

CHAPTER D. EDUCATION PROGRAMS

SUBCHAPTER 100. DEFINITIONS

1D SBCCC 100.1 RESERVED FOR FUTURE CODIFICATION

SUBCHAPTER 200. BASIC SKILLS

1D SBCCC 200.1 BASIC SKILLS DEFINITIONS

Reserved for Future Codification

1D SBCCC 200.2 ENROLLMENT/ELIGIBILITY REQUIREMENTS

Reserved for Future Codification

1D SBCCC 200.3 PROGRAM CLASSIFICATION

The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:

- (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
 - (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
 - (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
 - (B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.

- (C) The associate in general education degree programs are designed for students who desire a general liberal arts education.
- (ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.
 - (iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.
- (b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.
- (2) Continuing Education Programs:
- (a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
 - (b) Community Service:
 - (i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.
 - (ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community

organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:

- (i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.
- (ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

- (i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.
- (ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in

the GED Examiner's Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars (\$15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.

- (iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.
- (iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.
- (v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual's assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

(iv) development of communication skills;

(v) development of problem-solving skills; and

(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);

Eff. February 1, 1976;

Readopted Eff. January 24, 1978;

Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. July 1, 1998;

Temporary Amendment Eff. October 4, 2001;

Amended Eff. June 1, 2009; April 1, 2003.

1D SBCCC 200.93 FACULTY

(a) General

- (1) Colleges shall employ faculty members so as to meet Southern Association of Colleges and Schools' criteria.
- (2) Colleges shall determine appropriate teaching and non-teaching loads for faculty and for technical assistants to the faculty so as to meet Southern Association of Colleges and Schools' criteria.
- (3) The Principles of Accreditation: Foundations for Quality Enhancement Commission on Colleges, Southern Association of Colleges and Schools, current edition is hereby adopted by reference, including any subsequent amendments and editions of this book, to apply to community colleges. Copies for The Principles of Accreditation: Foundations for Quality Enhancement may be inspected in or obtained at no cost from the Office of the System President, Department of Community Colleges, 200 W. Jones Street, Raleigh, NC 27603-1379.

- (b) Instructors for Extension Emergency Services Training. All instructors in the area of Emergency Services Training must be qualified as established by the respective emergency services certifying agency. Emergency services training means training delivered to personnel in law enforcement, fire and rescue services, and emergency medical services agencies.

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

Eff. February 1, 1976;

Amended Eff. March 1, 2007; July 1, 1998; September 1, 1993; August 17, 1981; September 30, 1977.

1D SBCCC 200.94 BASIC SKILLS PLAN

Reserved for Future Codification

1D SBCCC 200.95 EDUCATION SERVICES FOR MINORS

- (a) The major purpose of community colleges is to serve students who have graduated from high school or are beyond the compulsory age limit of the public school and have

left public school. However, a minor may seek admission to a community college subject to the conditions in this Section.

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

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

(2) If the minor, 16 years old or older, has officially withdrawn from a public or private educational agency for at least six months, a college may admit the minor to a Basic Skills or Continuing Education program without the release form from the public or private educational agency. However, the minor must obtain a notarized petition of the minor's parent, legal guardian, or other person or agency having legal custody and control. The petition shall certify the minor's residence, date of birth, date of leaving school, name of last school attended, and the petitioner's legal relationship to the minor.

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

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

1D SBCCC 200.96 ASSESSMENT PROCEDURES

Reserved for Future Codification

1D SBCCC 200.97 PROGRAM MONITORING

Reserved for Future Codification

1D SBCCC 200.98 BASIC SKILLS PLUS

Reserved for Future Codification

1D SBCCC 200.99 DRIVERS' ELIGIBILITY CERTIFICATE

(a) Local Boards of Trustees shall be responsible for the issuance of driving eligibility certificates, the timely reporting of dropouts and students unable to make progress toward graduation, and the provision of grievance procedures associated with the issuance of driving eligibility certificates. Local Boards of Trustees shall provide a program which meets the following requirements:

(1) The president or the president's designee shall issue a driving eligibility certificate if it is determined that:

(A) The student seeking the certificate is currently enrolled in a basic skills program and is making progress toward obtaining a high school diploma or its equivalent. Making progress toward obtaining a high school diploma for a person enrolled in a community college basic skills program is defined as:

- (i) Attending a basic skills class a minimum of sixty hours per month for a period of six consecutive months; and
 - (I) Demonstrating progress in GED at the end of each six month period by passing a minimum of two GED tests with a score of 40 or higher.
 - (II) Demonstrating progress in Adult High School at the end of each six month period by passing a minimum of two Adult High School units.
 - (III) Demonstrating progress in Adult Basic Education or English as a Second Language at the end of each six month period by one of the following: increase scores on each subsequent standardized test or make progress as documented by teacher assessment.
 - (ii) If a student does not meet the criteria for making progress and attendance during any month, the president or the president's designee shall notify the Division of Motor Vehicles the following month that the student no longer meets the requirements for the driving eligibility certificate.
- (B) A substantial hardship would be placed on the person seeking the certificate or the person's family if the person does not receive the certificate. Examples of a substantial hardship include:
- (i) A parent's inability to drive due to sickness or other impairment and the student is the only person of driving age in the household.
 - (ii) The student requires transportation to and from a job that is necessary to the welfare of his family and is unable by any other means to do so.
- (C) The person seeking the certificate cannot make progress toward obtaining a high school diploma or its equivalent. The president or the president's designee shall determine, along with input from other basic skills staff, if a student is unable to make progress toward obtaining a high school diploma or its equivalent.
- (2) The President or his designee shall not issue a driving eligibility certificate if it is determined that either after the first day of July before the school year which the student enrolled in the eighth grade or after the student's fourteenth birthday, whichever event occurred first, the student was subjected to disciplinary action as

defined in this Subparagraph for any of the enumerated conduct as defined in this Subparagraph. Disciplinary action is defined as:

(A) An expulsion;

(B) Suspension for more than ten consecutive days; or

(C) An assignment to an alternative educational setting for more than ten consecutive days, which resulted from any of the enumerated conduct.

Enumerated conduct is defined as:

(i) The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.

(ii) The possession or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-391(d1), or that could have resulted in that disciplinary action if the conduct had occurred in a public school.

(iii) The physical assault on a teacher or other school personnel on school property

(3) A student who was ineligible for a certificate under Subparagraph (a)(2) of this Rule, is eligible for a certificate when the president or president's designee determines that the student has exhausted all administrative appeals connected to the disciplinary action and that one of the following conditions is met:

(A) The conduct which resulted in the disciplinary action occurred before the student reached the age of 15, and the student is now at least 16 years old.

(B) The conduct which resulted in the disciplinary action occurred before the student reached the age of 15, and at least one year has passed since the student exhausted all administrative appeals connected to the disciplinary action.

(C) The student needs the certificate in order to drive to and from school, a drug or alcohol treatment counseling program, or a mental health treatment program, and no other transportation is available.

(4) A student who was ineligible for a certificate under Subparagraph (a)(2) of this Rule may otherwise be eligible for a certificate if, after six months from the date of the ineligibility, the president or the president's designee determines that:

- (A) The student has displayed exemplary behavior; or
 - (B) The ineligibility was based on a disciplinary action for the possession or sale of an alcoholic beverage or a controlled substance on school property and the president or the president's designee determines that the student has attended and successfully completed a drug or alcohol treatment program.
 - (i) Exemplary behavior is defined as the student having no further incidents of misconduct where expulsion, suspension, or an assignment to an alternative educational setting is required.
 - (ii) Attending and successfully completing a drug or alcohol treatment program is defined as a minimum of 12 hours of drug or alcohol treatment counseling or a mental health treatment program. In addition, the treatment counseling program shall have a strong parental involvement focus.
- (b) Any person denied a driving eligibility certificate may appeal that decision through the college's student grievance procedure.
- (c) The president or the president's designee shall notify the Division of Motor Vehicles when a student is no longer exhibiting exemplary behavior or attending and successfully completing a drug or alcohol treatment program as determined above, or when a student officially drops out of school. The president's designee shall be the Basic Skills Director.
- (1) The State Board shall provide to the Basic Skills Director a form for students to provide their written irrevocable consent for a community college to disclose to the Division of Motor Vehicles that the student no longer meets the conditions for a driving eligibility certificate under subparagraphs (a)(1) through (a)(4) of this Rule.
 - (2) This form shall only identify the student, and under which Subsection of this Rule the student is no longer eligible. No other details or information concerning the student's school record shall be released pursuant to this request.

History Note: Authority G.S. 115D-5(a3);

Eff. August 1, 2001.

SUBCHAPTER 300. CONTINUING EDUCATION

1D SBCCC 300.1 Definitions

- (a) "Continuing Education" – Continuing Education programs provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations. For the purpose of this subchapter, "Continuing Education" refers to the following programs: Workforce Continuing Education Training, Human Resources Development, and Community Service.
- (b) "Course" – Refers to the list of approved courses in the Combined Course Library maintained by the North Carolina Community College System Office.
- (c) "Class" - An individual course section or unit of instruction with a specific date and time duration.
- (d) "Register" – To complete the procedure defined by the college to sign up for a course section

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

Eff. [June 1, 2016](#).

1D SBCCC 300.2 Registration

- (a) Registration. Each college shall maintain an open-door registration process for individuals who are either high school graduates or are at least 18 years of age. Officials of each college shall make student registration determinations.
 - (1) Safety Exceptions. Boards of trustees may adopt policies refusing registration to any individual if it is necessary to protect the health or safety of the individual or other individuals. When making a health and safety determination, colleges may refuse registration to an applicant when there is an articulable, imminent, and significant threat to the individual or other individuals. Colleges refusing registration on the basis of a health or safety threat shall document the following:
 - (A) Detailed facts supporting the rationale for denying registration;

- (B) The time period within which the refusal to register shall be applicable and the supporting rationale for the designated time period; and
- (C) The conditions upon which the individual who is refused registration would be eligible to be registered.

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

Eff. [June 1, 2016](#).

1D SBCCC 300.3 Program Description

- (a) Workforce Continuing Education Training. Workforce Continuing Education Training programs are designed to provide instructional opportunities for individuals seeking to gain new or upgrade current job-related skills. Programs can be delivered as a single course or bundled as a series of courses that provide instruction around skill competencies that lead to a recognized credential (licensure, certification, renewal, registry listing) or meets local workforce labor needs.
- (b) Human Resources Development. The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Each college shall operate a Human Resources Development (HRD) program to provide assessment services, employability training, and career development counseling to unemployed and underemployed individuals. These courses shall address six core components:
 - (1) Assessment of an individual's assets and limitations;
 - (2) Development of a positive self-concept;
 - (3) Development of employability skills;
 - (4) Development of communication skills;
 - (5) Development of problem-solving skills; and
 - (6) Awareness of the impact of information technology in the workplace.
- (c) Community Service. Community Service programs provide courses, seminars, and community activities that contribute to an individual's cultural, civic, and personal growth.

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

Eff. [June 1, 2016](#).

1D SBCCC 300.4 Program Management

(a) Program Accountability.

- (1) Each college's local board of trustees shall adopt a Continuing Education Accountability and Integrity Plan. At a minimum, the Continuing Education Accountability and Integrity Plan shall define a system of checks and balances to prevent and detect errors or irregularities when reporting hours for FTE purposes and establish a framework for defining program quality and improvement procedures.
- (2) Each college shall adopt a class visitation plan as part of the Continuing Education Accountability and Integrity Plan as referenced in 1G SBCCC 400.3(c)(2). At a minimum, class visitation plans shall include the following:
 - (A) Course sections offered with waiver eligibility;
 - (B) Course sections delivered through distance learning technologies;
 - (C) Course sections held at non-college facilities;
 - (D) Course sections with irregular or non-traditional schedules; and
 - (E) Visitation plans must define frequency visits by reporting term
- (3) The local board of trustees shall review the Continuing Education Accountability and Integrity Plan at least once every three years from the date the local board of trustees adopts the Continuing Education Accountability and Integrity Plan.
- (4) Colleges shall submit a copy of the Continuing Education Accountability and Integrity Plan, including amendments, to the Continuing Education Department at the System Office upon adoption.

(b) Faculty. Colleges shall employ faculty so as to meet Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) criteria and local college policies. All faculty providing instruction in programs with external agency oversight must be a qualified instructor as established by the respective agency or certifying entity.

(c) Services to Minors. For the purposes of this subsection, the word “minor” shall not include minors who have graduated from high school. The major purpose of community colleges is to serve students who have graduated from high school, have obtained a high school equivalency diploma, or are beyond the compulsory age limit of the public school and have left public school. However, a minor may enroll in Continuing Education course sections subject to the following:

(1) Minors Age 16 and 17. A minor, age 16 or 17, may enroll in Continuing Education course sections subject to the following conditions:

(A) Minors shall not displace adults.

(B) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.

(C) If the minor is enrolled in high school, the following restrictions apply:

(i) Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.

(ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:

(I) Course sections that are part of an approved Workforce Continuing Education Career and College Promise Pathway (1D SBCCC 300.4 (c)(1)(D)).

(II) Self-supporting course sections.

(D) Workforce Continuing Education Career and College Promise – The purpose of Workforce Continuing Education Career and College Promise Pathways are to offer structured opportunities for qualified high school students, as determined by the high school principal or the high school principal’s designee and the college’s senior continuing education administrator, the chief student development administrator or the college’s chief academic officer, to dually enroll in community college courses that provide pathways that lead to a State or industry-recognized credential. Career and College Promise rules applicable to curriculum programs are provided in 1D SBCCC

400.11.

- (i) Career and College Promise is a dual enrollment program for eligible North Carolina high school students. Community colleges may collaborate with local administrative units to offer courses through a Workforce Continuing Education pathway approved by the Continuing Education staff of the System Office.
- (ii) All non-self-support continuing education courses taken by high school students at community colleges in accordance with this Section are registration fee waived.
- (iii) High school students may not audit courses offered under the Career and College Promise Program.
- (iv) A college shall submit a Workforce Continuing Education Pathway application for each Career and College Promise program the college plans to offer to the North Carolina Community College System Office using course codes provided by the North Carolina Community College System Office.
 - (I) The North Carolina Community College System Office assigned Workforce Continuing Education staff shall approve Workforce Continuing Education Pathways before students may enroll.
 - (II) Within the Workforce Continuing Education Pathway, a college shall verify its capacity to teach all course sections in the pathway.
 - (III) Students enrolled in Adult Basic Education or Adult Secondary Education are not eligible for Career and College Promise.
- (v) High school students shall complete college registration documents and provide a high school transcript which demonstrates eligibility to enroll in Career and College Promise as outlined in 1D SBCCC 300.4(c)(1)(D)(ix) to be admitted into a Workforce Continuing Education Career and College Promise pathway.
 - (I) The high school shall provide signed and dated documentation from the high school principal or high school principal's designee providing that the eligibility requirements for enrollment in Career and College

Promise have been met.

(II) Colleges shall verify eligibility prior to enrollment of the student in the Career and College Promise pathway.

(III) Colleges shall maintain verification of student eligibility for Career and College Promise pathways.

(vi) Colleges shall assign student codes provided by the North Carolina Community College System Office and shall update the student code to reflect when the student transitions out of the Career and College Promise program and is no longer provided registration fee-waiver status.

(vii) Colleges shall comply with 1D SBCCC 300.6(a) regarding Level I Instructional Service Agreements when providing courses to Career and College Promise students outside of the college's service area.

(viii) High school students who delay graduation to continue eligibility for the Career and College Promise program shall not be eligible to participate in the Career and College Promise program.

(ix) Workforce Continuing Education Pathway

(I) To be eligible for registration in a Workforce Continuing Education Pathway, a high school student shall:

- a. Be a high school junior or senior as designated by the local education agency;
- b. Have an unweighted GPA of 2.8 on high school courses or have the recommendation of the high school principal or the high school principal's designee; and
- c. Have received career pathway information outlining program requirements for completion of the pathway.

(II) To maintain eligibility for continued registration, a student shall:

- a. Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35, and
- b. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined in the

pathway syllabus

- c. A student who does not meet these criteria will be subject to the college's policy for satisfactory progression.

(III) With approval of the high school principal or the high school principal's designee and the college's senior continuing education administrator, chief student development administrator or chief academic officer, a Workforce Continuing Education Junior or Senior may concurrently enroll in the following:

- a. Two Career and Technical Education Workforce Continuing Education Pathways;
- b. One Career and Technical Education Workforce Continuing Education Pathway and one College Transfer Pathway; or
- c. One Career and Technical Education Workforce Continuing Education Pathway and one Career and Technical Education Curriculum Pathway.

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

(V) The college may award the Workforce Continuing Education Pathway completion, to the Career and College Promise student prior to high school graduation.

(2) Minors Less than Age 16. A minor less than 16 years old may enroll in Continuing Education course sections subject to the following conditions:

- (A) Minors less than 16 years old may enroll in self-supporting safe driving course sections during any reporting term.

- (B) A college may provide classes for minors less than 16 years old only during the summer reporting term. These classes must be self-supporting and may not be designated by the college to provide partial or full credit towards meeting high school graduation requirements.
- (C) Notwithstanding 1D SBCCC 300.4(c)(2)(B), Minors who are at least 15 years old and less than 18 years old, and who are uncompensated members of a bona fide fire department or rescue squad, pursuant to G.S. 95-25.5(n), may enroll in fire-training courses, including certification-eligible courses, on a specialized course list approved by the State Board of Community Colleges in accordance with G.S. 115D-5(b)(2). Colleges may earn fulltime-equivalent (FTE) hours for minors enrolled in fire-training courses.
- (D) Minors shall not displace adults.
- (E) Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.
- (F) If the minor is enrolled in high school, the following restrictions apply:
 - (i) Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.
 - (ii) Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:
 - (I) Course sections that are part of an approved Workforce Continuing Education Career and College Promise Pathway (1D SBCCC 300.4(c)(1)(D)).
 - (II) Self-supporting course sections.
- (d) Juvenile Justice. Colleges may provide Continuing Education course sections to juveniles of any age who are committed to the Division of Juvenile Justice of the Department of Public Safety, if the juvenile is otherwise qualified for registration in the Continuing Education class and has the approval of the Director of the Youth Development Center to which the juvenile is assigned.
- (e) Once enrolled, minors shall be treated the same as all other students.

History Note: Authority G.S. 115D-5; G.S. 115D-20(4)(b);

Eff. [June 1, 2016](#);

Amended Eff. [February 1, 2023](#); [April 1, 2020](#); [November 1, 2017](#)

1D SBCCC 300.5 Course Standards

- (a) Master Course Schedule. Colleges shall maintain a master schedule, including days, time, and location for all Continuing Education class offerings, including the physical address to off-campus class locations.
- (b) Course Approval Process. The provisions for the course approval process for Continuing Education courses follow:
 - (1) Colleges seeking to add a new course to the Combined Course Library or seeking to modify an existing course shall submit a new course or modification request to the North Carolina Community College System Office. The North Carolina Community College System Office shall maintain new course or modification request forms and guidance documents and make them available to colleges upon request.
 - (2) The Continuing Education Leadership Committee, comprised of a rotating slate of Continuing Education senior administrators from local colleges, will review all requests for new courses or course modifications. The Continuing Education Leadership Committee shall recommend approval of the new course or approval of the modification if all of the following conditions are met.
 - (A) All requests for new courses and course modifications must meet the definition of continuing education as defined in 1D SBCCC 300.1(a).
 - (B) All requests for new courses and course modifications must demonstrate workforce need with local and state labor market data.
 - (C) New course requests shall not duplicate the scope of the description of existing Combined Course Library courses.

For requests that comply with 1D SBCCC 300.5(b)(2)(A)–(C), the Continuing Education Leadership Committee shall submit its recommendation to the Workforce Continuing Education staff at the North Carolina Community College

System Office with a copy to the requesting college, and the Workforce Continuing Education staff shall submit the recommendation to the State Board of Community Colleges for final approval.

- (3) Once a course is approved and placed in the Combined Course Library, colleges do not have to seek additional approval from the North Carolina Community College System Office to offer the course as long as the course meets the standards set forth in this Subchapter.
- (c) **Course Standards.** All Continuing Education course sections shall be based on courses maintained in the Combined Course Library. The course standards for Continuing Education local course offerings follow:
- (1) **Course Title.** A college may use a local course title to clarify the instructional content, instructional methodology, and target audience.
 - (2) **Course Description.** A college may use a local course description to clarify the instructional content, instructional methodology, and target audience as long as the content of the course falls within the scope of the State Board approved course description listed in the Combined Course Library.
 - (3) **Scheduled Hours.** Colleges shall not schedule hours that exceed the maximum approved hours for instruction for the specific course within the Combined Course Library.
- (d) **Continuing Education Units.** One Continuing Education Unit (CEU) is equal to ten contact hours of participation in class.
- (e) **Course Articulation.** In accordance with criteria set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and local college policies, a college may award academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a college designated credit experience as determined by the college.

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

Eff. [June 1, 2016](#).

(a) Level One Instructional Service Agreement.

(1) A college may offer continuing education courses in an area assigned to another college by providing a written, level one instructional service agreement under the following conditions:

(A) Resources are solely provided by the college requesting permission to enter into another college's service area; and

(B) The requesting college does not share the FTE with the other college(s).

For the purposes of this rule, "an area assigned to another college" shall include an online class that is set up to specifically target students in another college's service area.

(2) The level one instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one instructional service agreements:

(B) Be signed by the presidents of each participating college;

(C) Specify the course(s) or program(s) to be delivered into the other college's service area;

(D) Specify the plan for delivery of the instruction;

(E) Specify the conditions and time frame for termination of the agreement; and

(F) Be maintained on file at all colleges involved for compliance review purposes.

(b) Level Two Instructional Service Agreement.

(1) Two or more colleges may jointly offer continuing education courses by providing a written, level two instructional service agreement under the following conditions:

(A) Resources are shared between the participating colleges; and

(B) FTE may be shared between the participating colleges.

(2) The level two instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level two instructional service agreements;

(B) Be signed by the president of each participating college;

(C) Specify the course(s) to be delivered to the other college's service area;

- (D) Specify the plan for delivery of the instruction;
- (E) Specify the proration of resources and FTE allocated for each college;
- (F) Specify the conditions and time frame for termination of the agreement;
- (G) Be filed with the System Office President prior to implementation of the course(s); and
- (H) Be maintained on file at all colleges involved for compliance review purposes.

History Note: Authority G.S. 115D-5; S.L. 1993, 2nd session, c. 769, p. 18, s. 18; S.L. 1995, c. 625;
Temporary Adoption Eff. October 31, 1994, for a period of 180 days or until the permanent rule becomes effective, whichever is sooner;
Eff. May 1, 1995;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. [June 1, 2016](#); [November 1, 2014](#); August 1, 2004; July 1, 1998.

1D SBCCC 300.9 Clinical Practice

- (a) Definition. Clinical practice is a structured, staff-directed learning experience in a health occupation related course designed to develop job skill proficiency.
- (b) Clinical practice is only approved for health occupation related courses listed in the Combined Course Library that have a clinical component detailed in the course description approved by the State Board of Community Colleges.
- (c) A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving body, shall supervise clinical practice.
- (d) Clinical hours per course section shall not exceed a licensing agency or accrediting body requirements.
- (e) Clinical experience shall earn budget FTE at the 100 percent rate for student membership hours. Colleges shall report these hours consistent with standards set forth in 1G SBCCC 200.94.
- (f) College personnel shall make documentation verifying student participation in clinical practice available for compliance purposes.

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

Eff. [September 1, 2018](#).

1D SBCCC 300.10 Work-Based Learning

- (a) Definition. Work-Based Learning involves the development of job skills and an opportunity for career exploration by providing the student with work experience that is coordinated with the educational program.
- (b) Types of Work-Based Learning may include paid or unpaid internship, pre-apprenticeship, registered apprenticeship, and practicums required for a state-regulated or industry-recognized credential.
- (c) Work-Based Learning Course Section Criteria:
 - (1) Twenty (20) hours is the minimum instructional hours for a Work-Based Learning course section.
 - (2) Colleges must include a student orientation component not to exceed four instructional hours and a post-training student and employer evaluation component not to exceed two instructional hours.
 - (3) Student membership hours may be reported for budget FTE as regularly scheduled or non-regularly scheduled as defined in 1G SBCCC 200.94(a)-(b).
 - (4) Work-Based Learning course sections must be linked to a Workforce Continuing Education course that meets the following criteria:
 - (A) Is aligned with the skill development practiced in the work experience environment as identified in the Measurable Learning Outcomes (MLO) defined in 1D SBCCC 300.10(f)(6)(C);
 - (B) Scheduled for 96 instructional hours or more; and
 - (C) Leads to a state-regulated or industry-recognized credential.
- (d) Colleges must develop and implement local procedures to ensure compliance with the Work-Based Learning criteria.
- (e) Student Eligibility Criteria:
 - (1) Must meet then-current age and employment requirements referenced in G.S. 95-25.5.

- (2) Must be enrolled in a Workforce Continuing Education course meeting the criteria specified in 1D SBCCC 300.10(c)(4).
- (3) Must have completed at a minimum 48 instructional hours within the Workforce Continuing Education course prior to entering the Work-Based Learning experience.
- (4) Must submit an application for placement in a course section and meet course requirements.
- (5) Must meet all job-specific requirements of the employer.

(f) Program Requirements.

- (1) College staff must plan and coordinate student activity in Work-Based Learning course sections.
- (2) College staff, who meet instructional qualifications and are paid with college funds, will supervise Work-Based Learning experiences.
- (3) The employer is responsible for the supervision of the student while the student is at the job site.
- (4) Students may work at multiple job sites and be supervised by multiple employers.
- (5) Students must receive at least one mandatory site visit with the coordinating college staff.
- (6) Colleges must retain a student file that contains the following documents:
 - (A) Current student transcript to document the Work-Based Learning aligned courses;
 - (B) Completed Work-Based Learning application;
 - (C) Measurable Learning Outcomes. MLOs are agreed upon experiences that students will obtain while working. The job description must contain a list of general tasks, or functions, and responsibilities of a position;
 - I. The student, college staff, and employer must develop and agree to the MLOs identified.
 - II. There must be a minimum of three MLOs for each Work-Based Learning experience. A job description listing general tasks, functions, and responsibilities of the Work-Based Learning position may be used in lieu of MLOs.

- III. The student, college staff, and employer must sign an agreement to the established MLO expectations prior to the beginning of the Work-Based Learning experience.
- (D) Documentation of an employer consultation between the college, employer and student;
 - (E) Documentation of an evaluation of the student by the employer;
 - (F) Documentation of student hour tracking through timesheets or other related reports; and
 - (G) Colleges may substitute an ApprenticeshipNC Registered Apprenticeship or Pre-Apprenticeship agreement in lieu of requirements in 1D SBCCC 300.10(f)(6)(C) for students enrolled in a college Registered Apprenticeship or Pre-Apprenticeship program.

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

Eff. [September 1, 2018](#)

1D SBCCC 300.94 Faculty

REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

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

Eff. February 1, 1976;

Amended Eff. March 1, 2007; July 1, 1998; September 1, 1993; August 17, 1981; September 30, 1977;

Repealed Eff. [June 1, 2016](#).

1D SBCCC 300.95 Human Resources Development Program Continuation

REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

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

Eff. November 1, 2005;

Repealed Eff. [June 1, 2016](#).

1D SBCCC 300.96 Continuing Education Program Management

REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

History Note: Authority G.S. 115D-1; 115D-5;

Eff. September 1, 1988;

Amended Eff. September 1, 1993;

Repealed Eff. [June 1, 2016](#).

1D SBCCC 300.97 Instructional Service Agreements

RECODIFIED at 1D SBCCC 300.6.

History Note: Recodified Eff. [June 1, 2016](#).

1D SBCCC 300.98 Courses and Standards

REPEALED by the State Board of Community Colleges, eff. [1 June 2016](#).

1D SBCCC 300.99 Education Services for Minors

REPEALED by the State Board of Community Colleges, eff. 1 June 2016.

*History Note: Authority G.S. 115D-1; 115D-5; 115D-20; S.L. 1995, c. 625; S.L. 2009-451,
s. 7.10(j);*

Eff. January 1, 1987;

Amended Eff. September 1, 1993;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. July 1, 1998;

Temporary Amendment Eff. August 22, 2001;

Amended Eff. April 1, 2010, April 1, 2003;

Repealed Eff. [June 1, 2016](#).

SUBCHAPTER 400. CURRICULUM

1D SBCCC 400.10 Curriculum Program of Study

- (a) Each curriculum program shall be designed based on criteria established by the curriculum standard for the individual program.
- (b) In all programs, colleges shall comply with the Southern Association of Colleges and Schools Commission on Colleges' general education requirements and the general education areas identified by the State Board of Community Colleges.
- (c) The initial and revised program of study shall be filed with and approved by the North Carolina Community College System Office prior to implementation. If a curriculum standard is revised, a revised program of study shall be submitted and approved by the North Carolina Community College System Office within one year following the effective term, unless immediate implementation is required by the State Board of Community Colleges.
- (d) The associate in general education and general occupational technology programs shall be comprised of courses from the college's other approved programs of study. Colleges are not required to file programs of study for the associate in general education or general occupational technology programs with the North Carolina Community College System Office for review or approval.
- (e) The following components shall be included in the development of a curriculum program of study:
 - (1) Semester Hour Credits Required: The total semester hours of credit required are as follows:
 - (A) Certificate: A certificate program which is a stand-alone curriculum program title or which is the highest credential level awarded under an approved associate in applied science degree or diploma program shall include a minimum of twelve semester hours of credit from core courses as defined in 1D SBCCC 400.10(e)(3)(A) and as indicated on the curriculum standard as defined in 1D SBCCC 400.9. The certificate program shall consist of a minimum of twelve and a maximum of eighteen semester hours of credit from curriculum courses at the 100-299 level.
 - (B) Diploma: A diploma program which is a stand-alone curriculum program title

or which is the highest credential level awarded under an approved associate in applied science degree shall include a minimum of twelve semester hours of credit from core courses as defined in 1D SBCCC 400.10(e)(3)(A) as indicated on the curriculum standard as defined in 1D SBCCC 400.9. The diploma program shall consist of a minimum of thirty-six and a maximum of forty-eight semester hours of credit from curriculum courses at the 100-299 level.

- (C) Associate in Applied Science: The associate in applied science program shall consist of a minimum of sixty-four and a maximum of seventy-six semester hours of credit from curriculum courses at the 110-199 and 210-299 levels. Within the Associate in Applied Science program the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.
- (D) Associate in Arts, Science, and Engineering: The associate in arts, science, and engineering programs shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credit from approved college transfer curriculum courses at the 110-199 and 210-299 levels. Within the Associate in Arts, Science, and Engineering program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.
- (E) Associate in Fine Arts in Music, Visual Arts and Theatre: The associate in fine arts in music, visual arts, and theatre programs shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credit from approved college transfer curriculum courses at the 110-199 and 210-299 levels. Within the associate in fine arts in music, visual arts, and theatre programs, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(F) Associate in General Education: The associate in general education program shall consist of a minimum of sixty-four and a maximum of sixty-five semester hours of credits from curriculum courses at the 110-199 and 210-299 levels and that are comprised of courses from the college's other approved programs of study. Within the associate in general education program, the college shall

include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(G) Associate in General Education Nursing: The associate in general education nursing program shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credits from curriculum courses at the 110-199 and 210- 299 levels. Within the associate in general education nursing program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(2) General Education: The general education hours required are as follows:

(A) Certificate: General education is optional in certificate curricula.

(B) Diploma: A diploma program shall include a minimum of six semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:

(i) a minimum of three semester hours in communications; and

(ii) a minimum of three semester hours in humanities/fine arts, social/behavioral sciences, natural sciences or mathematics.

(C) Associate in Applied Science and Associate in General Education: An associate in applied science and an associate in general education program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:

(i) a minimum of six hours in communications. ENG 111 shall be utilized for

three of these hours. ENG 110 may be utilized as a substitute for ENG 111 if included in the approved program of study;

- (ii) a minimum of three hours in humanities/fine arts;
- (iii) a minimum of three hours in social/behavioral sciences; and
- (iv) a minimum of three hours in either natural sciences or mathematics.

(D) Associate in Arts: An associate in arts program shall include a minimum of 45 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

- (i) 31-32 semester hours of credit from universal general education transfer component courses that shall include the following:
 - (I) six semester hours of English composition;
 - (II) nine semester hours of communications and/or humanities/fine arts;
 - (III) nine semester hours of social/behavioral science;
 - (IV) three to four semester hours of mathematics; and
 - (V) four semester hours of natural sciences.
- (ii) An additional 13-14 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreements.

(E) Associate in Science: An associate in science program shall include a minimum of 45 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

- (i) 34 semester hours of credit from universal general education transfer component courses that shall include the following:
 - (I) six semester hours of English composition;
 - (II) six semester hours of communications or humanities/fine arts; (III) six semester hours of social/behavioral science;
 - (IV) eight semester hours of mathematics; and
 - (V) eight semester hours of natural sciences.
- (ii) An additional 11 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement.

(F) Associate in Fine Arts in Music: An associate in fine arts in music program shall include a minimum of 25 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

- (i) a minimum of 22 semester hours of credit from universal general education transfer component courses that shall include the following:
 - (I) six semester hours of English composition;
 - (II) three semester hours of communications and/or humanities/fine arts;
 - (III) six semester hours of social/behavioral science;
 - (IV) three to four semester hours of mathematics; and
 - (V) four semester hours of natural sciences.
- (ii) An additional 3 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement.

(G) Associate in Fine Arts in Theatre: An associate in fine arts in theatre program shall include a minimum of 31 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:

- (i) six semester hours of English composition;
- (ii) nine semester hours of communications or humanities/fine arts;
- (iii) nine semester hours of social/behavioral science;
- (iv) three to four semester hours of mathematics; and
- (v) four semester hours of natural sciences.

(H) Associate in Fine Arts in Visual Arts: An associate in fine arts in visual arts program shall include a minimum of 25 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:

- (i) six semester hours of English composition;
- (ii) six semester hours of communications or humanities/fine arts;
- (iii) six semester hours of social/behavioral science;
- (iv) three to four semester hours of mathematics; and
- (v) four semester hours of natural sciences.

- (I) Associate in Engineering: An Associate in Engineering program shall include a minimum of 42 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:
 - (i) six semester hours of English composition
 - (ii) three semester hours of humanities
 - (iii) three semester hours of humanities/fine arts or communications
 - (iv) six semester hours of social/behavioral science
 - (v) twelve semester hours of mathematics; and
 - (vi) twelve semester hours of natural sciences.
 - (J) Associate in General Education Nursing: An Associate in General Education Nursing program shall include a minimum of 52 and a maximum of 54 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:
 - (i) six hours in communications.
 - (ii) nine hours in humanities/fine arts;
 - (iii) fifteen hours in social/behavioral sciences;
 - (iv) fifteen to sixteen hours in natural sciences; and
 - (v) seven to eight hours in mathematics.
- (3) Major Hour Requirements are as follows:
- (A) Core: Courses identified as curriculum core courses or core subject areas on the curriculum standard for each program title are required for each associate in applied science, diploma and certificate. These criteria do not apply to local certificate or diploma programs if they are not the highest degree level offered at the college.
 - (B) Concentration: Courses identified on the curriculum standard as required beyond the core for a specific related employment field are required for each program that has been identified as a concentration.
 - (C) Other Major Hour: Other Major Hour Courses shall be selected from prefixes identified on the curriculum standard. A maximum of nine semester hours of credit may be selected from any non-core prefix listed, with the exception of restricted prefixes as noted on the curriculum standard. An unlimited number

of semester hours of credit may be selected from core course prefixes as long as the number of hours selected are in compliance with the maximum number allowed for the Other Major Hour category and the program. These criteria also applies to local certificate, diplomas and associate degree programs.

(4) Other Required Hours: Other required hour requirements are as follows:

(A) Courses that meet graduation or local employer requirements may be included in a certificate, diploma or associate in applied science program of study with the following range of semester hours of credit:

(i) Certificate: Maximum of one semester hour of credit.

(ii) Diploma: Maximum of four semester hours of credit.

(iii) Associate in Applied Science: Maximum of seven semester hours of credit.

(B) Courses designated as college transfer may be included in the Other Required area of college transfer programs with the following range of semester hours of credit:

(i) Associate in Arts, Science and Engineering: A minimum of 15 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.

(ii) Associate in Science: A minimum of 15 semester hours. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.

(iii) Associate in Engineering: A minimum of 18 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.

(iv) Associate in Fine Arts in Theater and Visual Arts: A minimum of 16 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour

is not guaranteed. The receiving senior institution will determine the transferability of the course.

- (v) Associate in Fine Arts in Music: A minimum of 34 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.

(5) Selected Topic and Seminar Courses: Selected topic and seminar courses are designed to be temporary courses and shall be revised each semester. Selected topic courses provide an opportunity to explore areas of current interest in specific program or discipline areas with an emphasis on subject matter appropriate to the program or discipline. Seminar courses provide an opportunity to explore topics of current interest with an emphasis on the development of critical listening skills and ability to critically analyze issues to establish informed opinions. Courses designed to be long-term shall be submitted for inclusion in the Combined Course Library. Selected topic and seminar courses may be included in the Other Required Hours as defined in 1D SBCCC 400.10(e)(4) of a program of study with the following range of semester hours of credit:

- (A) Certificate, Diploma and Associate in Applied Science: Maximum of three semester hours of credit for both selected topics and seminar courses.
- (B) Associate in Arts, Science, Engineering, and Fine Arts in Music, Theatre and Visual Arts: Maximum of one semester hour credit, utilized as the 61st hour, for both selected topic and seminar courses. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
- (C) Associate in General Education. Maximum of three semester hours of credit for both selected topics and seminar courses.
- (D) Associate in General Education Nursing: Selected topic and seminar courses may not be included.

(6) Work-Based Learning:

- (A) Work-Based Learning is the development of job skills and an opportunity for career exploration by providing the non-special credit curriculum student with

employment that is coordinated with the educational program. Credit of one semester hour is awarded for each 160 hours of Work-Based Learning i.e., WBL curriculum prefix courses. Work-Based Learning curriculum courses may be included in a program of study with the following range of semester hours of credit:

- (i) Certificate: Maximum of two semester hours of credit
 - (ii) Diploma: Maximum of four semester hours of credit. Students participating in an apprenticeship registered under the State's Apprenticeship Program may use up to sixteen semester hours of credit in the diploma program.
 - (iii) Associate in Applied Science: Maximum of eight semester hours of credit. Students participating in an apprenticeship registered under the State's Apprenticeship Program may use up to sixteen semester hours of credit in the associate in applied science program.
 - (iv) Associate in Arts, Science, Engineering and Fine Arts in Music, Theatre and Visual Arts: Maximum of one semester hour credit which may be utilized as the 61st hour.
 - (v) Associate in General Education: Maximum of seven semester hours of credit.
 - (vi) Associate in General Education Nursing: Work-Based Learning shall not be included.
- (B) The following are required components for offering Work-Based Learning curriculum courses:
- (i) A college faculty coordinator or college work-based learning director shall plan and coordinate student activity in Work-Based Learning
 - (ii) The employer is responsible for the supervision of the student on the job.
 - (iii) If a Work-Based Learning curriculum course is required for program completion, the Work-Based Learning curriculum course must be included in a program of study which has been approved by the System Office.
 - (iv) Students shall meet age and employment requirements established by the North Carolina Department of Labor.

- (v) A college shall utilize work-based learning (i.e., WBL curriculum prefix) course information as listed in the Combined Course Library.
- (vi) Consultation between the college representative, employer, and student must occur during the Work-Based Learning experience. Each Work-Based Learning student must receive one mandatory site visit for consultation by college faculty or the work-based learning director. Alternative methods of consultation with the employer and student may be utilized if a physical visit is not feasible as determined by the college faculty or work-based learning director responsible for the site visit.
- (vii) Students enrolled in Work-Based Learning curriculum courses must be enrolled in an approved curriculum program which includes WBL prefix curriculum course(s).

(C) Colleges must retain a file for Work-Based Learning students that contain the following items:

- (i) A current student transcript or Final Grade Report;
- (ii) A student time/wage report worksheet;
- (iii) A completed Work-Based Learning application;
- (iv) A measurable learning outcomes (MLOs) worksheet or a job description.

The MLOs are agreed upon experiences that the student will obtain while working. The job description must contain a list of general tasks, or functions, and responsibilities of a position. The employer, college faculty, or work-based learning director, and the student must develop the MLO within the first two weeks of employment. The student, employer and the faculty coordinator (or Work-Based Learning director) shall sign the MLO worksheet. The minimum number of MLOs that must be completed and evaluated are:

- (I) 160 contact hours (1 Semester Hour Credit) = 1 MLO
- (II) 320 contact hours (2 Semester Hour Credits) = 2 MLOs
- (III) 480 contact hours (3 Semester Hour Credits) = 3 MLOs
- (IV) 640 contact hours (4 Semester Hour Credits) = 4 MLOs
- (v) Documentation of an employer evaluation; and

(vi) Documentation of employer consultation.

Colleges may substitute an apprenticeship agreement in lieu of requirements in 1D SBCCC 400.10(e)(6)(C)(iii-vi) for individuals enrolled in a college program who are participating in an apprenticeship agreement.

(D) Budget FTE

(i) Work-Based Learning curriculum courses shall earn budget/FTE at the 100 percent rate of assigned Work-Based Learning hours and shall not exceed a maximum of 320 membership hours per student per semester. Students that are participating in a registered apprenticeship program through the State's Apprenticeship Program shall not exceed 640 membership hours per student per semester.

(ii) Students shall meet class membership requirements and shall also begin the Work-Based Learning experience before a college may claim class hours for budget FTE.

(iii) The college is responsible for assuring that Work-Based Learning experiences are established prior to the beginning of the Work-Based Learning course. The college may report Work-Based Learning activities either as membership hours or contact hours if the following criteria are met:

(I) A student is considered to be in class membership when the student meets the following criteria: enrolled as evidenced by payment of applicable tuition and fees, or obtained a waiver as allowed for in G.S. 115D-5(b); attended one or more classes prior to or on the 10 percent point in the class; and has not withdrawn or dropped the class prior to or on the 10 percent point.

(II) Contact hours. Students may begin and end the Work-Based Learning at any time during the semester or term enrolled. The college reports only the contact hours that the student actually worked within the term.

(III) Work-Based Learning Orientation. In situations where a college chooses to offer a Work-Based Learning orientation, no more than two contact hours of Work-Based Learning orientation may be counted

toward the student's work-based learning experience hours. The orientation may occur prior to the beginning of the semester (although those hours may not be counted towards FTE) provided that the college has a written policy for such services.

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

Eff. [November 1, 2017](#)

Amended Eff. [February 1, 2022](#)

1D SBCCC 400.2 Admission to Colleges

- (a) Each college shall maintain an open-door admission policy to all applicants who are legal residents of the United States and who are either high school graduates or are at least 18 years of age. Community colleges shall not solicit or use information regarding the accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the college or to any program of study, loans, scholarships, or other educational activity at the community college, unless the accreditation was conducted by a State agency. For purposes of this Section, the term "accreditation" shall include certification or any other similar approval process. Officials of each college shall perform student admission processing and placement determinations. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Provisions with respect to admission of minors are set forth in 1D SBCCC 200.95 and 1D SBCCC 300.4.
- (b) For the purposes of this Section, "undocumented immigrant" means any immigrant who is not lawfully present in the United States. Community colleges shall admit undocumented immigrants under the following conditions:
- (1) Community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law;
 - (2) When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications;

- (3) Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule shall comply with all federal and state laws concerning financial aid;
 - (4) An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. Colleges shall charge all undocumented immigrants admitted under Subparagraph (b)(1) of this Rule out-of-state tuition whether or not the undocumented immigrant resides in North Carolina;
 - (5) When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; and
 - (6) Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.
- (c) Boards of trustees may adopt policies regulating admission and graduation of students enrolled in courses mandated under G.S. 17C, North Carolina Criminal Justice Education and Training Standards Commission, or G.S. 17E, North Carolina Sheriffs' Education and Training Standards Commission. These policies may limit enrollment to law enforcement officers or persons sponsored by law enforcement agencies and may require a student to maintain sponsorship by a law enforcement agency until completion of the program. Policies adopted pursuant to this Paragraph shall be published and made available to students and prospective students.
- (d) Any college suspending or expelling a student for non-academic disciplinary purposes shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, each college shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. Boards of trustees may adopt policies refusing admission to any applicant during any period of time that the student is suspended or expelled from any other educational entity.

- (e) Boards of trustees may adopt policies refusing admission to any applicant if it is necessary to protect the safety of the applicant or other individuals. When making a safety determination, colleges may refuse admission to an applicant when there is an articulable, imminent, and significant threat to the applicant or other individuals. Colleges refusing admission on the basis of a safety threat shall document the following:
- (1) Detailed facts supporting the rationale for denying admission;
 - (2) The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
 - (3) The conditions upon which the applicant that is refused would be eligible to be admitted.
- (f) Boards of trustees shall implement an appeals process for applicants denied admission pursuant to either Subsection (e) or denied enrollment pursuant to Subsection (h) of this Section.
- (g) Boards of trustees may adopt policies refusing admission to any applicant who is not a resident of North Carolina who seeks enrollment in any distance education course only if that applicant resides in a State where the college is not authorized to provide distance education in that State.
- (h) Except for courses governed by subsection (c) above, if a community college has a program or develops a program that requires students to possess a firearm, that board of trustees shall adopt local policies requiring proof of eligibility to possess firearms to be enrolled in such program. For the purposes of this Section, "firearms" shall have the same definition as G.S. 14-409.39(2). For the purposes of this Section, proof of eligibility shall include:
- (1) Any current, valid State-issued permit to purchase a firearm;
 - (2) A current, valid State-issued concealed carry permit from North Carolina;
 - (3) A current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;
 - (4) Proof of an exemption from permit requirements pursuant to G.S. 14-415.25; or
 - (5) A background check that is determined by the college. The sole purpose of the background check shall be to determine whether an applicant can lawfully possess

a firearm in North Carolina pursuant to G.S. 14-269.8, G.S. 14-404(c), G.S. 14-415.1, G.S. 14-415.3, and G.S. 14-415.25.

- (i) Boards of trustees may adopt policies refusing admission to any applicant who refuses to provide a social security number during admission and enrollment processing except for the following applicants:
- (1) Students taking courses for which no academic credit is offered;
 - (2) Nonresident alien students;
 - (3) Students whose qualified tuition and related expenses are entirely waived or paid entirely with scholarships; and
 - (4) Students for whom the community college does not maintain a separate financial account and whose qualified tuition and related expenses are covered by a formal billing arrangement between the community college and the student's employer or a governmental entity.

History Note: Authority G.S. 115D-1; 115D-5; 115D-20;

Eff. February 1, 1976;

Amended Eff. [December 01, 2019](#); [November 1, 2017](#); [March 1, 2016](#);

[November 1, 2014](#); July 10, 2010; January 1, 2006; January 1, 1996; September 1, 1993; January 1, 1987; May 1, 1982.

1D SBCCC 400.3 Program Classification

The following definitions are used for classifying the curriculum programs offered in the North Carolina Community College System.

- (a) Curriculum Programs: A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. Curriculum programs are designed to provide education, training, or retraining for the work force, transfer to four-year colleges and universities, or to confer general liberal arts degrees.
- (1) Certificate programs lead to employment or provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the

college's associate degree or diploma curriculum program for a series of courses taken from the program of study.

- (2) Diploma programs provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.
- (3) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in science, associate in engineering, associate in fine arts in music, theatre, and visual arts, associate in general education or associate in general education nursing degree.
 - (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
 - (B) The associate in arts and associate in science degrees are designed to prepare students for transfer at the junior level to four-year colleges and universities under the Comprehensive Articulation Agreement.
 - (C) The associate in engineering degree is designed to prepare students for transfer to meet the prerequisite requirements of the University of North Carolina engineering programs. The Associate in Engineering to Bachelor of Science in Engineering Uniform Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College associate in engineering programs and apply to bachelor of science engineering programs at constituent institutions of The University of North Carolina.
 - (D) The associate in fine arts in music and the associate in fine arts in theatre degree programs are designed to prepare students for fine arts careers or for transfer to a four-year institution under bilateral articulation agreements.

- (E) The associate in fine arts in visual arts degree program is designed to prepare students for fine arts careers or for transfer to a four-year institution. The Uniform Articulation Agreement Between the University of North Carolina Baccalaureate of Fine Arts Programs and North Carolina Community College System Associate in Fine Arts in Visual Arts Programs establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College associate in fine arts in visual arts programs and apply to bachelor of fine arts programs at constituent institutions of The University of North Carolina.
- (F) The associate in general education degree programs are designed for students who desire a general, liberal arts education that will prepare them for advancements within their field of interest.
- (G) The associate in general education nursing degree is designed to prepare students for transfer through the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs. This uniform articulation agreement establishes the procedures governing the transfer of credits for students who graduate from the North Carolina Community College associate in general education nursing degree and the associate in applied science in nursing and apply to bachelor of science in nursing programs at constituent institutions of The University of North Carolina.
- (b) Developmental Education: Developmental Education consists of courses and support services that include diagnostic assessment and placement, tutoring, advising, math and writing assistance. These programs are designed to address academic preparedness, development of general learning strategies, and barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

*History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);
Eff. February 1, 1976;*

Readopted Eff. January 24, 1978;
Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
Temporary Amendment Eff. October 4, 2001;
Amended Eff. [November 1, 2017](#); June 1, 2009; April 1, 2003.

1D SBCCC 400.4 Faculty

- (a) Colleges shall employ faculty members that meet the Southern Association of Colleges and Schools Commission on Colleges' criteria.
- (b) All faculty providing instruction in programs with external agency oversight must be qualified as established by the respective agency or certifying entity.
- (c) Colleges shall determine appropriate teaching and non-teaching loads for faculty.

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

Eff. February 1, 1976;
Amended Eff. [November 1, 2017](#); March 1, 2007; July 1, 1998;
September 1, 1993; August 17, 1981; September 30, 1977.

1D SBCCC 400.5 Curriculum Instructional Contract Provisions

- (a) Any curriculum contract entered into by the local board of trustees of a college for the purpose of providing a curriculum course or a curriculum program through other public or private organizations or institutions shall meet the following general criteria:
 - (1) Colleges shall enter into a contract consistent with the requirements of the local board of trustees, the public or private organizations or institutions being contracted with and the State Board of Community Colleges' criteria.
 - (2) The contract shall be limited to and not exceed the fiscal year in which the contract begins.
 - (3) The provisions for payment under contract shall not exceed the usual and customary costs associated with the contracted instruction.

- (4) The contract shall provide that the college personnel shall have the right to supervise the educational program offered by the public or private organizations or institutions to the extent necessary to ensure the quality of the instructional program.
 - (5) The contract shall provide that the college, the North Carolina Community College System Office, and the State Auditor shall have access to the records of the public or private organizations or institutions to the extent necessary to ascertain the accuracy of such records and shall authorize the North Carolina Community College System Office to obtain such fiscal accounting reports as are necessary in carrying out the terms of the contract.
 - (6) A curriculum program or a curriculum course taught under contract shall be limited to programs or courses the college has been authorized to offer by the State Board of Community Colleges.
 - (7) The contract shall stipulate that students taught under the terms of the contract shall pay the same fees charged other students in similar programs in the college, which fees shall be deposited in like manner as other fees.
 - (8) No tuition or fee charges shall be collected by the public or private organizations or institutions from students taught under such contracts unless specified by the contract.
 - (9) The chairman of the board of trustees, president of the college and the president or owner of the public or private organization or institution shall sign the contract upon authority of the full board of trustees. The contract shall contain original signatures.
- (b) Approval Procedure. When approved by the local board of trustees and the public or private organizations or institutions, the contract document shall be submitted to the President of the North Carolina Community College System who is authorized to approve the college's budget for the contracted instructional services if the requirements in Paragraphs (a), (b), and (c) of this Rule have been met.
- (c) The following provisions shall apply specifically to curriculum contracts with a proprietary or private non-profit institution:

- (1) The proprietary or private non-profit institution with which the contract is made shall be licensed as required by the General Statutes of North Carolina and shall provide proof that the institution has maintained the licensure for a minimum of two years to offer the instruction desired.
 - (2) If federal funds are to be used to pay for instruction provided under the conditions of the contract, the proprietary or private non-profit institution shall meet the definition of the private vocational training institution pursuant to Title 34, Section 400.4(b) of the Code of Federal Regulations.
 - (3) The chief executive officer of the proprietary or private non-profit institution, or designated agent, shall sign a certification statement that the program in question, facility, or contract for services to students will be open without regard to race, age, color, creed, gender, religion, national origin, political affiliation, or disability.
 - (4) Public or private colleges or universities shall be licensed as required by the General Statutes of North Carolina to offer the instruction desired if entering into a contract to provide instructional services with the board of trustees of a college.
- (d) Unless otherwise specified, colleges shall earn reimbursement on the regular formula budget for student membership hours generated by instruction under contract. Also, note 1G SBCCC 100.99 which addresses contracted instruction offered primarily in the non-credit, occupational extension area.
- (e) The provisions of 1D SBCCC 400.5 do not apply to contracts between a college and its individual instructors.

History Note: Filed as a Temporary Amendment Eff. October 15, 1992 for a period of 180 days to expire on April 15, 1993;
Authority G.S. 115D-1 through 115D-5; 115D-18; 115D-20(6); P.L. 88-352;
P.L. 98-524;
Eff. February 1, 1976;
Amended Eff. September 30, 1977;
Readopted Eff. January 5, 1978;
Amended Eff. [November 1, 2017](#); September 1, 1993; January 1, 1989;
August 17, 1981; July 1, 1980.

1D SBCCC 400.6 Curriculum Program Approvals and Terminations

(a) Curriculum Program Approvals. Community colleges shall issue degrees, diplomas, and certificates to individuals who satisfactorily complete course and program requirements.

(1) The approval of a college to award the associate degree, diploma, or certificate shall be by individual curriculum program title. The State Board shall grant a college the approval to award the associate in applied science degree, diploma, or certificate when the college has provided the following:

(A) Evidence that the program will provide graduates with opportunities for employment;

(B) Local board of trustees' signed certification of the following:

(i) The program will enhance the workforce of North Carolina;

(ii) The program will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered;

(iii) The college has assessed the need for the program and the resources required to maintain a viable program;

(iv) The college can operate the program efficiently and effectively within the resources available to the college; and

(v) The college shall provide an Accountability Report consistent with 1D SBCCC 400.6(a)(1)(J) to the State Board of Community Colleges three years after implementation of the program;

(C) Program of study which is in compliance with the curriculum standard of the proposed program;

(D) Local Board of Trustee meeting minutes documenting discussion and approval of addition of the program;

(E) Notification to all colleges of intent to apply for the program;

(F) Impact assessment of program addition;

- (G) Resolution of any negative impact assessments from colleges approved to offer the same or similar programs in a contiguous service area or any colleges with the same or similar programs which contain a clinical site;
 - (H) The application signed by the college president and the chairman of the college's board of trustees upon authority of the full board of trustees.
 - (I) The President of the North Carolina Community College System shall recommend action on the college's curriculum program application to the State Board of Community Colleges.
 - (J) An Accountability Report documenting student enrollment, completion rates, employment and program outlook shall be provided to the State Board of Community Colleges three years after implementation of the program.
- (2) The State Board shall grant a college the approval to award the Associate in Engineering program when a college has provided the following:
- (A) Local Board of Trustees' signed certification that:
 - (i) The program will enhance the workforce of North Carolina;
 - (ii) The program will provide educational and training opportunities consistent with the mission of the college;
 - (iii) The college has assessed the need for the program and the facilities and resources required to maintain a viable program and can operate the program efficiently and effectively within the resources available to the college;
 - (iv) The college has evidence of sufficient student demand to offer the program; and
 - (v) The college will provide master's credentialed faculty for each course provided under the Associate in Engineering degree.
 - (B) Program of study which is in compliance with the Associate in Engineering curriculum standard.
 - (C) Local Board of Trustee meeting minutes documenting discussion and approval of addition of the Associate in Engineering degree.
- (3) Colleges shall obtain approval from the President of the North Carolina Community College System to add an associate in arts, associate in science, and associate in

fine arts degrees, associate in general education, associate in general education nursing, health science: therapeutic and diagnostic services program majors, and the general occupational technology curriculum programs.

(4) 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.

(5) The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award a curriculum program which is classified as a concentration if the applying college already has approval to offer the parent program.

(b) Curriculum Program Terminations. 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. Each college planning to terminate a curriculum program shall inform the President of the North Carolina Community College System by submitting a termination notice. The President of the North Carolina Community College System shall have the program removed from the college's program approval list. Program terminations shall be reported to the State Board of Community Colleges a minimum of twice a year.

History Note: Authority G.S. 115D-5; 115D-20(6); S.L. 1995, c. 625;

Eff. February 1, 1976;

Readopted January 5, 1978;

*Amended Eff. September 1, 1993; January 1, 1988; August 17, 1981;
July 1, 1979;*

Temporary Amendment Eff. June 1, 1997;

Amended Eff. [November 1, 2017](#); August 1, 2004; July 1, 1998.

1D SBCCC 400.7 Instructional Service Agreements

(a) Level One Instructional Service Agreement.

(1) A college may offer curriculum courses in an area assigned to another college by providing a written, level one instructional service agreement under the following conditions:

(A) Resources are solely provided by the college requesting permission to enter into another college's service area; and

(B) The requesting college does not share the FTE with the other college(s).

For the purposes of this rule, "an area assigned to another college" shall include an online class that is set up to specifically target students in another college's service area.

(2) The level one instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level one instructional service agreements;

(B) Be signed by the presidents of each participating college;

(C) Specify the course(s) or program(s) to be delivered into the other college's service area;

(D) Specify the plan for delivery of the instruction;

(E) Specify the conditions and time frame for termination of the agreement; and

(F) Be maintained on file at all colleges involved for audit purposes.

(b) Level Two Instructional Service Agreement.

(1) Two or more colleges may jointly offer curriculum courses by providing a written, level two instructional service agreement under the following conditions:

(A) Resources are shared between the participating colleges;

(B) Colleges contributing resources towards instruction may share FTE;

(C) One or more of the participating colleges is approved to offer the curriculum course(s) in an approved program of study; and

(D) A curriculum certificate, diploma or degree is not awarded.

(2) The level two instructional service agreement shall:

(A) Be approved by each local board of trustees unless the board has delegated authority to the president to enter into level two instructional service agreements;

(B) Be signed by the president of each participating college;

(C) Specify the course(s) to be delivered to the other college's service area;

(D) Specify the plan for delivery of the instruction;

(E) Specify the proration of resources and FTE allocated for each college;

(F) Specify the conditions and time frame for termination of the agreement;

(G) Be filed with the President of the North Carolina Community College System or the System President's designee prior to implementation of the course(s); and

(H) Be maintained on file at all colleges involved for audit purposes.

(c) Level Three Instructional Service Agreement.

(1) Two or more colleges may jointly offer a curriculum program by providing a written, level three instructional service agreement under the following conditions:

(A) Resources are shared between the participating colleges;

(B) Colleges contributing resources towards instruction may share FTE;

(C) One or more of the colleges participating is approved by the State Board of Community Colleges to offer the curriculum program; and

(D) A curriculum certificate, diploma or associate degree is awarded.

(2) The level three instructional service agreement shall:

(A) Be approved by each participating board of trustees;

(B) Be signed by the board of trustees' chair of each participating college;

(C) Be signed by the president of each participating college;

(D) Specify the program to be shared;

(E) Specify the plan for delivery of the program;

(F) Specify the proration of resources or FTE allocated for each college;

(G) Specify the conditions and time frame for termination of the agreement;

- (H) Certify that appropriate and adequate resources are available between participating colleges. Where feasible, joint utilization of physical facilities, equipment, materials, and instructional faculty shall be considered;
 - (I) Certify that the curriculum program meets the standards of the appropriate accrediting agency or licensing authority;
 - (J) Specify which college will grant the award;
 - (K) Specify that only the college providing the instruction will record the letter grade on the student transcript;
 - (L) Specify that any participating college(s) that does not have approval of the State Board of Community Colleges for the program will not award a certificate, diploma or associate degree under the authority of the approved level three instructional service agreement.
 - (M) Be signed by the President of the North Carolina Community College System prior to implementation of the program; and
 - (N) Be maintained on file at each participating college for audit purposes.
- (3) Notification of termination of a level three agreement shall be signed by the president of each participating college and shall be sent to the System Office President by the college that grants the award, prior to the effective termination date.
- (d) The delivery of curriculum courses or programs delivered into another college's service area via non-traditional delivery as defined in 1G SBCCC 200.93(e)(1) does not require an instructional service agreement.
- (e) A college may not delegate curriculum program approval to another college. The State Board of Community Colleges grants program approval using criteria set forth in 1D SBCCC 400.6.

History Note: Authority G.S. 115D-5; S.L. 1993, 2nd session, c. 769, p. 18, s. 18; S.L. 1995, c. 625;
Temporary Adoption Eff. October 31, 1994, for a period of 180 days or until the permanent rule becomes effective, whichever is sooner;
Eff. May 1, 1995;

Temporary Amendment Eff. June 1, 1997;

*Amended Eff. [November 1, 2017](#); [November 1, 2014](#); August 1, 2004;
July 1, 1998.*

1D SBCCC 400.8 Courses for Curriculum Programs

- (a) The Combined Course Library shall contain the following elements for all curriculum program credit courses approved for the North Carolina Community College System:
- (1) Course prefix;
 - (2) Course number;
 - (3) Course title;
 - (4) Classroom hours and laboratory, clinical, and work-based learning contact hours, if applicable;
 - (5) Credit hours;
 - (6) Prerequisites and corequisites, if applicable;
 - (7) Course description consisting of three sentences; and
 - (8) Tier Funding classification.
- (b) The numbering system for curriculum courses within the Combined Course Library is as follows:
- (1) The numbers 001-099 shall be assigned to developmental courses or supplemental courses. Supplemental courses provide supplemental skills to a specific co-requisite course or customized developmental course delivery. Developmental courses are designed to address academic preparedness, workforce retraining, development of general and discipline-specific strategies, and barriers to learning. Developmental and supplemental courses do not earn credit toward a certificate, diploma or degree.
 - (2) The numbers 100-109 and 200-209 shall be assigned to certificate and diploma level curriculum courses. These courses shall not be included in associate degree programs.
 - (3) The numbers 110-189 and 210-289 shall be assigned to associate degree level courses. These courses may also be included in certificate and diploma programs.

- (4) The numbers 190-199 and 290-299 shall be assigned to seminar or selected topic courses that may be offered for a single term and which courses offer content not found in existing courses. To offer the course content after the initial term, the Curriculum Review Committee shall approve the course for inclusion in the Combined Course Library.
- (c) A college shall use the course information (prefix; number; title; classroom, laboratory, clinical, and work-based learning contact hours; credit hours; prerequisites and corequisites; and course description) as listed in the Combined Course Library.
- (d) A college may add a fourth sentence to the course description to clarify instructional content or instructional methodology.
- (e) A college is responsible for ensuring that students have satisfied requisite course requirements by documenting that they have either completed the appropriate courses or have demonstrated that they have the appropriate knowledge and skills required for admission to the courses as determined by the college.
- (f) A college may establish a local policy for waiving requisite requirements for individual students.
- (g) A college may divide courses into incremental units for greater flexibility in providing instruction to part-time students or to provide shorter units of study for abbreviated calendars. Each of the following criteria applies to courses divided into incremental units:
- (1) A course may be divided into two or three units that are designated with an additional suffix following the course prefix and number;
 - (2) The units shall equal the entire course of instruction, without omitting any competencies;
 - (3) The combined contact and credit hours for the units shall equal the contact and credit hours for the course;
 - (4) If the course is a prerequisite to another course, the student shall complete all component parts before enrolling in the next course; and
 - (5) If the course is a corequisite to another course, the student shall take the corequisite course before or in conjunction with the prospective course.

(h) The North Carolina Community College System Office shall appoint a Curriculum Review Committee of representatives from Chief Academic Officers and community college presidents. The Curriculum Review Committee shall have the authority to do the following:

- (1) To approve and maintain curriculum courses in the Combined Course Library;
- (2) To determine whether a curriculum course may meet a general education designation for certificates, diplomas and associate in applied science programs using the then current criteria established by the Southern Association of Colleges and Schools Commission on Colleges and listed in The Principles of Accreditation: Foundations for Quality Enhancement.
- (3) To archive curriculum courses that have not been offered by any community college for three consecutive years.

(i) The North Carolina Community College System and The University of North Carolina shall appoint a Transfer Advisory Committee of representatives from North Carolina community colleges and The University of North Carolina. The Transfer Advisory Committee shall have the authority to do the following in regards to curriculum courses:

- (1) To determine whether a curriculum course may meet a general education designation for Associate in Arts and Associate in Science degrees using the then current criteria established by the Southern Association of Colleges and Schools Commission on Colleges and listed in The Principles of Accreditation: Foundations for Quality Enhancement.
- (2) To determine whether a curriculum course may meet a universal general education transfer component designation using the following standards:
 - (A) Then current criteria established by the Southern Association of College and Schools Commission on Colleges and listed in The Principles of Accreditation: Foundations for Quality Enhancement; and
 - (B) General education equivalency at all sixteen constituent institutions of The University of North Carolina.

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

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

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

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

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

Temporary Adoption Eff. June 1, 1997;

Eff. July 1, 1998;

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

July 1, 2007; October 1, 2006; December 1, 2004; August 15, 2004

1D SBCCC 400.9 Curriculum Standards

(a) Curriculum Standard. A curriculum standard is a document provided for each curriculum program which lists the required program description, code, courses, range of hours and allowable curriculum course prefixes. Curriculum standards shall not be duplicative of each other, must be in alignment with criteria outlined in 1D SBCCC 400.10 (e) and must be approved by the State Board of Community Colleges. Curriculum standards are maintained by the North Carolina Community College System Office and are located on their website.

(b) Revised Curriculum Standard. A revision of an existing curriculum standard shall:

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

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

(3) The President of the North Carolina Community College System shall have the authority to approve or deny the revision of an existing curriculum standard. If only

two colleges are approved to offer the curriculum, and written concurrence is not obtained from both colleges, the State Board of Community Colleges shall have the authority to approve or deny the revision to the existing curriculum standard.

- (c) On approval by the State Board of Community Colleges, a curriculum standard may exceed hours as outlined in 1D SBCCC 400.10(e)(1). Such an exception shall apply to all colleges approved to offer the curriculum program title. A two-thirds majority of colleges approved to offer the program shall agree with the conditions of the request for the exception. A request for an exception shall be justified based on one or more of the following criteria:
- (1) Additional time in the program is required by law;
 - (2) Additional time in the program is required by an external regulatory, accrediting, or professional agency recognized by the State Board of Community Colleges;
 - (3) Additional time in the program is justified by documented extenuating circumstances including, but not limited to the following:
 - (A) Documentation that the program will not be viable without the exception; or
 - (B) Documentation that employers have certified the competencies required for the program and the length of time needed to teach those competencies.

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

Eff. [November 1, 2017](#).

Amended Eff. [November 1, 2018](#).

1D SBCCC 400.10 Curriculum Program of Study

- (f) Each curriculum program shall be designed based on criteria established by the curriculum standard for the individual program.
- (g) In all programs, colleges shall comply with the Southern Association of Colleges and Schools Commission on Colleges' general education requirements and the general education areas identified by the State Board of Community Colleges.
- (h) The initial and revised program of study shall be filed with and approved by the North Carolina Community College System Office prior to implementation. If a curriculum standard is revised, a revised program of study shall be submitted and approved by

the North Carolina Community College System Office within one year following the effective term, unless immediate implementation is required by the State Board of Community Colleges.

- (i) The associate in general education and general occupational technology programs shall be comprised of courses from the college's other approved programs of study. Colleges are not required to file programs of study for the associate in general education or general occupational technology programs with the North Carolina Community College System Office for review or approval.
- (j) The following components shall be included in the development of a curriculum program of study:
 - (1) Semester Hour Credits Required: The total semester hours of credit required are as follows:
 - (A) Certificate: A certificate program which is a stand-alone curriculum program title or which is the highest credential level awarded under an approved associate in applied science degree or diploma program shall include a minimum of twelve semester hours of credit from core courses as defined in 1D SBCCC 400.10(e)(3)(A) and as indicated on the curriculum standard as defined in 1D SBCCC 400.9. The certificate program shall consist of a minimum of twelve and a maximum of eighteen semester hours of credit from curriculum courses at the 100-299 level.
 - (B) Diploma: A diploma program which is a stand-alone curriculum program title or which is the highest credential level awarded under an approved associate in applied science degree shall include a minimum of twelve semester hours of credit from core courses as defined in 1D SBCCC 400.10(e)(3)(A) as indicated on the curriculum standard as defined in 1D SBCCC 400.9. The diploma program shall consist of a minimum of thirty-six and a maximum of forty-eight semester hours of credit from curriculum courses at the 100-299 level.
 - (C) Associate in Applied Science: The associate in applied science program shall consist of a minimum of sixty-four and a maximum of seventy-six semester

hours of credit from curriculum courses at the 110-199 and 210-299 levels. Within the Associate in Applied Science program the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(D) Associate in Arts, Science, and Engineering: The associate in arts, science, and engineering programs shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credit from approved college transfer curriculum courses at the 110-199 and 210-299 levels. Within the Associate in Arts, Science, and Engineering program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(E) Associate in Fine Arts in Music, Visual Arts and Theatre: The associate in fine arts in music, visual arts, and theatre programs shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credit from approved college transfer curriculum courses at the 110-199 and 210-299 levels. Within the associate in fine arts in music, visual arts, and theatre programs, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(F) Associate in General Education: The associate in general education program shall consist of a minimum of sixty-four and a maximum of sixty-five semester hours of credits from curriculum courses at the 110-199 and 210-299 levels and that are comprised of courses from the college's other approved programs of study. Within the associate in general education program, the college shall

include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(G) Associate in General Education Nursing: The associate in general education nursing program shall consist of a minimum of sixty and a maximum of sixty-one semester hours of credits from curriculum courses at the 110-199 and 210- 299 levels. Within the associate in general education nursing program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

(2) General Education: The general education hours required are as follows:

(A) Certificate: General education is optional in certificate curricula.

(B) Diploma: A diploma program shall include a minimum of six semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:

(i) a minimum of three semester hours in communications; and

(ii) a minimum of three semester hours in humanities/fine arts, social/behavioral sciences, natural sciences or mathematics.

(C) Associate in Applied Science and Associate in General Education: An associate in applied science and an associate in general education program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:

(i) a minimum of six hours in communications. ENG 111 shall be utilized for three of these hours. ENG 110 may be utilized as a substitute for ENG 111 if included in the approved program of study;

(ii) a minimum of three hours in humanities/fine arts;

(iii) a minimum of three hours in social/behavioral sciences; and

(iv) a minimum of three hours in either natural sciences or mathematics.

(D) Associate in Arts: An associate in arts program shall include a minimum of 45 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

(i) 31-32 semester hours of credit from universal general education transfer

component courses that shall include the following:

- (I) six semester hours of English composition;
- (II) nine semester hours of communications and/or humanities/fine arts;
- (III) nine semester hours of social/behavioral science;
- (IV) three to four semester hours of mathematics; and
- (V) four semester hours of natural sciences.

(ii) An additional 13-14 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreements.

(E) Associate in Science: An associate in science program shall include a minimum of 45 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

(i) 34 semester hours of credit from universal general education transfer component courses that shall include the following:

- (I) six semester hours of English composition;
- (II) six semester hours of communications or humanities/fine arts;
- (III) six semester hours of social/behavioral science;
- (VI) eight semester hours of mathematics; and
- (VII) eight semester hours of natural sciences.

(ii) An additional 11 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement.

(F) Associate in Fine Arts in Music: An associate in fine arts in music program shall include a minimum of 25 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement from the Combined Course Library, including:

(i) a minimum of 22 semester hours of credit from universal general education transfer component courses that shall include the following:

- (I) six semester hours of English composition;
- (II) three semester hours of communications and/or humanities/fine arts;
- (III) six semester hours of social/behavioral science;
- (IV) three to four semester hours of mathematics; and

- (V) four semester hours of natural sciences.
 - (ii) An additional 3 semester hours of credit from courses classified as general education within the Comprehensive Articulation Agreement.
- (G) Associate in Fine Arts in Theatre: An associate in fine arts in theatre program shall include a minimum of 31 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:
- (i) six semester hours of English composition;
 - (ii) nine semester hours of communications or humanities/fine arts;
 - (iii) nine semester hours of social/behavioral science;
 - (iv) three to four semester hours of mathematics; and
 - (v) four semester hours of natural sciences.
- (H) Associate in Fine Arts in Visual Arts: An associate in fine arts in visual arts program shall include a minimum of 25 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:
- (i) six semester hours of English composition;
 - (ii) six semester hours of communications or humanities/fine arts;
 - (iii) six semester hours of social/behavioral science;
 - (iv) three to four semester hours of mathematics; and
 - (v) four semester hours of natural sciences.
- (I) Associate in Engineering: An Associate in Engineering program shall include a minimum of 42 semester hours of credit from universal general education component courses selected from the Combined Course Library, including:
- (i) six semester hours of English composition
 - (ii) three semester hours of humanities
 - (iii) three semester hours of humanities/fine arts or communications
 - (iv) six semester hours of social/behavioral science
 - (v) twelve semester hours of mathematics; and
 - (vi) twelve semester hours of natural sciences.
- (J) Associate in General Education Nursing: An Associate in General Education

Nursing program shall include a minimum of 52 and a maximum of 54 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including:

- (i) six hours in communications.
- (ii) nine hours in humanities/fine arts;
- (iii) fifteen hours in social/behavioral sciences;
- (iv) fifteen to sixteen hours in natural sciences; and
- (v) seven to eight hours in mathematics.

(3) Major Hour Requirements are as follows:

(A) Core: Courses identified as curriculum core courses or core subject areas on the curriculum standard for each program title are required for each associate in applied science, diploma and certificate. These criteria do not apply to local certificate or diploma programs if they are not the highest degree level offered at the college.

(B) Concentration: Courses identified on the curriculum standard as required beyond the core for a specific related employment field are required for each program that has been identified as a concentration.

(C) Other Major Hour: Other Major Hour Courses shall be selected from prefixes identified on the curriculum standard. A maximum of nine semester hours of credit may be selected from any non-core prefix listed, with the exception of restricted prefixes as noted on the curriculum standard. An unlimited number of semester hours of credit may be selected from core course prefixes as long as the number of hours selected are in compliance with the maximum number allowed for the Other Major Hour category and the program. These criteria also applies to local certificate, diplomas and associate degree programs.

(4) Other Required Hours: Other required hour requirements are as follows:

(A) Courses that meet graduation or local employer requirements may be included in a certificate, diploma or associate in applied science program of study with the following range of semester hours of credit:

- (i) Certificate: Maximum of one semester hour of credit.

- (ii) Diploma: Maximum of four semester hours of credit.
 - (iii) Associate in Applied Science: Maximum of seven semester hours of credit.
- (B) Courses designated as college transfer may be included in the Other Required area of college transfer programs with the following range of semester hours of credit:
- (i) Associate in Arts, Science and Engineering: A minimum of 15 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
 - (ii) Associate in Science: A minimum of 15 semester hours. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
 - (iii) Associate in Engineering: A minimum of 18 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
 - (iv) Associate in Fine Arts in Theater and Visual Arts: A minimum of 16 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
 - (v) Associate in Fine Arts in Music: A minimum of 34 semester hours of credit. One semester hour of credit may be included in a 61 semester hours of credit program of study. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
- (5) Selected Topic and Seminar Courses: Selected topic and seminar courses are designed to be temporary courses and shall be revised each semester. Selected topic courses provide an opportunity to explore areas of current interest in specific program or discipline areas with an emphasis on subject matter

appropriate to the program or discipline. Seminar courses provide an opportunity to explore topics of current interest with an emphasis on the development of critical listening skills and ability to critically analyze issues to establish informed opinions. Courses designed to be long-term shall be submitted for inclusion in the Combined Course Library. Selected topic and seminar courses may be included in the Other Required Hours as defined in 1D SBCCC 400.10(e)(4) of a program of study with the following range of semester hours of credit:

- (A) Certificate, Diploma and Associate in Applied Science: Maximum of three semester hours of credit for both selected topics and seminar courses.
 - (B) Associate in Arts, Science, Engineering, and Fine Arts in Music, Theatre and Visual Arts: Maximum of one semester hour credit, utilized as the 61st hour, for both selected topic and seminar courses. The transfer of this hour is not guaranteed. The receiving senior institution will determine the transferability of the course.
 - (C) Associate in General Education. Maximum of three semester hours of credit for both selected topics and seminar courses.
 - (D) Associate in General Education Nursing: Selected topic and seminar courses may not be included.
- (6) Work-Based Learning:
- (A) Work-Based Learning is the development of job skills and an opportunity for career exploration by providing the non-special credit curriculum student with employment that is coordinated with the educational program. Credit of one semester hour is awarded for each 160 hours of Work-Based Learning i.e., WBL curriculum prefix courses. Work-Based Learning curriculum courses may be included in a program of study with the following range of semester hours of credit:
 - (i) Certificate: Maximum of two semester hours of credit
 - (ii) Diploma: Maximum of four semester hours of credit. Students participating in an apprenticeship registered under the State's Apprenticeship Program may use up to sixteen semester hours of credit in the diploma program.

- (iii) Associate in Applied Science: Maximum of eight semester hours of credit. Students participating in an apprenticeship registered under the State's Apprenticeship Program may use up to sixteen semester hours of credit in the associate in applied science program.
 - (iv) Associate in Arts, Science, Engineering and Fine Arts in Music, Theatre and Visual Arts: Maximum of one semester hour credit which may be utilized as the 61st hour.
 - (v) Associate in General Education: Maximum of seven semester hours of credit.
 - (vi) Associate in General Education Nursing: Work-Based Learning shall not be included.
- (B) The following are required components for offering Work-Based Learning curriculum courses:
- (i) A college faculty coordinator or college work-based learning director shall plan and coordinate student activity in Work-Based Learning
 - (ii) The employer is responsible for the supervision of the student on the job.
 - (iii) If a Work-Based Learning curriculum course is required for program completion, the Work-Based Learning curriculum course must be included in a program of study which has been approved by the System Office.
 - (iv) Students shall meet age and employment requirements established by the North Carolina Department of Labor.
 - (v) A college shall utilize work-based learning (i.e., WBL curriculum prefix) course information as listed in the Combined Course Library.
 - (vi) Consultation between the college representative, employer, and student must occur during the Work-Based Learning experience. Each Work-Based Learning student must receive one mandatory site visit for consultation by college faculty or the work-based learning director. Alternative methods of consultation with the employer and student may be utilized if a physical visit is not feasible as determined by the college faculty or work-based learning director responsible for the site visit.
 - (vii) Students enrolled in Work-Based Learning curriculum courses must

be enrolled in an approved curriculum program which includes WBL prefix curriculum course(s).

(C) Colleges must retain a file for Work-Based Learning students that contain the following items:

- (i) A current student transcript or Final Grade Report;
- (ii) A student time/wage report worksheet;
- (iii) A completed Work-Based Learning application;
- (iv) A measurable learning outcomes (MLOs) worksheet or a job description.

The MLOs are agreed upon experiences that the student will obtain while working. The job description must contain a list of general tasks, or functions, and responsibilities of a position. The employer, college faculty, or work-based learning director, and the student must develop the MLO within the first two weeks of employment. The student, employer and the faculty coordinator (or Work-Based Learning director) shall sign the MLO worksheet. The minimum number of MLOs that must be completed and evaluated are:

- (I) 160 contact hours (1 Semester Hour Credit) = 1 MLO
- (II) 320 contact hours (2 Semester Hour Credits) = 2 MLOs
- (III) 480 contact hours (3 Semester Hour Credits) = 3 MLOs
- (IV) 640 contact hours (4 Semester Hour Credits) = 4 MLOs
- (v) Documentation of an employer evaluation; and
- (vi) Documentation of employer consultation.

Colleges may substitute an apprenticeship agreement in lieu of requirements in 1D SBCCC 400.10(e)(6)(C)(iii-vi) for individuals enrolled in a college program who are participating in an apprenticeship agreement.

(D) Budget FTE

- (i) Work-Based Learning curriculum courses shall earn budget/FTE at the 100 percent rate of assigned Work-Based Learning hours and shall not exceed a maximum of 320 membership hours per student per semester. Students that are participating in a registered apprenticeship program through the State's Apprenticeship Program shall not exceed 640

membership hours per student per semester.

- (ii) Students shall meet class membership requirements and shall also begin the Work-Based Learning experience before a college may claim class hours for budget FTE.
- (iii) The college is responsible for assuring that Work-Based Learning experiences are established prior to the beginning of the Work-Based Learning course. The college may report Work-Based Learning activities either as membership hours or contact hours if the following criteria are met:
 - (I) A student is considered to be in class membership when the student meets the following criteria: enrolled as evidenced by payment of applicable tuition and fees, or obtained a waiver as allowed for in G.S. 115D-5(b); attended one or more classes prior to or on the 10 percent point in the class; and has not withdrawn or dropped the class prior to or on the 10 percent point.
 - (II) Contact hours. Students may begin and end the Work-Based Learning at any time during the semester or term enrolled. The college reports only the contact hours that the student actually worked within the term.
 - (III) Work-Based Learning Orientation. In situations where a college chooses to offer a Work-Based Learning orientation, no more than two contact hours of Work-Based Learning orientation may be counted toward the student's work-based learning experience hours. The orientation may occur prior to the beginning of the semester (although those hours may not be counted towards FTE) provided that the college has a written policy for such services.

History Note:

G.S. 115D-5;

Eff. [November 1, 2017](#)

Amended Eff. [February 1, 2022](#)

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

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

- (a) The major purpose of community colleges is to serve students who have graduated from high school or are beyond the compulsory age limit of the public school and have left public school. However, a minor may seek admission to a community college subject to the conditions in this Section.
- (b) Career and College Promise is a dual enrollment program for eligible North Carolina high school students. Community colleges may collaborate with local school administrative units to offer courses through the following Career and College Promise program pathways:
 - (1) A College Transfer Pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics;
 - (2) A Career and Technical Education Pathway leading to a certificate, diploma or degree;
 - (3) Career and Technical Education – Workforce Continuing Education leading to a State or industry recognized credential. Career and College Promise rules applicable to Workforce Continuing Education are provided in 1D SBCCC 300.4(c)(1)(D).
 - (4) A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the North Carolina General Statutes.
- (c) All non-self-supporting curriculum courses taken by high school students at community colleges in accordance with this Section are tuition-waived.

- (d) High school students may not audit courses offered under the Career and College Promise Program.
- (e) High school students enrolled in a College Transfer Pathway or a Career and Technical Education Pathway may not enroll in developmental education courses, but may enroll in supplemental courses. For the purposes of this section, the phrase “supplemental courses” shall have the same meaning as in 1D SBCCC 400.8(b)(1).
- (f) A college shall submit a program of study for each Career and College Promise program it plans to offer, to the North Carolina Community College System Office using program codes provided by the North Carolina Community College System Office.
 - (1) Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses or consist of courses as listed in the college’s catalog as a local, traditional certificate. General education courses for career and technical education programs of study shall be directly related to student success in the selected major. All courses in the program of study must be required courses. Course options are prohibited.
 - (2) College Transfer Pathway programs of study shall be in compliance with the State Board approved Associate in Arts, Associate in Engineering, Associate in Science, Associate in Fine Arts in Music, Associate in Fine Arts in Theater, Associate in Fine Arts in Visual Arts or Associate Degree Nursing Transfer Pathways approved by the State Board of Community Colleges.
 - (3) Programs of study must be approved by the North Carolina Community College System Office assigned Academic Programs staff before students can be enrolled.
 - (4) Within the Career and College Promise program of study, a college must verify its capacity to teach all courses in the program of study.
 - (5) Career and College Promise Students may not be enrolled in the Associate in General Education or General Occupational Technology programs with the exception of the Associate in General Education in Nursing degree.
 - (6) Students enrolled in Adult Basic Education or Adult Secondary Education are not eligible for Career and College Promise.

- (g) High school students shall complete a college application, provide a high school transcript which demonstrates eligibility to enroll in Career and College Promise as outlined in 1D SBCCC 400.11 (l), (n), or (o), and provide evidence of college readiness as outlined in 1D SBCCC 400.11(k)(1), (l)(1)-(5), (n)(1), or (o)(3) to be admitted into a Career and College Promise transfer pathway. The student shall provide a copy of the high school transcript or a copy of an assessment report from diagnostic assessment tests approved by the State Board of Community Colleges verifying that the eligibility requirements have been met. Colleges must verify eligibility prior to enrollment of the student in the Career and College Promise Program. Colleges shall maintain verification of student eligibility for a Career and College Promise Pathway.
- (h) Colleges shall assign student codes provided by the North Carolina Community College System Office and shall update the student code to reflect when the student transitions out of the Career and College Promise program and is no longer eligible to participate in the program and receive a tuition waiver.
- (i) Colleges must be in compliance with 1D SBCCC 400.96(a) regarding Level I Instructional Service Agreements when providing courses (on-line or traditional) or services to groups of Career and College Promise students outside of their service area.
- (j) High school graduation may not be delayed in order to continue a student's eligibility for the Career and College Promise Program.
- (k) College Transfer Pathway (Juniors and Seniors)
 - (1) To be eligible for enrollment, a high school student must meet the following requirements:
 - (A) Be a high school junior or senior; and
 - (i) Have an unweighted GPA of 2.8 on high school courses; or
 - (ii) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.
- (l) College Transfer Pathway (Freshmen and Sophomores)

To be eligible for enrollment, a high school student must meet the following requirements:

- (1) Be a high school freshman or sophomore; and
 - (A) Be identified as academically or intellectually gifted in English, reading and math as outlined in the local board of education's Academically and Intellectually Gifted (AIG) local plan (General Statute 115C-150.7.); or
 - (B) Be identified as academically or intellectually gifted in English, reading and math on an aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
- (2) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges; and
- (3) Have the maturity to justify admission to the community college, as demonstrated by obtaining all of the following:
 - (A) A recommendation from the student's principal or equivalent administrator explaining why they believe the student has the requisite maturity to enroll at the community college;
 - (B) A recommendation from the academically gifted coordinator, if one is employed by the high school or local school administrative unit, explaining why they believe the student has the requisite maturity to enroll at the community college; and
 - (C) Approval to enroll by the community college president or their designee. Prior to requesting approval by the community college president or their designee, the student must deliver the recommendations described in (A) and (B) to the community college president or their designee.
- (4) Have the written consent of the student's parent or guardian granting permission for the student to participate in the program; and
- (5) The student must participate in academic advising with representatives from the high school and community college prior to enrollment in the program. This advising shall be focused on the implications of being admitted to college early.(m) Maintaining

Eligibility for Continued Enrollment, Changing Pathways, and Other Rules Applicable to College Transfer Pathways

- (1) To maintain eligibility for continued enrollment in the pathway, a student must:
 - (A) Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35 and
 - (B) Maintain a 2.0 GPA in college coursework after completing two courses.
- (2) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
- (3) A student may only enroll in one College Transfer Pathway program of study. Course substitutions may be approved by the chief academic officer for individual students. Course substitutions for individual students must be documented and maintained on file.
- (4) A student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
- (5) High school students in a College Transfer Pathways must complete the entire pathway before taking additional courses in the Associate degree with the exception of mathematics courses.
- (6) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts in Music, Associate in Fine Arts in Theater, Associate in Fine Arts in Visual Arts or Associate in General Education Nursing degree.
- (7) With approval of the high school principal or the high school principal's designee

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

- (8) A student may change the student's program of study major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
 - (9) The college may award the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts, or Associate in General Education – Nursing to the Career and College Promise student prior to high school graduation.
 - (10) Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program. Approval is contingent upon the student's documentation of justification based upon career pathway needs or transfer program requirements.
- (n) Career Technical Education Pathway (Juniors and Seniors)
- (1) To be eligible for enrollment, a high school student must:
 - (A) Be a high school junior or senior; and
 - (B) Have an unweighted GPA of 2.8 on high school courses; or
 - (C) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.
 - (D) Juniors or seniors who do not meet the eligibility requirements in 1D SBCCC 400.11(n)(1)(A) – (C) shall have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. A

recommendation is only allowed for entry into Career and College Promise Career and Technical Education Pathway that does not include Universal General Education Transfer Component (UGETC) courses.

- (2) College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit high school career cluster. The college will grant articulated credit to students based on the then-current local or state North Carolina High School to Community College articulation agreement.
- (3) To maintain eligibility for continued enrollment, a student must:
 - (A) Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35, and
 - (B) Maintain a 2.0 GPA in college coursework after completing two courses.
- (4) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
- (5) Course substitutions may be approved by the chief academic officer for individual students. The college will document course substitutions for individual students and maintain those course substitutions in the student's file.
- (6) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a Career Technical Education Junior or Senior may concurrently enroll in two Career and Technical Education Pathways or in one College Transfer Pathway and one Career Technical Education Pathway.
- (7) The student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
- (8) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied

science program as long as they are still eligible for the Career and College Promise program. The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan).

(9) The college may award the certificate, diploma, or degree to the Career and College Promise student prior to high school graduation.

(o) Career Technical Education Pathway (Freshmen and Sophomores)

(1) Colleges may enroll eligible high school Freshmen and Sophomores only in industrial technologies (program code 50xxx), engineering technologies (program code 40xxx), agriculture and natural resources (program code 15xxx), and transportation (program code 60xxx), construction (program code 35xxx), and business technologies (program code 25xxx) certificate and diploma programs.

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

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

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

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

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

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

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

- (F) Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges and have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer.
- (4) College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. The college will grant articulated credit to the students based on the then-current local or state North Carolina High School to Community College articulation agreement. To maintain eligibility for continued enrollment, a student must:
- (A) Continue to make progress toward high school graduation, and
 - (B) Maintain a 2.0 GPA in college coursework after completing two college courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
- (5) A student must enroll in one pathway and may not substitute courses in one pathway for courses in another.
- (A) The student may change the student's pathway major to another eligible program of study with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
 - (B) A student may concurrently enroll in two Career and Technical Education Pathways in allowable program areas provided the exception has been approved by the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve an exception

if concurrent pathways are aligned to the student's career pathway interest and career goals.

- (6) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a Career Technical Education Pathway, while still enrolled in high school may continue to earn college credits leading to the completion of a higher level credential within the same program code. The college's chief student development administrator or the college's chief academic officer shall approve the continuation if the credential is in the same program code.
 - (7) With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied science program as long as they are still eligible for the Career and College Promise program.
 - (8) The college may award the certificate, diploma, or degree to the Career and College Promise student prior to high school graduation.
 - (9) The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan).
- (p) Cooperative Innovative High School Programs (CIHSP)
- (1) Cooperative Innovative High School Programs are jointly established by local boards of education and local boards of trustees.
 - (2) CIHSP enroll 100 or fewer students per grade level.
 - (3) Students enrolled in CIHSP have the opportunity to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years.

- (4) Cooperative Innovative High School (CIHS) student may enroll in
 - (A) One College Transfer program of study;
 - (B) One College Transfer program of study and one Career and Technical Education program of study; or
 - (C) Two Career and Technical Education programs of study.
- (5) Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
- (6) CIHSP are located on college campuses. A school shall obtain approval from the State Board of Community Colleges for exceptions to this requirement. Exceptions are based on local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers:
 - (A) Space availability;
 - (B) School capacity;
 - (C) Proximity to the student population;
 - (D) Suitable, available space with equipment specific to the curriculum; or
 - (E) Articulate, imminent, and significant health or safety concerns.
- (7) Student eligibility requirements for CIHSP are determined locally.
- (8) CIHS students may not audit courses.
- (9) CIHS students may not enroll in developmental education courses but may enroll in supplemental courses.

(10) CIHS students may not be enrolled in the Associate in General Education or General Occupational Technology programs with the exception of the Associate in General Education in Nursing degree.

(11) Colleges may award the certificate, diploma, or degree prior to high school graduation.

History Note: Authority G.S. 115D-20(4);

Eff. [November 1, 2017](#).

Amended Eff. [June 1, 2019](#).

Temporary Amendment Eff. [August 20, 2019](#).

Amended Eff. [December 1, 2019](#).

Amended Eff. [February 1, 2020](#).

1D SBCCC 400.93 Faculty

RECODIFIED at 1D SBCCC 400.4.

History Note: Recodified Eff. [November 1, 2017](#).

1D SBCCC 400.94 Curriculum Instructional Contract Provisions

RECODIFIED at 1D SBCCC 400.5.

History Note: Recodified Eff. [November 1, 2017](#).

1D SBCCC 400.95 Curriculum Program Approvals and Terminations

RECODIFIED at 1D SBCCC 400.6.

History Note: Recodified Eff. [November 1, 2017](#).

1D SBCCC 400.96 Instructional Service Agreements

RECODIFIED at 1D SBCCC 400.7.

History Note: Recodified Eff. [November 1, 2017](#).

1D SBCCC 400.97 Courses and Standards for Curriculum Programs

RECODIFIED at 1D SBCCC 400.8.

History Note: Recodified Eff. [November 1, 2017](#).

1D SBCCC 400.98 Articulation

REPEALED by the State Board of Community Colleges, eff. 1 November 2017.

History Note: Authority G.S. 115D-2.1; 115D-3; 115D-5; S.L. 1995, c. 625;

Eff. February 1, 1976;

Readopted Eff. January 5, 1978;

Amended Eff. September 1, 1993; December 1, 1984;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. July 1, 1998.

Repeal Eff. [November 1, 2017](#).

1D SBCCC 400.99 Career and College Promise

RECODIFIED at 1D SBCCC 400.11.

History Note: Recodified Eff. [November 1, 2017](#).

SUBCHAPTER 500. CUSTOMIZED TRAINING

1D SBCCC 500.1 PROGRAM CLASSIFICATION

The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:

- (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
- (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.
 - (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
 - (B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.
 - (C) The associate in general education degree programs are designed for students who desire a general liberal arts education.
 - (ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.
 - (iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.
- (b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning

strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.

(2) Continuing Education Programs:

(a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

(b) Community Service:

(i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.

(ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:

(i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.

(ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

(i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

(ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner's Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars (\$15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills

such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual's assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

- (iv) development of communication skills;
 - (v) development of problem-solving skills; and
 - (vi) awareness of the impact of information technology in the workplace.
- (g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

*History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);
Eff. February 1, 1976;
Readopted Eff. January 24, 1978;
Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;
Temporary Amendment Eff. June 1, 1997;
Amended Eff. July 1, 1998;
Temporary Amendment Eff. October 4, 2001;
Amended Eff. June 1, 2009; April 1, 2003.*

1D SBCCC 500.98 CUSTOMIZED TRAINING PROGRAM

- (a) Local colleges shall provide customized training programs for companies experiencing job growth, productivity enhancement needs, or creating technology investment to support the economic development of the State. Training programs for these companies shall be administered by the local college, with consultation and assistance from the department's System Office Economic Development staff.
- (b) State funds are appropriated to the North Carolina Community College System office in a separate line to support the Customized Training Program. These funds shall be used only to support companies experiencing job growth, productivity enhancement or technology investment.

*History Note: Authority G.S. 115D-5;
Eff. February 1, 1976;*

Readopted Eff. January 5, 1978;

Amended Eff. July 1, 2009; September 1, 1993; December 1, 1984.

1D SBCCC 500.99 ASSISTANCE FOR ECONOMIC DEVELOPMENT

- (a) A board of trustees that permits a private business enterprise to use college facilities or personnel pursuant to G.S. 66-58(c) and G.S. 115D-20(12) shall enter into a written agreement with the private business enterprise prior to providing any services. The agreement shall state the terms and conditions including costs for using college facilities and personnel.
- (b) Access to a college's small business incubator shall be limited to 24 months for private business enterprises.
- (c) Videoconferencing services may be provided to the public for occasional use.
- (e) The board of trustees shall evaluate its services for small business incubators, product testing or teleconferencing services on an annual basis.

History Note: Authority G.S. 66-58(c); 115D-20(12);

Temporary Adoption Eff. October 10, 2001;

Eff. April 1, 2003.

SUBCHAPTER 600. SMALL BUSINESS CENTERS

1D SBCCC 600.1 PROGRAM CLASSIFICATION

The following criteria are used for classifying the programs offered in the North Carolina Community College System.

(1) Curriculum Programs:

- (a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.
 - (i) Associate degree programs are planned programs of study culminating in an associate in applied science, associate in arts, associate in fine arts, associate in science, or associate in general education degree.

- (A) The associate in applied science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.
 - (B) The associate in arts, associate in science, and associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.
 - (C) The associate in general education degree programs are designed for students who desire a general liberal arts education.
- (ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under the college's associate in applied science degree curriculum program for a series of courses taken from the program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applied science degree.
 - (iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.
- (b) Developmental Education programs consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate.
- (2) Continuing Education Programs:
- (a) Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for full- or part-time employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.

(b) Community Service:

- (i) Community Service courses consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment.
- (ii) The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina.

(c) Self-Supporting Programs:

- (i) A self-supporting course is not reported to the state for budget FTE since the cost of conducting the course is paid by students enrolled.
- (ii) Recreational programs are self-supporting courses which the college may provide at the request of the community but for which the college receives no budgetary credit. Funds appropriated as operating expenses for allocation to the colleges shall not be used to support recreation courses. The financing of these courses by a college shall be on a self-supporting basis, and membership hours produced from these activities shall not be counted when computing full-time equivalent students for use in budget-funding formulas at the state level.

(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

- (i) High School Equivalency programs consist of classroom instruction, learning laboratory courses, or a combination of activities designed to qualify a student for an adult high school diploma. An Agreement of Affiliation with a local public school system is required for minors sixteen or seventeen years old. No agreement is required for adults eighteen years old and older.

- (ii) General Educational Development (GED) testing programs consist of classroom instruction, or learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) tests and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Educational Development testing program in cooperation with the Office on Educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner's Manual published by the General Educational Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Community College System Office, 200 W. Jones Street, Raleigh NC 27603-1379. A copy of this manual may be obtained at a cost of fifteen dollars (\$15.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1163.
- (iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.
- (iv) The English as a Second Language (ESL) program offers classes which accommodate the varied needs of the immigrant and refugee populations. Attention is given to both the cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student's ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The

curriculum is designed to develop the basic language skills of reading, writing, speaking, and listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Customized Training Program.

(i) The Customized Training Program addresses company-specific training customized for job growth, technology investment, or productivity enhancement. Based on needs specified in G.S. 115D-5.1, Customized Training Programs shall address job-specific training.

(ii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

(i) assessment of an individual's assets and limitations;

(ii) development of a positive self-concept;

(iii) development of employability skills;

(iv) development of communication skills;

(v) development of problem-solving skills; and

(vi) awareness of the impact of information technology in the workplace.

(g) The Learning Laboratory programs consist of self-instruction using programmed texts, audio visual equipment, and other self-instructional materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons working in the lab.

History Note: Authority G.S. 115D-1; 115D-2; 115D-5; S.L. 1995, c. 625; S.L. 2001, c. 424, s. 30.3(b), (e);

Eff. February 1, 1976;

Readopted Eff. January 24, 1978;

Amended Eff. September 1, 1993; September 1, 1982; August 17, 1981;

Temporary Amendment Eff. June 1, 1997;

Amended Eff. July 1, 1998;

Temporary Amendment Eff. October 4, 2001;

Amended Eff. June 1, 2009; April 1, 2003.

SUBCHAPTER 700. GENERAL PROVISIONS

1D SBCCC 700.1 Audited Courses

- (a) Definition. "Audit" means to enroll in a course section without receiving a grade, academic credit, continuing education unit, or certificate of completion. Students shall pay to audit courses consistent with the provisions of 1E SBCCC Subchapter 1000.
- (b) Eligibility to Audit. A student may audit a course section only on a space available basis as determined by the college. A student who audits a course section shall not displace students enrolling or registering to receive a grade, academic credit, continuing education unit or certificate of completion in the course section. The student must receive approval to audit a course section consistent with the college's local procedures.
- (c) Local Policy. Students approved to audit course sections must comply with local college policies related to auditing courses. Colleges may adopt policies and procedures identifying courses available and not available for audit.
- (d) Transcript. The college shall specify on a student's transcript if a student audited a course section.

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

Temporary Adoption Eff. [July 1, 2017](#);

Amended Eff. [November 1, 2017](#).

1D SBCCC 700.98 INSTRUCTION TO CAPTIVE OR CO-OPTED GROUPS

- (a) A college shall obtain State Board approval before providing instruction to classified Captive or Co-opted students. Captive or Co-opted groups of students are defined as individuals residing in a correctional facility; clients of sheltered workshops, domiciliary care facilities, nursing facilities including neuro-medical treatment centers, intellectual and developmental disabilities (IDD) centers, alcohol and drug abuse treatment Centers (ADATC); and residents of psychiatric residential treatment facilities. Approval by the State Board of Community Colleges shall constitute approval of the curriculum program or workforce continuing education course(s) and the group to be served by the college.
- (b) Instruction to Captive or Co-opted groups may be approved when the State Board determines that the proposed instruction for the group is not a function of the requesting agency, and the instruction is within the purpose of the community college as defined in G.S. 115D-1.
- (c) Instruction to Captive or Co-opted groups may be approved in the form of curriculum programs as defined in 1D SBCCC 400.3(a) and workforce continuing education courses as defined in 1D SBCCC 300.3. State Board of Community Colleges (SBCC) approved curricula for Captive or Co-opted groups shall include changes in programs of study and SBCC approved workforce continuing education course modifications. Physical education may not be a part of a curriculum program in a correctional setting.
- (d) Policies governing student enrollment in curriculum programs or courses and workforce continuing education courses shall be consistent with general college policies.

History Note: Authority G.S. 115D-1; 115D-5;

Emergency Adoption Eff. July 1, 1979 For a Period of 120 days to

Expire on October 29, 1979;

Made Permanent By Amendment Eff. October 5, 1979;

Amended Eff. April 1, 2003; January 1, 1996; September 1, 1993;

December 1, 1984

Amended Eff. [February 1, 2022](#)

1D SBCCC 700.99 Live Projects

REPEALED by the State Board of Community Colleges, eff. 1 November 2015.

History Note: Authority G.S. 115D-5; 115D-14; P.L. 97-300;

Eff. February 1, 1976;

Amended Eff. September 1, 1993; August 17, 1981;

Repealed Eff. [November 1, 2015](#).

SUBCHAPTER 800. CREDIT FOR PRIOR LEARNING

1D SBCCC 800.1 Definitions

- (a) Certification. An industry-recognized credential or designation that is obtained once the student has successfully passed a certification exam. Certification differs from licensure in that certification is a validation of specific industry-valued competencies and not a legal requirement for practicing a profession.
- (b) College-level learning. Knowledge, skills, and competencies equivalent to those expected of a student who successfully completes the corresponding curriculum course.
- (c) Continuing Education. Definition consistent with 1D SBCCC 300.1(a).
- (d) Continuing Education Course. Definition consistent with 1D SBCCC 300.1(b).
- (e) Credit for Prior Learning (CPL). Curriculum credit awarded for college-level learning obtained through prior learning experiences other than curriculum coursework. This definition does not include curriculum credit transferred from another accredited US institution of higher education.
- (f) Credit for Prior Learning standard. A designated amount of academic credit colleges shall award for college-level learning that fulfills established criteria.
- (g) Curriculum course. Definition consistent with 1D SBCCC 400.8.

- (h) Curriculum Course Review Committee (CCRC). Definition consistent with 1D SBCCC 400.8(h).
- (i) Curriculum program. Definition consistent with 1D SBCCC 400.3(a).
- (j) Licensure. A legal status granted by a government entity that provides permission to practice a profession. Licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.
- (k) Prior Learning Assessment. An evaluation of whether a student has obtained the requisite level of verifiable college-level learning outside of the traditional learning environment for curriculum credit.
- (l) Continuing Education Leadership Committee (CELC). Definition consistent with 1D SBCCC 300.5 (b)(2).

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

Eff. [April 1, 2021](#).

1D SBCCC 800.2 General Provisions

- (a) The purpose of this Subchapter is to guarantee that all North Carolina Community Colleges follow consistent academic conventions to ensure the integrity of the CPL process and to establish minimum standards for all NC community colleges.
- (b) Consistent with the provisions of this Subchapter colleges are authorized to award CPL using the following prior learning methods:
 - (1) Apprenticeship
 - (2) State or Industry Recognized Credentials/Continuing Education to Curriculum Credit
 - (3) Courses listed in high school to community college articulation agreements.
 - (4) Military education and training
 - (5) Standardized examinations
 - (6) Challenge exams/Proficiency
 - (7) Portfolio assessment
 - (8) Public Safety Training (PST) prefix courses

- (c) Colleges may award curriculum CPL when the documentation of prior learning meets or exceeds a demonstration of learning outcomes at the institutions' standards for awarding credit for the corresponding curriculum course. Institutions may award CPL that exceeds the minimum standards established in this Subchapter.
- (d) Colleges may only award curriculum CPL that is directly applicable to a student's declared curriculum program of study.
- (e) CPL for advanced courses does not negate the requirement to meet requisite learning outcomes.
- (f) CPL may be used to fulfill program requirements except for mandatory institutional requirements. Examples may include, but are not limited to, requirements of external agencies that specifically prohibited the use of CPL to fulfill the program requirements.
- (g) CPL cannot be used to satisfy the college's institutional credit requirements, which prescribes the minimum percentage of credit hours a student must earn through instruction offered by the institution awarding the credential. No greater than seventy-five percent (75%) of the credit hours required for graduation from a curriculum program of study may be earned through CPL.
- (h) Any CPL awarded by a college shall be reflected in the student's records by the college's Registrar Office without quality points assigned, except for allowances for graded military credit as described in 1D SBCCC 800.6"
- (i) Course Credit CPL standards approved by the CCRC shall be considered for transfer to any college in the North Carolina Community College System.
- (j) The local board of trustees shall adopt a policy governing the awarding of CPL. At a minimum, the local policy shall be consistent with standards established by this Subchapter. The local policy may include additional opportunities for students to receive CPL. Each college shall publish its CPL policy in the college's educational catalog.
- (k) Colleges shall establish a procedure that students must follow to request a prior learning assessment. This procedure shall be published in the college's educational catalog.
- (l) To be eligible to receive CPL, students must meet all of the following criteria:

- (1) Meet all admission requirements for their program of study.
 - (2) Be enrolled in a curriculum program to which the credit will directly apply; and
 - (3) Request a prior learning assessment consistent with the college's CPL procedures and provide all documentation by the published deadlines.
- (m) Nothing in this rule shall be construed to supersede limitations imposed by an accreditation, credentialing, licensure, or other external agency on the application of CPL towards credentials under their purview. In such instances, the college shall document the applicable limitations in the student's file.
- (n) It is possible that CPL from (b)(1), (b)(2), (b)(3), (b)(6), (b)(7), or (b)(8) may not be transferable to UNC System constituent institutions. Furthermore, UNC System SBCC institutions may request documentation to determine potential course credit. Colleges should encourage students to consult a UNC System transfer advisor before using these CPL sources to attain credit at a community college institution.

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

Eff. [April 1, 2021](#).

Amended Eff. [November 1, 2021](#).

Amended Eff. [February 1, 2022](#)

1D SBCCC 800.3 Apprenticeships

- (a) The NCCCS recognizes "Registered Apprenticeships" as defined by the U.S. Department of Labor.
- (b) At a minimum, colleges shall award CPL based on statewide articulation as approved by the CCRC for related instruction provided by external entities for registered apprenticeship programs. A college may award CPL for related instruction provided by external entities for which statewide articulations have not been established by the CCRC consistent with its local CPL policy.
- (c) Work-based learning (WBL) course credit may be granted for the experiential portion of a Registered Apprenticeship. Documentation including completed time

on task shall be provided through an Apprenticeship Agreement and shall constitute the documentational requirements of a WBL experience.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.4 State or Industry Recognized Credentials

- (a) The CCRC, based on recommendations from the CELC, shall have the authority to approve CPL standards for state or industry recognized credentials that document similar college-level learning as corresponding curriculum courses and, therefore, are eligible for articulated curriculum credit. Prior to approving CPL, the CCRC shall have written concurrence by two-thirds of colleges.
- (b) At a minimum, colleges shall award CPL for successful completion of state or industry recognized credentials consistent with the CPL standards approved by the CCRC. A college may award CPL for state or industry recognized credentials for which statewide articulations have not been established by CCRC consistent with its local CPL policy.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.5 Courses Listed in High School to Community College Articulation Agreements

- (a) The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The articulation agreement ensures that when a student is proficient in a high school course included in the agreement, the student can receive college credit for that course at any North Carolina community college.
- (b) Colleges shall award credit to students who have completed a high school course and met the criteria as outlined in the High School to Community College Articulation Agreement.

- (c) A college may award credit for successful completion of other high school courses consistent with any local high school to community college articulation agreements entered into by the college and an education entity providing secondary education.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.6 Military Education and Training

(a) Definitions.

- (1) “United States Armed Forces” consists of the Air Force, Army, Navy, Marine Corps, Space Force, and Coast Guard.
- (2) “Military Education and Training”. Education and training that has been documented on a transcript issued by one or more branches of the Armed Forces.
- (3) Military Credit Advisory Council (MCAC). A joint council of faculty and staff members from the NC Community College System and the University of North Carolina, MCAC oversees the process for establishing uniform standards for awarding Credit for Prior Learning for military training and experience. MCAC also ensures the transferability of these credits among institutions of both systems.
- (4) Military Prior Learning Academic Panels. Panels of academic faculty approved by MCAC are authorized to determine standards for awarding credit for identified subject areas.

(b) Awarding of Credit.

- (1) At minimum, colleges shall award Credit for Prior Learning based on military education and training consistent with the standards adopted by the appropriate Military Prior Learning Academic Panel.
- (2) A college may award Credit for Prior Learning for military training and education related to occupations and/or courses for which standards have not been established by an approved Military Prior Learning Academic Panel consistent with its local Credit for Prior Learning policy pursuant to the following:

- (A) Air Force: Community College of the Air Force transcripts are evaluated by the college registrar or designated college official as a traditional college transcript.
- (B) Army, Navy, Marine Corps, and Coast Guard: Colleges should refer to recommendations from the American Council on Education for occupations and courses not currently evaluated by the Military Prior Learning Academic Panels or documented on the Community College of the Air Force transcript.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.7 Standardized Examinations

- (a) “Standardized examination”. Any form of examination that requires all test takers to answer the same questions, or a selection of questions from a common bank of questions following established protocol and that is scored in a standard or consistent manner.
- (b) Colleges shall award Credit for Prior Learning for the following standardized examinations consistent with the standards herein:
 - (1) Advanced Placement (AP). Advanced Placement is a program of college-preparatory courses for high school students administered by The College Board, an educational nonprofit organization. Standardized AP exams are used to assess student mastery of course content. Students receive scores on a “1” to “5” scale, with “5” being the highest.
 - (A) An AP exam score determines how many credits are awarded towards specific coursework.
 - (B) Colleges shall award credit to a student who earns a score of “3” or higher on an AP exam as approved by the CCRC. Course credit is awarded based upon the academic program of study.
 - (C) A college may award credit for AP scores and courses beyond those approved by the CCRC as determined by local college policy.

- (2) Cambridge Assessment International Education Examinations. Cambridge Assessment International Examinations are a series of internationally recognized college-level examinations administered by Cambridge Assessment International Education, a unit of the University of Cambridge.
- (A) Upon review and evaluation of student submitted documentation by the college designee, students may earn credit based on the AS and A Level exam(s) taken and grades(s) earned. An official grade report from Cambridge International must be provided to the college.
 - (B) Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International AS and A Level Examination.
 - (C) Using the current Cambridge translation table, course credit is awarded and listed on the student's academic record. Course credit is awarded based upon the academic program of study.
 - (D) The course credit equivalency is documented on the student record.
- (3) College-Level Examination Program® (CLEP). The College-Level Examination Program® is a credit-by-examination program offered by the College Board, an educational nonprofit organization. The program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material.
- (A) If a CLEP exam in a subject is offered by the College Board, colleges shall require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.
 - (B) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score. report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant CLEP exam as a student who successfully completes the related course.

- (C) Students who perform satisfactorily on College-Level Examination Program exams shall receive a standardized code in the college's Student Information System.
 - (D) Students who did not receive a satisfactory score on a CLEP exam may retake the exam after three (3) months.
- (4) DANTES Subject Standardized Tests (DSST). DANTES Subject Standardized Tests are credit-by-examination tests developed by the Defense Activity for Non-Traditional Education Support (DANTES), a United States Department of Defense program.
- (A) Colleges shall award credit to a student who scores at or above the credit-granting score recommended by the American Council on Education at the time the college evaluates the student's official score report. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant DSST as a student who successfully completes the related course.
 - (B) Students who did not receive a satisfactory score on a DSST may retake the exam after three (3) months.
- (5) International Baccalaureate® (IB) Diploma Programme. International Baccalaureate® Diploma Programme is a college-preparatory program for students age 16-19 administered by International Baccalaureate®, an international educational foundation. Standardized IB exams are used to assess student mastery of course content. Students receive scores on a "1" to "7" scale, with "7" being the highest.
- (A) International credentials must be obtained from a recognized international institution that is validated by a US credentialing agency. A grade of (70) percent or higher must be earned for the courses being considered for credit.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.8 Challenge Exams/Proficiency

- (a) Challenge Exam/Proficiency. A departmental or institutional exam for a community college course used to determine if a student's subject matter proficiency is equal to or greater than the corresponding proficiency the student would have achieved had he or she completed the actual course.
- (b) Challenge Exam/Proficiency Standards
 - (1) Each college is responsible for ensuring the validity and reliability of institutional challenge exams/proficiency.
 - (2) Challenge exams/proficiency may be handwritten, computer-based, oral, practical, or a combination of these administration methods.
 - (3) Developmental courses (as defined in 1D SBCCC 400.3(b)) supplemental courses (as defined in 1D SBCCC 400.8(b)(1)), and courses including clinical practice (as defined in 1D SBCCC 400.1(c)(2)) are not eligible for challenge exams/proficiency.
 - (4) Challenge exams/Proficiency that are administered for courses contained in the Comprehensive Articulation Agreement (CAA) may be provided when the exam is vetted, administered, and graded by a qualified instructor in the discipline.
- (c) Limitations on Students Eligible to Take Challenge Exams/Proficiency
 - (1) A student must meet all pre-requisite requirements before he or she is eligible to take the challenge/proficiency examination for a course.
 - (2) A student may only attempt a challenge exam/proficiency once.
 - (3) A student may not take a challenge exam/proficiency if he or she has already earned a grade for the course. A challenge exam/proficiency may not be used to supersede a grade a student already earned in the applicable course.
 - (4) Career and College Promise (CCP) students, as defined in 1D SBCCC 400.11, may participate in challenge/proficiency examinations to earn college credit but may not earn dual high school credit. To earn dual credit, students must enroll and successfully complete the college course.

- (5) If a CLEP exam in a subject is offered by the College Board, colleges may require a student to take the CLEP exam if he or she seeks to demonstrate proficiency in the subject area by examination.
- (d) Colleges shall award credit for the applicable course to a student who successfully earns a grade of “C” or higher on a challenge exam/proficiency.
- (e) If the college requires the student to enroll in the course to be challenged, for practical purposes the test should be administered and graded by the first week the course is offered but no later than course census. Individuals who are unsuccessful may choose to stay enrolled in the course to earn course credit.
- (f) If the college challenge/proficiency examination occurs outside of regular course enrollment, then an optional assessment fee may be charged to cover administrative cost per 1E SBCCC 700.6.
- (g) For students enrolled in the course, successful challenge/proficiency examination completion may result in the student falling below full-time student status which could negatively impact their financial aid status; therefore, students should consult with their advisors beforehand to discuss various options.
- (h) Federal Pell grant funds cannot be used to pay for challenge exams/proficiency.
- (i) Student hours shall not be reported for budget/FTE which result from challenge exams/proficiency except that the actual time required to take the exam may be counted in membership; students shall be registered in the class consistent with 1E SBCCC subchapter 300 or 1E SBCCC Subchapter 400 (1G SBCCC 200.95).
- (j) Challenge Exams/Proficiency are not calculated into a student’s cumulative grade point average.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.9 Portfolio Assessment

- (a) Portfolio for Life and Work Experiences. A collection of artifacts documenting competencies gained through prior learning experiences that a student formally submits to a college.

- (b) Portfolio assessment. The evaluation of a Portfolio for Life and Work Experiences by subject matter experts designated by the local college in its local policy to determine whether a student is awarded Credit for Prior Learning.
- (c) Colleges may award Credit for Prior Learning based on portfolio assessment as provided by their local policies.
- (d) If the college challenge examination occurs outside of regular course enrollment, then an optional assessment fee may be charged to cover administrative cost per 1E SBCCC 700.6.

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

Eff. [April 1, 2021](#).

1D SBCCC 800.10 Public Safety Training (PST) Prefix Courses

- (a) Courses in the Combined Course Library with a Public Safety Training (PST) prefix can be used for awarding prior-learning credit for industry-recognized public safety training and/or credentials.
- (b) Consistent with 1D SBCCC 400.8(c), credit shall be considered for public safety training that meets the criteria outlined in the Public Safety Training (PST) course descriptions as listed in the Combined Course Library.
- (c) Official documentation from the training provider or credentialing entity shall be provided to the college that validates, at a minimum, the description and length of training.

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

Eff. [April 1, 2021](#).