



CURRICULUM PROCEDURES REFERENCE MANUAL

SECTION 23

Guidelines and

Definitions

Section 23

GUIDELINES AND DEFINITIONS

COURSE GUIDELINES AND DEFINITIONS

In accordance with State Board of Community Colleges Code [1D SBCCC 400.8 (c)], which states: *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.*

State-Level Prerequisites/Corequisites

The NCCCS uses the following definitions:

Corequisite: A course taken at the same time as another course or prior to the course to be taken.

Prerequisite: A course taken prior to another course.

Colleges must use the minimum prerequisite/corequisite requirements which are listed in the *Combined Course Library* (CCL).

Colleges are responsible for ensuring that students have satisfied prerequisite and corequisite 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 course. Colleges should establish local policies for complying with this guidance.

A college may request to substitute a course of equal or higher level for a prerequisite/corequisite requirement stated in the CCL. All prerequisite/corequisite substitutions will require approval of System Office staff.

A college may implement a local policy for waiving requisite requirements for individual students. Documentation of requisite waivers should be maintained for auditing purposes. (CC10-048)

Local Prerequisites/Corequisites

A college may add prerequisites/corequisites to any course at the local level. All courses required for a program of study at a college, including prerequisites/corequisites, must be filed on the approved program of study for that curriculum at the System Office. Local prerequisites/corequisites may not be added if the addition will cause the total credit hours of the program to exceed the maximum hours on the curriculum standard.

Course Restriction to a Specified Program or Concentration

Courses restricted to a concentration are courses that uniquely satisfy the specialized requirements of the concentration. Other courses may be restricted to specified programs to comply with licensing and/or accrediting agency requirements or because there are security concerns associated with the course.

Colleges approved to offer a concentration may register individual students from other programs in courses unique to the concentration by performing a manual override of the restrictions. Colleges may not override restrictions for courses that are restricted for licensing, accrediting, or security reasons.

Local Content Option

From the outset of the reengineering process that resulted in the original Common Course Library (CCL), currently the *Combined Course Library*, one of the underlying principles was that colleges should be able to customize the CCL courses to accommodate local needs. Competencies for topics contained in the course description should comprise 80% of the course content. The remaining 20% of the course content may be used for local competencies or for additional instruction/enrichment in the system-wide competencies.

Section Restrictions

Colleges may restrict sections of a course to identified student populations, such as student majors, third-party sponsored, co-op cohorts, etc.

Fourth Sentence

A college may add a fourth sentence to a course description for publication in the college's catalog or other program documentation. The purpose of the optional fourth sentence is to clarify content or instructional methodology.

Dividing Courses into Incremental Units

Colleges are allowed to "split courses" in order to meet the needs of part-time students or to provide shorter units of study for abbreviated calendars. The intent of this guideline is to provide flexibility while maintaining the integrity of curriculum courses. Course units should be taught sequentially if the competencies and skills taught in the course require a sequential learning process. The guidelines for dividing courses into incremental units are:

- A curriculum course may be divided into 2 or 3 units. The units are designated with a suffix following the course prefix and number.
 - Appropriate suffix letters for a 2-unit split are AB and BB; WLD 122 split into two units would become WLD 122AB and WLD 122BB.
 - Similarly, a 3-unit split would use the suffixes AC, BC, and CC.
 - The suffixes C and L are reserved for splitting a course into class and lab components within the same semester.
 - The suffix A is reserved for lab courses as designated in the *Combined Course Library*.

- The units must equal the entire course of instruction, without omitting any competencies.
- The combined contact and credit hours for the units must equal the contact and credit hours for the course.
- If the course is a prerequisite to another course, the student must complete all component parts before enrolling in the next course.
- The components of a divided curriculum course must not be used to supplant training appropriate to occupational extension.

Selected Topics and Seminar Courses

Selected topics and seminar courses are units of instruction which offer specific job knowledge and/or skills and must be directly related to the program course work.

Selected topics courses are designed to be temporary courses. Courses designed to be long-term should be submitted for inclusion in the *Combined Course Library (CCL)*.

Selected topics and seminar courses *cannot* be used to meet general education requirements.

Selected topics and seminar courses do not transfer under the Comprehensive Articulation Agreement. Some colleges and universities may accept selected topics and seminars through local bilateral agreements.

The maximum credit for selected topics or seminar courses will be 3 SHC. Only 3 SHC in selected topics and/or seminar courses may be applied toward the graduation requirements for a given credential. Note: This is 3 SHC total; not 3 SHC of Selected Topics and 3 SHC of Seminar courses.

Selected topics and seminar courses, if included, must be on a college's program of study as Other Major Hours. Selected topics and seminar courses may be included in an elective list.

Selected topics and seminar courses will be numbered 190-199 or 290-299. The appropriate curriculum prefix should be substituted for SEL or SEM. For example, Selected Topics in Business would use the BUS prefix. The complete course title would substitute the curriculum area for the blank. *A first-year one credit business selected topics course would be BUS 191 Selected Topics in Business.*

Students must be enrolled in a curriculum to be qualified to register in selected topics or seminar courses.

PROGRAM GUIDELINES AND DEFINITIONS

Humanities

The following definition was developed several years ago and is universally accepted in higher education. It is the result of a 1986-1991 study of how the Humanities component of an associate degree occupational program should be viewed. The study, conducted by the National Council for Occupational Education and the Community College Humanities Association, two affiliates of the American Association of Community and Junior Colleges, marked a significant change in the structure and content of occupational and technical programs.

Humanities in Associate Degree Occupational Programs are studies which expand the student's awareness of the human condition and appreciation of human needs, values, and achievements. The Humanities assist in developing insights, capacities, and well-reasoned convictions essential for a fulfilled public and private life as well as success in a career. They include studies of literature and all languages, history, philosophy and religion, and the history and appreciation of the fine arts. They do not include the development of basic communication skills in any human language (Shared Vision, p. 74).

In a 1986 issues series publication, the AACJC Board of Directors presented twelve recommendations for including humanities in associate degree programs. The first recommendation is that "education policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study." (Eisenberg & Gollattscheck, p.5).

References:

Eisenberg D., and Gollattscheck J.F., eds. The future of humanities education at community, technical, and junior colleges. Issue Series 5. Washington, D. C.: American Association of Community and Junior Colleges. 1986.

Shared Vision Task Force. Successfully integrating the humanities into associate degree occupational programs: an implementation manual. Washington, D. C.: American Association of Community and Junior Colleges. 1991.

Core Course Substitution

A college may request course substitution for a course which is included as a core requirement on a curriculum standard based on the following criteria:

Core course substitutions may be made only for courses in the arts and sciences discipline areas.

A course may not be substituted if the credit hours of the course will cause the total credit hours of the program to exceed the maximum hours on the curriculum standard.

Core course substitutions require the approval of System Office staff.

Electives

A college may include major electives under the "Other Major Hours" category of the curriculum standard to allow some specialization by students. A list of elective courses for a given prefix must be limited to 9 SHC, with the exception of prefixes listed in the core or concentration and any exceptions as stated on the curriculum standard. These lists should include only those courses directly related to the program. If an elective list includes courses with prerequisites, all prerequisite requirements must be able to be completed within the length of the program (61 SHC for AA, AS, AE, and AFA; 76 SHC for AAS, 48 SHC for diplomas, and 18 SHC for certificates).

System Office Approval of Electronic Program of Study

A college enters an electronic program of study for each State Board approved program at the *highest* level it intends to allow students to complete. After completion of the System Office cycle of staff review and electronic approval, the college may create lower level programs at the local level, which do not require System Office review and electronic approval. Courses for the lower level programs should only include courses from the approved higher level program of study. Criteria for those local programs are in the following sections.

Note: A college may offer more than one CTE certificate/diploma for a specific Career and College Promise program in order to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s) for System Office approval prior to implementation.

Diploma from Associate in Applied Science (AAS) Program

A college with a System Office approved program of study for an AAS program may offer a diploma comprised of courses from the AAS program. The college's diploma program must contain the following:

- Total hours of 36 SHC minimum and 48 SHC maximum.
- Six SHC of general education courses, three of which must be in communication. A college may substitute diploma/certificate level general education courses (course numbers 100-109) for the general education courses in the AAS program.
- A minimum of 12 SHC from the core of the AAS program if the diploma is the highest level offered by the college. If the curriculum standard denotes core courses required for a diploma, all such courses must be included in the core of the diploma program.
- A maximum of 4 SHC of WBL (Work-Based Learning).
- A maximum of 3 SHC of selected topic or seminar courses.
- A maximum of 4 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements.

Certificate from AAS or Technical Diploma Program

A college with a System Office approved program of study for an AAS program may offer a certificate comprised of courses from the AAS program. Similarly, if a college's highest level of System Office approval for a technical program is at the diploma level, the college may offer a certificate comprised of courses from the diploma program. The college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.
- General education is not required; however, diploma/certificate level general education courses (course numbers 100-109) may be used in lieu of similar AAS level general education courses in the higher level program. All other courses must come from the approved AAS or diploma program.
- A maximum of 2 SHC of WBL (Work-Based Learning).
- A maximum of 3 SHC of selected topics and seminar courses.
- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation or employment requirements.

Certificate as Highest Level Offered

A college may choose to enter an electronic program of study with the certificate as the highest level offered. The college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.
- General education is not required but may be included as appropriate.
- A minimum of 12 hours must come from the core of the curriculum standard.
- The remaining major hours must come from the prefixes listed in the Other Major Hours section of the curriculum standard.
- A maximum of 2 SHC of WBL (Work-Based Learning).
- A maximum of 3 SHC of selected topics and seminar courses.
- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation or employment requirements.

Certificates and Diplomas (Career and College Promise)

See Section 14 of the *Curriculum Procedures Reference Manual* for guidelines on certificates and diplomas offered under Career and College Promise.

Stand-Alone Certificate (Curriculum Standard is Certificate-Only)

When a curriculum standard indicates the only award available is a certificate, the college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.
- General education is not required but may be included as appropriate.
- All core courses on the curriculum standard must be included.
- The remaining hours must come from the prefixes listed in the Other Major Hours section of the curriculum standard.
- A maximum of 2 SHC of WBL (Work-Based Learning)
- A maximum of 3 SHC of selected topics and seminar courses.
- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements, such as ACA and computer literacy courses.

NR (Not Recommended) Notation on Curriculum Standard

- The NR notation on a curriculum standard indicates that there was no job market at that award level or there were other restricting factors at the time that the curriculum standard was approved. Colleges may request revision of the curriculum to remove the NR notation through the regular curriculum standard revision process (*See Section 16 of the Curriculum Procedures Reference Manual*)

FREQUENTLY USED CURRICULUM TERMS

Adult High School (AHS) – A program offered in cooperation with the public school system. A diploma is awarded upon program completion and passing of the North Carolina Competency Test.

Alignment Project - A project with state-wide representation to assess the current employer needs for a particular instructional area and revise courses and curriculum standards, as required, to meet the employer needs. (Similar to a Curriculum Improvement Project (CIP) but typically project is allocated less time to complete than a CIP.)

Associate in Arts (AA) – A degree granted for planned programs of study consisting of a minimum of 60 semester hours and a maximum of 61 semester hours of college transfer courses.

Associate in Applied Science (AAS) – A degree granted for planned programs 64-76 semester hours of credit to provide entry-level employment education. An AAS program must include a minimum of 15 hours of general education and a minimum of 49 hours of major courses with numbers 110-199 or 210-299.

Associate in Engineering (AE) – A degree granted for planned programs of study consisting of a minimum of 60 semester hour credits and a maximum of 61 semester hour credits of college transfer courses, with an emphasis on engineering.

Associate in Fine Arts (AFA) – A degree granted for planned programs of study consisting of a minimum of 60 semester hour credits and a maximum of 61 semester hour credits of college transfer courses, with an emphasis on the arts. There are three distinct AFA degrees (Music, Theatre and Visual Arts).

Associate in General Education (AGE) – A degree which is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. The program may include both university transfer and non-transfer courses. The AGE consists of a minimum of 64 semester hour credits and a maximum of 65 semester hour credits.

Associate in General Education Nursing – A degree which is designed for students who wish to begin their study toward the Associate in Nursing degree and a baccalaureate degree in Nursing based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs.

Associate in Science (AS) – A degree granted for planned programs of study consisting of a minimum of 60 semester hour credits and a maximum of 61 semester hour credits of college transfer courses, with emphasis on the natural sciences.

Career and College Promise (CCP) - Success in today's global economy may require a two-or four-year degree, a certificate or diploma. Through Career and College Promise, qualified high-school-age students in North Carolina have the opportunity to pursue these options, tuition free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation.

Career Clusters Guide - Developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement.

Career Technical Education Pathway (CTE) – A certificate or diploma level program offered under Career and College Promise.

Certificate – A program comprised of 12-18 semester hours of courses designed to provide entry-level employment training.

Chief Academic Officer (CAO) – The person at the local college level who bears the primary responsibility for all areas of curriculum programming.

Classification of Instructional Programs Codes (CIP Codes) – Nationally recognized codes to classify instructional programs for educational research and funding purposes.

Clinical - Clinical practice provides an opportunity for health science students to apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving or accrediting body, shall supervise clinical practice to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies. Appropriate substitutions for the "traditional" clinical would include: orientation, capstone competency evaluations/exams, journal reviews, case studies, reflective journaling, service learning, peer mentoring, clinical debriefs, ground rounds teaching/research projects, online projects related to clinical, etc.

College Information System (CIS) – A two-part system to interconnect all facets of NCCCS records – commonly differentiated as Colleague and Data Warehouse.

College Transfer Pathway (CTP) – A pathway of curriculum courses offered under Career and College Promise which is aligned with the Associate in Arts, Science, Engineering or Fine Arts in Visual Arts program.

Colleague – A software package with enhancements and ancillary third-party products designed to interconnect the functions at the college level and to manage processes that are shared by the colleges and the System Office.

Combined Course Library (CCL) – The set of statewide uniform courses from which North Carolina community colleges must choose their curriculum course offerings.

Comprehensive Articulation Agreement (CAA) – An agreement between the North Carolina Community College System and public and private universities to facilitate transfer between community colleges and 4-year universities.

Concurrent Enrollment – Enrollment of high school students in regular college courses, usually located on the community college campus.

Continuing Education – A part of the lifelong learning mission of NCCCS, these programs provide opportunities for specific job training or retraining, basic skills education and improved use of leisure time.

Continuing Education Unit (CEU) – A unit of credit toward specific certification awarded for continuing education courses in collaboration with the certifying agency.

Cooperative Innovative High School (CIHS) – A high school located on a college campus (unless a location waiver has been approved) which provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years.

Curriculum Improvement Project (CIP Project) – A two-year project with state-wide representation to assess the current employer needs for a particular program area and revise courses and curriculum standards, as required, to meet the employer needs.

Curriculum Procedures Reference Manual (CPRM) – A manual that contains guidelines and forms utilized by the colleges and System Office in processes related to curriculum courses and programs.

Curriculum Course Review Committee (CCRC) – A committee of chief academic officers and presidents that serves as an arm of the State Board of Community Colleges, with the specific purpose of maintaining the curriculum courses in the *Combined Course Library*. This committee is charged with the responsibility of keeping the curriculum courses in the *Combined Course Library* current while guarding against proliferation of course duplications.

Curriculum Standard – Each curriculum program title has a corresponding curriculum standard which includes the curriculum title, program code, description, core courses, and other major prefixes that must be utilized by the college. The curriculum standards are developed by college faculty and approved by the State Board of Community Colleges. Any revisions (with the exception of prefix additions) must be voted upon by college(s) approved to offer the curriculum standard and then approved by the State Board of Community Colleges.

Data Warehouse – A massive database that stores five years of raw data. Standard reports with a fixed “snapshot” of data at a given date are available through menu/standard command options. Ad hoc reports are based on data in the warehouse on the day extracted; consequently, Ad hoc results vary as colleges update records.

Developmental Education – Programs that 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. The numbers 0xx-099 shall be assigned to developmental courses.

Diploma – A program comprised of 36-48 semester hours, including a minimum of 6 hours general education, which provide entry-level employment training.

Distance Learning (DL) – Organized delivery by means other than face-to-face classroom contact, such as via internet, information highway, or telecourse.

Early College High Schools – Small autonomous schools where students earn an associate degree or two years of college credit.

Fast Track for Action (FTFA) – Abbreviated program applications that meet specified criteria which make them eligible to be placed on State Board of Community Colleges consent agenda.

Full-Time Equivalency (FTE) – The number of hours equivalent to the hours one student is enrolled for the normal academic year of spring and fall terms. This method enables colleges to recognize the impact of part-time students as an aggregate.

General Occupational Technology (GOT) – A curriculum which is unique to an individual student’s particular needs for employability skills.

Health Science: Therapeutic and Diagnostic Services – Program majors (Emergency Medical Science, Medical Assisting, Nurse Aide, Pharmacy Technology, Phlebotomy and Therapeutic Massage) that allow students to complete general education courses that provide a foundation for success in nursing and allied health criteria. Students select a career pathway that will prepare them for an entry level position in health care while also taking courses that provide foundational knowledge needed in the pursuit of advanced health science degrees.

Independent Comprehensive Articulation Agreement (ICAA) – An agreement between the North Carolina Community College System and endorsing members of the North Carolina Independent Colleges and Universities to facilitate transfer between community colleges and private, North Carolina 4-year universities that endorse the agreement.

Independent Transfer Advisory Committee (ITAC) - A committee comprised of community college and representatives from the NC Independent Colleges and Universities who administer the Independent Comprehensive Articulation Agreement.

Institutional Information Processing System (IIPS) – Legacy-based software that was previously used by colleges for the purpose of entering electronic programs of study. This has been replaced by Colleague.

Instructional Service Agreements (ISA)- Level I- An agreement that is utilized when a college is requesting permission to deliver curriculum course(s), a curriculum program or continuing education courses into another college's service area.

Instructional Service Agreements (ISA) – Level II – An agreement that is utilized when two or more colleges are jointly offering curriculum or continuing education courses.

Instructional Service Agreements (ISA) – Level III – An agreement that is utilized when two or more colleges are jointly offering a curriculum or continuing education program.

Multiple Measures – Policy which establishes a hierarchy of measures that colleges will use to determine second semester seniors and recent high school graduates' readiness for college-level courses. Section 26 of the *Curriculum Procedures Reference Manual* provides the specific measurements utilized for this policy.

Middle College High Schools – Small autonomous schools where students take both high school and college credit courses, but are not guaranteed an associate degree or two years of transferable credit.

North Carolina Information Highway (NCIH) – A network of interconnected sites to provide simultaneous interaction among those sites for classes, meetings, forums, etc.

Program of Study (POS) – A listing of the exact courses that a college plans to offer to fulfill the requirements of a curriculum program. The initial and revised program of study must be approved by System Office staff prior to implementation.

Reverse Transfer Program – This is a collaborative effort between North Carolina's Community Colleges and the University of North Carolina's 16 constituent institutions. Students who transfer to a North Carolina university from a participating North Carolina community college are given the opportunity to combine the credits earned at the university with credit already earned at the community college to determine if the associate degree requirements have been met.

Semester Hour Credit (SHC) – Credit assigned to a course that represents the contact in a normal 16-week semester, based on formulas for class, lab, work, and clinical methods of instruction.

Service Area Assignments – An assignment of specific geographic areas for all colleges, assigning the authority and responsibility for providing courses. Service areas are established to regulate the offering of courses by colleges in a specific geographic area to eliminate duplication of services by different colleges in the same area. Section 18 of the *Curriculum Procedures Reference Manual* provides a listing of assigned area for each college.

State Board of Community Colleges (SBCC) – The governing body of the North Carolina Community College System.

State Board of Community Colleges Code (SBCCC) – The administrative regulations that ensure compliance with North Carolina laws. (*Previously called North Carolina Administrative Code.*)

Student Learning Outcomes (SLO) – List of outcomes describing what students are able to demonstrate in terms of knowledge, skills, and values upon successful completion of a course. These have been developed on a system-wide basis and are available in the *Combined Course Library* for specific courses.

Supplemental Courses – Courses that provide supplemental skills to a specific corequisite course or customized developmental course delivery. These courses do not earn credit toward a certificate, diploma or degree. (Example: *MAT 001 Math Skills Support*)

Tiered Funding Formula Model – A four-tiered funding model for curriculum and continuing education courses. Each curriculum prefix is assigned to either Tier 1A, 1B, 2 or 3. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2. Section 21 of the *Curriculum Procedures Manual* provides a full listing of assigned tiers to curriculum prefixes.

Three Year Accountability Report - submitted by the college three years after curriculum program implementation. The report includes information on enrollment, completers, employment, licensure/accreditation and other pertinent information.

Transfer Advisory Committee (TAC) – A committee comprised of community college and university representatives who administer the Comprehensive Articulation Agreement.

Transition/Bridge Courses – Curriculum level courses that are designed to assist the transition of students with specific skill sets and/or credentials into an identified curriculum program. Current transition/bridge courses include the following five courses:

***NUR 214 Nsg Transition Concepts** (transition of the Licensed Practical Nurse (LPN) to the Associate Degree Nursing role) is a course option that a college may utilize in their Associate Degree Nursing (A45110) program of study for the student who is a LPN. The electronic program of study will prompt the college for indication of usage. The credit hours of the course are not included in the total number of hours for

the program. Colleges may or may not provide advanced credit for LPNs. NUR 214 is an option that may assist with this transition.

***NUR 215 Paramedic/RN Bridge Concepts** (transition of the associate degree paramedic to the nursing role) is a course option that a college may utilize in their Associate Degree Nursing (A45110) program of study. The electronic program of study will prompt the college for indication of usage. The credit hours of the course are not included in the total number of hours for the program. Colleges may or may not provide advanced credit for Paramedics. NUR 215 is an option that may assist with this transition.

***NUR 216 Transition to Civilian Nursing** (transition of medically trained military personnel to civilian nursing) is a course option that a college may utilize in their Associate Degree Nursing (A45110) program of study. The electronic program of study will prompt the college for indication of usage. The credit hours of the course are not included in the total number of hours for the program. The student who successfully completes NUR 216 will receive advanced placement into the Associate Degree in Nursing (A45110) program. Colleges should refer to Military Credit for Prior Learning documentation for advance credit guidelines.

EMS 280 EMS Bridging Course (bridging of knowledge gained in a continuing education paramedic program to the Emergency Medical Science (A45340) curriculum program) is a course option that a college may utilize in their Emergency Medical Science (A45340) curriculum program of study for the student who is credentialed as a paramedic. The electronic program of study will prompt the college for indication of usage. The credit hours of the course are not included in the total number of hours for the program. Colleges may or may not provide curriculum credit for the continuing education paramedic program. EMS 280 is an option that may assist with this transition.

MTH 180 Massage Bridging Course (bridging of knowledge gained in a continuing education or proprietary massage program to the Therapeutic Massage (A45750) curriculum program) is a course option that a college may utilize in their Therapeutic Massage (A45750) curriculum program of study for a student who is credentialed as a board-certified massage therapist. The electronic program of study will prompt the college for indication of usage. The credit hours of the course are not included in the total number of hours for the program. Colleges may or may not provide advanced curriculum credit for continuing education or proprietary education. MTH 180 is an option that may assist with this transition.

**The college's use of NUR 214, NUR 215 or NUR 216 must be approved by the NC Board of Nursing.*

Uniform Articulation Agreement (Associate in Engineering) – An agreement which promotes educational advancement opportunities for Associate in Engineering (A10500) completers and the constituent institutions of The University of North Carolina in order to complete Bachelor of Science in Engineering degrees. The Associate in Engineering to Bachelor of Science in Engineering Articulation Agreement (AE to BSE AA) is between the State Board of North Carolina Community Colleges and The University of North Carolina Board of Governors. It applies to all NC community colleges that operate the AE program and to UNC constituent institutions (ECU, NC A&T, NCSU, UNC-Charlotte and Western Carolina.)

Uniform Articulation Agreement (Associate in Fine Arts in Music) – An agreement jointly created by the North Carolina Community College System and the University of North Carolina Bachelor of Music programs. The agreement is focused on developing seamless transfer for students who begin music studies at a community college and then transfer to one of the University of North Carolina Bachelor of Music programs. *(Pending approval by the NC Board of Governors).*

Uniform Articulation Agreement (Associate in Fine Arts in Theatre) – An agreement jointly created by the North Carolina Community College System and the University of North Carolina Baccalaureate of Arts programs. The agreement is focused on developing seamless transfer for students who begin theatre studies at a community college and then transfer to one of the University of North Carolina Bachelor of Arts programs.

Uniform Articulation Agreement (Associate in Fine Arts in Visual Arts) – An agreement jointly created by the North Carolina Community College System and the University of North Carolina Baccalaureate of Fine Arts (BFA) visual arts programs. The agreement is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the seven UNC BFA visual arts programs.

Uniform Articulation Agreement (RN to BSN) – An agreement which promotes educational advancement opportunities for registered nurses moving between North Carolina Community Colleges and the constituent institutions of The University of North Carolina in order to complete Bachelor of Science in Nursing degrees. The Registered Nurse to Bachelor of Science in Nursing Articulation Agreement (RN to BSN AA) is between the State Board of North Carolina Community Colleges and The University of North Carolina Board of Governors. It applies to all NC community colleges that operate associate degree nursing programs and to those eleven constituent institutions of the The University of North Carolina that operate RN to BSN Programs

Virtual Learning Community (VLC) – A service of the North Carolina Community College System that provides courses for the colleges in the system to use for distance education.

Work-Based Learning (WBL) - The development of job skills and an opportunity for career exploration by providing the student with employment that is coordinated with the educational program.