

SUBCHAPTER 200. BASIC SKILLS

1D SBCCC 200.1 BASIC SKILLS DEFINITIONS

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1D SBCCC 200.2 ENROLLMENT/ELIGIBILITY REQUIREMENTS

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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

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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

(l) 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.