of part of a given operation to surgical assistants, provided the surgeon is an active participant throughout the essential part of the operation. Given the nature of the surgical assistant’s role and the potential of risk to the public, it is appropriate to ensure that qualified personnel accomplish this function.

• The Association of Surgical Assistants (ASA) supports legislative and regulatory efforts to ensure surgical assistants are credentialed as Certified Surgical First Assistant (CSFA), Certified Surgical Assistant (CSA) or Surgical Assistants-Certified (SA-Cs). NBSTSA offers the CSFA credential, the National Surgical Assistant Association (NSAA) offers the CSA credential, and the American Board of Surgical Assisting (ABSA) offers the SA-C credential.

• It is reported in Outpatient Surgery Magazine that surgeons who work with surgical assistants can increase their elective case volume. Surgical assistants bridge the communication gap between surgeons and surgical teams. They’re extremely familiar with what surgeons need and how they operate, and they’re in the OR before and after each case to help expedite the set up and turnover of rooms.

• OR Today reports: utilizing a skilled first assistant has decreased surgical time in the operating room, which decreases probability of surgical site infections and complications. (WWW.ORTODAY.COM, September 2015).
• FTCC reports two major hospitals, within their service area, employ Surgical First Assistants. Currently, the two employers rely on the surgical assistant for the procurement of the saphenous vein, which is utilized during coronary artery bypass grafting (CABG) procedures.

• Cape Fear Valley Health System, Southeastern Regional Medical Center, and several surgeons that serve on FTCC’s Surgical Technology Advisory Board expressed support for the program.

• FTCC completed a student interest survey that identified 71 out of 74 respondents were interested in the program.

• According to CAAHEP data, there are eight accredited Surgical Assisting programs in the United States.

• FTCC plans to offer the Surgical First Assistant (Certificate) program totally online with the clinical component as Work-Based Learning (WBL). Students will be responsible for procuring a surgeon to serve as their preceptor, while completing the surgical case requirements.

Impact of the Proposed Program on Other Programs
This program would be new to the community college system. This program is not considered similar to any existing programs, therefore, an impact assessment was not required.

Implementation of Collaborative Plan
Not Applicable

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

Contact:
Ms. Renee Batts
Associate Director

SBCC
07/15/2016
PROPOSED CURRICULUM STANDARD

Curriculum Program Title: Surgical First Assistant (Certificate)  
Program Code: C45XXX  
Concentration: (not applicable)  
CIP Code: 51.0909

Curriculum Description
The Surgical First Assistant curriculum is designed to prepare qualified Surgical Technologists and other surgical professionals with the educational preparation necessary to assume the role of the Surgical First Assistant during operative and other invasive procedures.

Students will learn to apply didactic knowledge to the care of the surgical patient and provide assistance in exposure, hemostasis, and other technical functions that will assist the surgeon in performing a safe operation with optimal results for the patient.

Graduates of an accredited Commission on Accreditation of Allied Health Education Program (CAAHEP) program may be eligible to test with one of the following organizations: National Board of Surgical Technology and Surgical Assisting (NBSTSA), National Surgical Assistant Association (NSAA) and the American Board of Surgical Assisting (ABSA). Employment opportunities include hospitals, clinics, educational institutions, and self-employment.

Individuals entering this curriculum must possess a minimum of an associate degree.

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

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

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

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

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

[ref. 1D SBCCC 400.97 (3)]

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

B. **Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours 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.

#### Surgical First Assistant (Certificate) (C45XXX)

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<td><strong>A. CORE</strong></td>
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<td>Required Courses:</td>
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<tr>
<td>SFA 200 SFA Anatomy &amp; Pathophysiology</td>
<td>4 SHC</td>
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<tr>
<td>SFA 201 Fundamentals of SFA</td>
<td>3 SHC</td>
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<tr>
<td>SFA 202 Surgical Patient Management</td>
<td>3 SHC</td>
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<tr>
<td>SFA 203 Advanced Surgical Pharmacology</td>
<td>3 SHC</td>
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<tr>
<td>SFA 204 SFA Techniques</td>
<td>3 SHC</td>
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<tr>
<td>WBL 111 Work-Based Learning I</td>
<td>1 SHC</td>
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<tr>
<td>WBL 121 Work-Based Learning II</td>
<td>1 SHC</td>
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<td><strong>B. CONCENTRATION (if applicable)</strong></td>
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<td><strong>C. OTHER MAJOR HOURS</strong></td>
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<td><em>To be selected from the following prefixes:</em></td>
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Approved by the State Board of Community Colleges on ____________.
Surgical First Assistant Courses

SFA 200 SFA Anatomy & Pathophysiology
Class: 3  Lab: 2  Clinical: 0  Credit: 4
Prerequisites: None
Corequisites: None

This course is designed to promote an understanding of surgical anatomy and pathophysiology. Emphasis is placed on the structure and function of body systems, including etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain surgical anatomy, categorize diseases, define pathology, identify organ/body systems involved, and discuss surgical treatments and prognosis.

SFA 201 Fundamentals of SFA
Class: 3  Lab: 0  Clinical: 0  Credit: 3
Prerequisites: SFA 200
Corequisites: WBL 111

This course is designed for healthcare workers developing their competencies in the fundamentals of the theory and practice of a Surgical First Assistant. Emphasis is placed on the responsibilities of a Surgical First Assistant, perioperative monitoring equipment, diagnostic tests, and related surgical procedures. Upon completion, students should be able to explain the role of the Surgical First Assistant and demonstrate competence in basic techniques of surgical patient care.

SFA 202 Surgical Patient Management
Class: 3  Lab: 0  Clinical: 0  Credit: 3
Prerequisites: SFA 201
Corequisites: None

This course is designed to introduce the student on the theory and practice of caring for the surgical patient. Emphasis is placed on skills needed to manage perioperative patients. Upon completion, students should be able to manage surgical patients effectively and efficiently.
**SFA 203 Advanced Surgical Pharmacology**  
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: None  
Corequisites: None  

This course is designed to provide an in depth study of pharmacology as it relates to surgical intervention in the surgical environment. Emphasis is placed on the indications, administration, contraindication, and safety considerations of pharmacologic agents used in surgery. Upon completion, students should be able to demonstrate an understanding of the different pharmacologic agents, their methods of administration, and how the agents may impact the surgical procedure.

**SFA 204 SFA Techniques**  
Class: 3  Lab: 0  Clinical: 0  Credit: 3  
Prerequisites: SFA 201  
Corequisites: WBL 121  

This course is designed to familiarize the Surgical First Assistant with surgical skills and techniques utilized by the surgical assistant. Emphasis is placed on fundamental care, surgical equipment and routines which are required to ensure safe and efficient care of surgical patients. Upon completion, students should be able to demonstrate surgical techniques as they relate to the Surgical First Assistant.
STATE BOARD OF COMMUNITY COLLEGES

NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS

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

**Tier 1A** - SFA – Surgical First Assistant
Rationale: The SFA curriculum prefix is in the area of health care. Individuals enrolled in SFA courses must be a Surgical Technologist or other surgical professional. The SUR curriculum course prefix for Surgical Technology is a Tier 1A classification.

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

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

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

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

**Tier 3**: Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier.

Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

Contact:
Ms. Renee Batts, Associate Director