



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. Scott Ralls, Ph.D.

President

July 21, 2014

MEMORANDUM

TO: Presidents
Chief Academic Officers

FROM: Wesley E. Beddard, Associate Vice President
Student Learning and Success

RE: State Board Action on July 18, 2014
Revised Curriculum Standards
Addition to Special Curriculum Program Application Title List
Career and College Promise

On July 18, 2014 the State Board of Community Colleges approved the requested revision to the following curriculum standards:

Human Services Technology/Developmental Disabilities (A4538A)
Interventional Cardiac and Vascular Technology (A45410)
Therapeutic Recreation Assistant (A45770)

Please be aware that you must implement the revised standards no later than one year after the effective term. You must update your college's electronic programs of study and receive approval from the System Office prior to implementation of the revised program.

The State Board of Community Colleges approved the following addition to the Special Curriculum Program Application list of titles:

Computer Technology Integration (A25500)

Colleges seeking approval for the Computer Technology Integration (A25500) program may now utilize the abbreviated program application process as outlined in *Section 3A* of the *Curriculum Procedures Reference Manual* which is located at:

<http://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>

Presidents
Chief Academic Officers
July 21, 2014

In additional action, the State Board of Community Colleges approved revised Career and College Promise College Transfer Pathways with an effective term of Spring of 2015. The revision incorporates *optional* utilization of 0-8 hours of foreign language courses and accompanying labs, in a single language. These courses must be designated as general education within the Comprehensive Articulation Agreement.

The foreign language option may be utilized for individual students or may be required for all Career and College Promise students as part of the pathway. Colleges only need to file a revised pathway program of study (POS) if they plan to *require* foreign language as part of the pathway. *(Please note that Colleague programming has not been completed so the addition of foreign language as a requirement will produce a POS entry error, which can then be overridden by System Office staff.)*

Section 14 (Career and College Promise) of the *Curriculum Procedures Reference Manual* has been attached for your convenience. You will note that the revised College Transfer Pathways are included in Attachment B. In addition, the approved NC DAP cut scores are reflected on Attachment A.

If you have any questions concerning these State Board action items, please contact Jennifer Frazelle at 919.807.7120 or frazellej@nccommunitycolleges.edu. An outline of the specific curriculum standard revision and revised curriculum standards, are attached for your convenience. You may view all curriculum standards and curriculum courses by visiting the Programs website at:

<http://www.nccommunitycolleges.edu/academic-programs>

WB/JF/gr

Attachments

c: Dr. Lisa M. Chapman
Ms. Jennifer Frazelle
Ms. Elizabeth Self
Program Coordinators

CC14-023
Email

**Outline of Curriculum Standard Revisions
State Board of Community Colleges – July 18, 2014**

Human Services Technology/Developmental Disabilities (A4538A)

Revision:

- Revised the curriculum description

Interventional Cardiac and Vascular Technology (A45410)

Revisions:

- Revised the curriculum description.
- Added the following courses to the required Core:
ICV 118 Cardiology Procedures I
ICV 212 ICV Imaging Physics
- Removed the following courses from the required Core:
ICV 114 ICV Physics I
ICV 214 ICV Physics II.
- Added “not recommended (NR)” for diploma.
- Added the *EMS* prefix to the Other Major Hours section of the curriculum standard.

**Note: The curriculum standard revision includes new and revised courses approved by the Curriculum Review Committee (CRC) on May 29, 2014.*

Therapeutic Recreation Assistant (A45770)

Revisions:

- Changed curriculum standard title from Therapeutic Recreation Assistant to Recreational Therapy Assistant.
- Revised the curriculum description to reflect the Curriculum Program Title change.

**Note: As a result of the proposed revision to the curriculum standard title, the program code changed from A45770 to A45150.*

CURRICULUM STANDARD

Effective Term
Fall 2014
*[2014*03]*

Curriculum Program Title	Human Services Technology	Code	A4538A
Concentration	Developmental Disabilities		<i>CIP Code: 51.1599</i>

Curriculum Description

The Human Services Technology/Developmental Disabilities concentration is designed to train technicians to work with children and adults with physical, mental, and emotional disabilities. Students will specialize in the study of developmental and intellectual disabilities.

Students will gain an understanding of the handicapping effects of developmental disabilities in medical, psychological, social, educational, vocational, and economic terms. Fieldwork and clinical experience in community agencies providing comprehensive services to disabled persons and their families will be provided.

Graduates should qualify for employment in group homes, foster care homes, respite services, vocational rehabilitation agencies, sheltered workshops, adult developmental activities programs, early childhood intervention programs, and other programs for individuals with developmental and intellectual disabilities and their families.

*Curriculum Requirements**

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

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

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	64-76	36-48	12-18

Major Hours

[ref. 1D SBCCC 400.97 (3)]

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

Human Services Technology/Developmental Disabilities A4538A

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree.</i> Required Courses: HSE 110 Introduction to Human Services 3 SHC HSE 112 Group Process I 2 SHC HSE 123 Interviewing Techniques 3 SHC HSE 125 Counseling 3 SHC HSE 210 Human Services Issues 2 SHC HSE 225 Crisis Intervention 3 SHC PSY 150 General Psychology 3 SHC Required Subject Areas: Psychology. Select one: PSY 110 Life Span Development 3 SHC PSY 241 Developmental Psychology 3 SHC PSY 281 Abnormal Psychology 3 SHC Sociology. Select one: SOC 210 Introduction to Sociology 3 SHC SOC 213 Sociology of the Family 3 SHC SOC 220 Social Problems 3 SHC	25 SHC	12 SHC	
B. CONCENTRATION <i>Courses unique to the concentration are designated with **</i> WBL 111 Work-Based Learning I 1 SHC WBL 115 Work-Based Learning Seminar I 1 SHC DDT 110 Developmental Disabilities 3 SHC ** DDT 120 Teaching Developmentally Disabled 3 SHC ** DDT 210 DDT Health Issues 3 SHC ** DDT 220 Program Planning Process 3 SHC	14 SHC	12 SHC	
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i>			

BIO, BUS, CIS, CSC, DDT, GRO, HEA, HSC, HSE, MED, MHA, OST, PBT,
PSY, SAB, SOC, SWK, and WBL

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

CURRICULUM STANDARD

Effective Term
Fall 2014
[2014*03]

Curriculum Program Title **Interventional Cardiac and Vascular Technology** Code **A45410**
 Concentration **(not applicable)** **CIP Code: 51.0901**

Curriculum Description

The Interventional Cardiac and Vascular Technology curriculum provides individuals with the knowledge and skills necessary to qualify as an entry-level Intervention Cardiac and Vascular Specialist.

Course work will include radiographic physics, radiation protection, patient care, ECG, pharmacology, anatomy and pathology. Clinical rotations will provide experiences with advanced radiographic imaging equipment and medications used to visualize human vasculature and organs.

Graduates should qualify for eligibility to apply for and take the Registered Cardiovascular Invasive Specialist (RCIS) exam-given by Cardiovascular Credentialing International (CCI).

*Curriculum Requirements**

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

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

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	64-76	36-48	12-18

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

Major Hours

[ref. 1D SBCC 400.97 (3)]

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

Interventional Cardiac and Vascular Technology (A45410)

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 HC
A. CORE	57 SHC	NR	
Required Courses:			
ICV 110 Patient Care/Fundamentals	3 SHC		
ICV 111 ICV Electrocardiography	1 SHC		
ICV 112 ICV Ionizing Radiation Effects	2 SHC		
ICV 113 ICV Neurovascular Procedures	2 SHC		
ICV 118 Cardiology Procedures I	2 SHC		
ICV 120 ICV Clinical Education I	2 SHC		
ICV 125 ICV Clinical Education II	4 SHC		
ICV 130 ICV Clinical Education III	4 SHC		
ICV 212 ICV Imaging Physics	3 SHC		
ICV 216 ICV Pharmacology	3 SHC		
ICV 217 ICV Equipment & Supplies	3 SHC		
ICV 218 Cardiology Procedures II	2 SHC		
ICV 219 Vascular Physiology & Proc	3 SHC		
ICV 220 ICV Clinical Education IV	8 SHC		
ICV 230 ICV Clinical Education V	8 SHC		
ICV 241 ICV Pathology Review	2 SHC		
Required Subject Areas:			
Anatomy and Physiology. Select one:			
BIO 166 Anatomy and Physiology II	4 SHC		
BIO 169 Anatomy and Physiology II	4 SHC		
Exam Prep. Select one:			
ICV 261 ICV Cardiac Exam Prep	1 SHC		
ICV 262 ICV Vascular Exam Prep	1 SHC		
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS			
<i>To be selected from the following prefixes:</i>			
BIO, CIS, CSC, CVS, EMS ₂ , ICT, ICV, IMG, NAN, NMT, NUR, RAD, RCP, RTT, SON, SUR, and WBL.			
Up to three semester hour credits may be selected from the following prefixes: <i>ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA</i>			

CURRICULUM STANDARD

Effective Term
Fall 2014
[2014*03]

Curriculum Program Title **Recreational Therapy Assistant** Code **A45150**
 Concentration **(not applicable)** *CIP Code: 51.2309*

Curriculum Description

The recreational therapy assistant curriculum prepares individuals to plan, implement, and document therapeutic recreation interventions, according to national standards of practice. The curriculum emphasizes the use of recreation as treatment designed to (re)habilitate a client's level of functioning and independence.

Course work includes facilitating adaptive, inclusive and universal activities (ropes courses, creative arts, water sports, etc) and leading or co-leading recreational therapy sessions (social skills, team building, problem solving, leisure education etc.) for people with disabilities and their families.

Graduates should qualify for a LRTA license from the North Carolina Board for Recreational Therapy Licensure. Employment opportunities include group homes, retirement facilities, agencies serving people with developmental disabilities, psychiatric or mental health agencies, and other rehabilitation facilities.

*Curriculum Requirements**

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

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

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	64-76	36-48	12-18

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

Major Hours

[ref. 1D SBCC 400.97 (3)]

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

Recreational Therapy Assistant A45150

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree.</i> Required Courses: TRE 110 Introduction to Therapeutic Recreation 3 SHC TRE 112 Inclusive Programming 3 SHC TRE 210 Therapeutic Recreation Programming 3 SHC TRE 211 Therapeutic Recreation Professionalism 3 SHC Required Subject Areas: Therapeutic Recreation. Select 10 SHC of TRE courses. 10 SHC Clinical/work Experience. Select 8-12 SHC: TRE 288 Therapeutic Recreation Internship III 8 SHC TRE 289 Therapeutic Recreation Internship IV 12 SHC	30-34 SHC	12 SHC	
B. CONCENTRATION <i>(Not applicable)</i>			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> BIO, CIS, CSC, GRO, HEA, HSC, MED, PED, PSY, REC, SAB, SOC, TRE and WBL. Up to three semester hour credits may be selected from the following prefixes: <i>ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA</i>			



NC Community Colleges
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CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

Operating Procedures approved by State Board of Community Colleges on 10/12/11; SBCC revised 03/16/12;
SBCC revised 07/19/13; SBCC revised 11/15/13; SBCC revised 03/21/14; SBCC revised 07/18/14

Career and College Promise Outline

- I. Overview
- II. Operating Procedures
- III. Program of Study Filing Process
- IV. Student Coding
- V. Program Coding

Attachment A - College Readiness Benchmarks

Attachment B - College Transfer Pathway Standards

Section 14

Career and College Promise

I. Overview

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. 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.

Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a “B” average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. The three pathways include:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE) lead to a certificate or diploma aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Career and College Promise - Pathways

	College Transfer Pathways	Career Technical Education Pathways	Cooperative Innovation High School Programs
Definition	Tuition free course credits toward the Associate in Arts or Associate in Science and a four year degree.	Tuition free course credits toward an entry level job credential, certificate or diploma for eligible high school students.	Leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years.
Eligibility	<ol style="list-style-type: none"> 1. Be a high school junior or senior; 2. Have a weighted GPA of 3.0 on high school courses; and 3. Demonstrate college readiness in English, reading and mathematics on an assessment or placement test or meet provisional status. (see p. 26-5; item 3) 	<p>Be a high school Junior or Senior <i>and</i>:</p> <ol style="list-style-type: none"> 1. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee (PLAN scores should be considered); <i>and</i> 2. Meet the prerequisites for the career pathway. <p>Be a high school Freshman <i>and</i>:</p> <ol style="list-style-type: none"> 1. Passed Math I with a grade of C or better; 2. Scored a 3 or 4 on the EOC for Math I; 3. Meet the college ready reading score of 16 on the 8th grade Explore test; 4. Meet prerequisites for the career pathway; 5. Have the recommendation of the high school principal or designee; <i>and</i> 6. Enroll in Engineering or Industrial Technologies programs. <p>Be a high school Sophomore <i>and</i>:</p> <ol style="list-style-type: none"> 1. All criteria for freshmen as listed above, <i>and</i> 2. Have a weighted GPA of 3.0 on high school courses. 	<p>High School students in grades 9 to 12 with access to an approved CIHS. Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50.</p> <p>Special emphasis and preference given to first-generation college students.</p>

Career and College Promise - Pathways

	College Transfer Pathways	Career Technical Education Pathways	Cooperative Innovation High School Programs
Hours	32 – 35 SHC Pathway	12 – 18 SHC Certificate 36 – 48 SHC Diploma	64 – 76 SHC AAS degrees 64 – 65 SHC AA/AS
Program of Study Requirements	<p>Must be in compliance with pathway curriculum standards (see Attachment B).</p> <p>Must have approval for the Associate in Arts to offer the CCP CTP leading to the Associate in Arts.</p> <p>Must have approval for the Associate in Science to offer the CCP CTP leading to the Associate in Science.</p> <p>Must have System Office approval prior to implementation.</p>	<p>Must be in compliance with current curriculum standard;</p> <p>Must contain a minimum of 12 SHC derived from core of curriculum standard;</p> <p>Must be approved to offer the traditional program.</p> <p>No course picklists.</p> <p>Must have System Office approval prior to implementation.</p>	<p>CIHSP requirements are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>
Maintaining Eligibility	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. 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. 	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. 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. 	<p>Eligibility for remaining in CIHSP is established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>

II. Operating Procedures

(Approved by State Board of Community Colleges on 10/21/11; revised 03/16/12; revised 07/19/13; revised 11/15/13; revised 03/21/14; revised 07/18/14)

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the General Statutes.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics and ACA 122 College Transfer Success
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses; and
 - c. Demonstrate college readiness on an assessment or placement test (see attachment A).
A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.
3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
 - a. Have a cumulative weighted GPA of 3.5;
 - b. Have completed two years of high school English with a grade of 'C' or higher;
 - c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' or higher;
 - d. Obtain the written approval of the high school principal or his/her designee; and,
 - e. Obtain the written approval of the community college president or his/her designee.A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.
4. 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 courses.
 - c. 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 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.

7. With approval of the high school principal or his/her designee and the college's chief student development administrator, 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 or Associate in Science.
8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway (Juniors and Seniors)

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
 - c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses.
 - c. 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.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

Career Technical Education Pathway (Freshmen and Sophomores)

The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow “academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in industrial and engineering technologies.”

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in Industrial Technologies (Program Code 50xxx) and Engineering Technologies (Program Code 40xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school freshman or sophomore;
 - b. A qualified freshmen must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3 or 4 on the EOC for Math I;
 - iii. meet the college ready reading score of 16 on the 8th grade Explore test;
 - iv. meet prerequisites for the career pathway; and
 - v. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
 - c. A qualified sophomore must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3 or 4 on the EOC for Math I;
 - iii. meet the college ready reading score of 16 on the 8th grade Explore test;
 - iv. have a weighted GPA of 3.0 on high school courses;
 - v. meet prerequisites for the career pathway; and
 - vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses.
 - c. 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.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college’s chief student development administrator. A student may concurrently enroll in two engineering or industrial CTE programs of study provided the exception has been approved by the college’s Chief Academic Officer or his/her designee.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
3. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, using templates and program codes provided by the North Carolina Community College System Office.
2. 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. General education courses for career and technical education programs of study must be directly related to student success in the selected major.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
 - a. The impact of dual enrollment on high school completion.
 - b. The academic achievement and performance of dually enrolled high school students.
 - c. The number of students who successfully complete college pathways or certificates while dually enrolled.
 - d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

III. Program of Study (POS) Filing Process

College Program of Study Approval Procedures

1. A college must submit an electronic program of study through Colleague for each Career and College Promise program it plans to offer.
2. Programs of study must be approved before students can be enrolled.
3. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Information Specific to Career Technical Education (CTE) Pathway Programs of Study

- The college must already have received State Board approval to offer the traditional program in order to file a POS for a Career Technical Education pathway (i.e. the college must be approved for Welding in order to file a POS to offer a Welding CTE pathway.)
- The college must utilize the current curriculum standard as the guideline for CTE Pathways. The curriculum standards are located at: <http://www.nccommunitycolleges.edu/Programs/index.html>
- The program of study must consist of specific course requirements and may not include elective options (pick lists) for students.
- The CTE certificate or diploma program of study must include a minimum of 12 semester hours credit derived from the core of the curriculum standard.
- The college may submit more than one CTE certificate/diploma for a specific program in order to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s).

Information Specific to College Transfer Pathway Programs of Study

- Colleges must utilize the College Transfer Pathways for college transfer pathway program(s) of study.
- The college must already have approval to offer the Associate in Arts (A10100) in order to file a POS to offer P1012C.
- The college must already have approval to offer the Associate in Science (A10400) in order to file a POS to offer P1042C.

IV. Student Coding

Session Law 2011-145 (section 7.1A.(d) requires the establishment and implementation of a program accountability plan to evaluate the short-term and long-term outcomes for CCP. Therefore, it is crucial that students be correctly coded.

Student Codes are available on the XNC2 screen in Colleague:

CTP College Transfer Pathway
CTE Career and Technical Education
CIH Other Cooperative Innovative High School Programs
CIE Early College High Schools
CIM Middle College High Schools are available on the XNC2 screen in Colleague

Previous programs codes ('T' codes) are no longer valid. Cooperative Innovative High School students should be placed in the Program of Study designated for the school. Colleges are required to enter the Student Type (CCPP).

V. Program Coding

College Transfer Pathway Program Codes

Career and College Promise College Transfer Pathway Leading to an Associate in Arts - P1012C
Career and College Promise College Transfer Pathway Leading to an Associate in Science - P1042C

CTE Program Codes

CTE program codes are designated based on the curriculum standard. However, colleges may add two characters to the CTE program code to indicate that the program is intended for CTE students. (i.e. C55220HS – Early Childhood Education – CTE Certificate)

VI. References

[Memorandum #1](#) State Board Action on October 21, 2011: Career and College Promise Operating Procedures, College Transfer Pathways (CC11-026)

[Memorandum #2](#) Instructions for Filing Programs of Study for Spring 2012 (CC11-029)

[Memorandum #3](#) Instructions for Registering Students for Spring 2012 (CC11-030)

Senate Bill - <http://www.ncleg.net/sessions/2011/bills/house/pdf/h200v9.pdf>

FAQ - http://nccommunitycolleges.edu/Programs/docs/ccpFAQ_%2011-23-2011.pdf

CC14-011 - Career and College Promise Operating Procedures Revisions (*SBCC 03/21/14*)
Revised College Transfer Pathways – Associate in Arts and Science

CC14-xxx – Career and College Promise Operating Procedures Revisions (*SBCC 07/18/14*)
Revised College Transfer Pathways – Associate in Arts and Science

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	41 Writing	70 Writing	86 Sentence Skills	Composite score of 151 or higher ***
Reading	18	47	41 Reading	81 Reading	80 Reading	
Mathematics	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre- Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	22
Mathematics	500	Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

***The Reading & English part of the NC DAP is an integrated assessment of reading and English skills; meeting the composite cut score score for placement into ENG 111 is one way to demonstrate college readiness in order to participate in the College Transfer Pathway.

**Career & College Promise College Transfer Pathway
Leading to the Associate in Arts (P1012C)**

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

GENERAL EDUCATION (31-32 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition (6 SHC)

The following two English composition courses are required.

- | | | |
|---------|-------------------------------------|---------|
| ENG 111 | Writing & Inquiry | (3 SHC) |
| ENG 112 | Writing/Research in the Disciplines | (3 SHC) |

Select three courses from the following from at least two different disciplines (9 SHC)

Communication

- | | | |
|---------|-----------------|---------|
| COM 231 | Public Speaking | (3 SHC) |
|---------|-----------------|---------|

Humanities/Fine Arts

- | | | |
|---------|------------------------|---------|
| ART 111 | Art Appreciation | (3 SHC) |
| ART 114 | Art History Survey I | (3 SHC) |
| ART 115 | Art History Survey II | (3 SHC) |
| ENG 231 | American Literature I | (3 SHC) |
| ENG 232 | American Literature II | (3 SHC) |
| MUS 110 | Music Appreciation | (3 SHC) |
| MUS 112 | Introduction to Jazz | (3 SHC) |
| PHI 215 | Philosophical Issues | (3 SHC) |
| PHI 240 | Introduction to Ethics | (3 SHC) |

Social/Behavioral Sciences (9 SHC)

Select three courses from the following from at least two different disciplines:

- | | | |
|---------|------------------------------|---------|
| ECO 251 | Principles of Microeconomics | (3 SHC) |
| ECO 252 | Principles of Macroeconomics | (3 SHC) |
| HIS 111 | World Civilizations I | (3 SHC) |
| HIS 112 | World Civilizations II | (3 SHC) |
| HIS 131 | American History I | (3 SHC) |
| HIS 132 | American History II | (3 SHC) |
| POL 120 | American Government | (3 SHC) |
| PSY 150 | General Psychology | (3 SHC) |
| SOC 210 | Introduction to Sociology | (3 SHC) |

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111	Descriptive Astronomy (3 SHC)	and	AST 111A	Descriptive Astronomy Lab (1SHC)
AST 151	General Astronomy I (3 SHC)	and	AST 151A	General Astronomy Lab I (1SHC)
BIO 110	Principles of Biology	(4 SHC)		
BIO 111	General Biology I	(4 SHC)		
CHM 151	General Chemistry I	(4 SHC)		
GEL 111	Introductory Geology	(4 SHC)		
PHY 110	Conceptual Physics (3 SHC)	and	PHY 110A	Conceptual Physics Lab (1 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 32 - 41*

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree.

Career & College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (34 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines (6 SHC)

Communications

COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

Select two courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)*Select two courses from the following:*

MAT 171 Precalculus Algebra	(4 SHC)
MAT 172 Pre-calculus Trigonometry	(4 SHC)
MAT 263 Brief Calculus	(4 SHC)
MAT 271 Calculus I	(4 SHC)

Natural Sciences (8 SHC)*Select 8 SHC from the following course(s):*

AST 151 General Astronomy I (3 SHC) and AST 151A General Astronomy Lab I (1SHC)	
BIO 110 Principles of Biology	(4 SHC)
BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)	
CHM 151 General Chemistry I (4 SHC) and CHM 152 General Chemistry II (4 SHC)	
GEL 111 Introductory Geology	(4 SHC)
PHY 110 Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC)	
PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)	
PHY 251 General Physics I (4 SHC) and PHY 252 General Physics II (4 SHC)	

Total General Education Hours Required: 34**Academic Transition (1 SHC)***The following course is required:*

ACA 122 College Transfer Success	(1 SHC)
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***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Pathway: 35-43*

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree.